

Student/Faculty Projects Council for Accreditation



Collegiate Assembly and Council for Accreditation (CFA)
Faculty-Student Project Posters

Poster Number	Title	Accredited Institution	Student/Faculty
CFA-1	Diversity Grows Here	Louisiana Tech University	Emma Ammons Hutchings, Avery Johnson, Cameryn Thompson, Katheryn Walker Faculty: Amy Yates
CFA-2	Enhancing Financial Literacy through Service Learning: A Collaborative Effort with United Way	Louisiana Tech University	Megan Grider and Haylee Shoemaker Faculty: Amy Yates
CFA-3	Integrating Fashion from Concept to Consumer In a Fashion Merchandising Curriculum Through a Student Directed Business	Louisiana Tech University	Surayya Jones and Kinzley Allen Faculty: Kathleen Heiden
CFA-4	Little Steps, Big Discoveries: Infant and Toddler Development through the Denver	Louisiana Tech University	Audrey Montgomery Faculty: Tonya Vandenbrink
CFA-5	Pair-A-Planet: Creating and Administering an Educational Activity	Louisiana Tech University	Camdyn Slade Faculty: Tonya Vandenbrink
CFA-6	Positively Reinforcing People	Louisiana Tech University	Alyssa Pace Faculty: Tonya Vandenbrink
CFA-7	Innovative Approaches to Teaching Child Development: The Role of My Virtual Child with Theory and Practice	University of Arkansas at Pine Bluff	Brooklynn Tanner Faculty: Karleah Harris and Charline Harris
CFA-8	Special Olympics Missouri Fashion Show	University of Central Missouri	Dally Bruns, Rachel Gardner, Campbell Mayer, Kaci Wright, Malia Gutierrez, and Avery Barr Faculty: Erica Spurgeon
CFA-9	Facilitating Real-World Experiences: Internships in Retailing and Consumer Science	University of Houston	Anisa Limon Faculty: Blake Mudd and Barbara Stewart

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CFA-10	Global Experiences: Study Abroad at the University of Houston	University of Houston	Elizabeth Flores, Dyanna Gonzalez, Gloria Varela, Koryn Barker Faculty: Barbara Stewart, Olivia Johnson, Daiane Polesello, Melika Shirmohammadi
CFA-11	AI Based Student Success Project: Strategies to Reinforce Content Attainment and Tool Application	University of Houston	Nicole Figueroa, Victoria Navarro, Cara Prim Faculty: Barbara Stewart
CFA-12	Exploring Greenwashing, Wokewashing, and Techwashing: Definitions and Real-Life Examples through Case Studies	University of Houston	Claire Petershagen and Betsy Chiu Faculty: Barbara Stewart and Daeun Chloe Shin



Council for Accreditation Faculty/Student Poster Abstract

Title of the Project	Diversity Grows Here
Name of Accredited Institution	Louisiana Tech University
Name and Email of Individual Submitting Abstract	Amy Yates yates@latech.edu
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Identification of Real-World Experience(s) – Put an “x” for ALL that Apply

	Client-Based or Industry-Sponsored Projects		Study Abroad or Global Programs
X	Fieldwork and Service Learning		Volunteer Work and Nonprofit Engagement
	Simulations and Case Studies		Internships or Co-op Placements
	Entrepreneurial Ventures	X	Capstone Projects

ABSTRACT (Maximum of 2 pages)

The purpose of this project was to highlight and promote respect for diversity across the university campus by providing a week's worth of events to foster inclusion, awareness of diversity, and mutual respect within our campus community. By conducting five engaging and educational events, we strove to highlight the importance of the unique differences between students from various backgrounds and to showcase the diversity that ranges across our campus. This project sought to inspire meaningful connections and to reaffirm The School of Human Ecology's commitment to embracing diversity in all its forms.

This project encouraged a growth of appreciation for the diversity existing on campus. Student facilitators learned more about the diversity of their student body, and through their education, shared this knowledge with students, faculty, and staff around them. Those who participated in the events celebrating diversity were encouraged to lean into their differences; reflecting on the events, traits, and cultures that make them unique. Each of these characteristics are worthy of celebration. As a result of these events, students were given a platform to share and celebrate their individuality with other members of the campus community. Each student, faculty, and staff member that participated were eager to share the things that made them singular.

This capstone, service-learning activity was complemented by student assignments to connect the week's activities to the Family and Consumer Sciences Body of Knowledge, the Mission of the School of Human Ecology, and the development of each student's understanding of professional service.

In the future, it is encouraged that students continue to collaborate and honor the diversity growing on their campus. Every student is distinctive in their own way and deserves to be recognized and appreciated without judgement.



Council for Accreditation Faculty/Student Poster Abstract

Title of the Project	Enhancing Financial Literacy through Service Learning: A Collaborative Effort with United Way
Name of Accredited Institution	Louisiana Tech University
Name and Email of Individual Submitting Abstract	Amy Yates yates@latech.edu
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Name and Email of Student(s)	Megan Grider mcg049@latech.edu Haylee Shoemaker hbs011@latech.edu

Identification of Real-World Experience(s) – Put an “x” for ALL that Apply

	Client-Based or Industry-Sponsored Projects		Study Abroad or Global Programs
<input checked="" type="checkbox"/>	Fieldwork and Service Learning	<input checked="" type="checkbox"/>	Volunteer Work and Nonprofit Engagement
	Simulations and Case Studies		Internships or Co-op Placements
	Entrepreneurial Ventures		Capstone Projects

ABSTRACT (Maximum of 2 pages)

This service-learning class project for Family Resource Management was conducted in partnership with United Way. The primary objective was to enhance financial literacy among high school students through a community event, while simultaneously providing undergraduate students with practical community education experiences and professional development opportunities.

The community event sponsored by the United Way, titled "Dollars & Sen\$e," was a financial literacy simulation designed for high school students. A total of 22 undergraduate students from the Family Resource Management course participated the event. The simulation was conducted at the town's civic center, engaging over 100 high school students in a financial literacy simulation focusing on budgeting and managing expenses

The desired results* of the project were for undergraduate students to successfully applied their knowledge of financial literacy to educate high school students in order to

- Improve understanding of financial concepts among high school students
- Enhance teaching skills and confidence among undergraduate students
- Increase engagement in community service
- Provide a professional development model for undergraduate students

This service-learning project demonstrated the effectiveness of collaborative efforts between educational institutions and community organizations in promoting financial literacy. The undergraduate students not only contributed to the financial education of high school students but also gained valuable experience in teaching and community service. The project highlighted the importance of practical, hands-on learning experiences in higher education.

Connection to Family and Consumer Sciences Body of Knowledge: This project aligns with several components of the Family and Consumer Sciences Body of Knowledge:

1. Capacity Building: Undergraduate students developed their teaching skills and confidence, which are essential for building individual and community capacity.
2. Resource Development and Sustainability: The project emphasized the wise management of financial resources, promoting sustainable financial practices among high school students.
3. Wellness: By improving financial literacy, the project contributed to the overall well-being of both the high school and undergraduate students, addressing aspects of economic wellness and security.

*Service-learning activity scheduled for February 19-20, 2025; Results and conclusion are likely to be adjusted.



Council for Accreditation Faculty/Student Poster Abstract

Title of the Project	Integrating Fashion from Concept to Consumer In a Fashion Merchandising Curriculum Through a Student Directed Business
Name of Accredited Institution	Louisiana Tech University
Name and Email of Individual Submitting Abstract	Dr. Kathleen Heiden heidenk@latech.edu
Name and Email of Faculty Member(s)	Dr. Kathleen Heiden
Name and Email of Student(s)	Surayya Jones and Kinzley Allen

Identification of Real-World Experience(s) – Put an “x” for ALL that Apply

	Client-Based or Industry-Sponsored Projects	Study Abroad or Global Programs
	Fieldwork and Service Learning	Volunteer Work and Nonprofit Engagement
	Simulations and Case Studies	Internships or Co-op Placements
X	Entrepreneurial Ventures	Capstone Projects

ABSTRACT (Maximum of 2 pages)

Purpose:

The purpose of this project is to enhance the Fashion Merchandising and Retail Studies (FMRS) program by expanding the learning environment beyond the classroom through creating manufacturing and retail operations and providing service-learning opportunities for students. The project creates an environment where students, guided by faculty, are responsible for the success of a business.

Rationale:

The FMRS program prepares students for careers in a dynamic, technologically advanced, and globally focused industries. FMRS focuses on the areas of product creation, development, evaluation, production, distribution, and promotion of textile and apparel products. Coursework is supplemented by experiential learning through laboratory experiences and through internships. Since students are familiar with the manufacturing and retail environments from a theoretical basis, the addition of a manufacturing department and a retail store that is solely the responsibility of the FMRS program the program enhances teaching, research, and service as students integrate their classroom knowledge with practical experience. Participation in this program with increasing responsibilities throughout the program enables students to apply classroom knowledge and develop skills related to product development, production, sales, merchandising, management, and marketing. Expanding the learning environment provides the technology and resources to achieve the specific proposed project goals of (1) creating a bridge between classroom learning and industry experience for workforce preparedness and (2) providing service to university students and the community through providing merchandise.

Implementation:

The project established a manufacturing department and retail store for students to design, manufacture and sell Tech Tartan merchandise, a brand developed by the FMRS program. The program is staffed solely by students. The staff includes both unpaid students who are completing service hours and internships as well as paid students for product manufacturing and production management.

The students, under the guidance of faculty, are responsible for the success of the Tech Tartan. Junior and senior students majoring in FMRS, Art or Business hold positions that require a basic level of knowledge in the field. These students will have successfully completed courses that address and discuss aspects of the development, manufacturing and/or retail environment and possess the basic knowledge needed to perform the requirements of the position. Positions include fashion photographers, fashion stylists, product designers, product buyers, supply chain managers, assistant production managers, visual merchandisers, marketing managers, and web designers. Lower level FMRS students complete service hours and internships while working as sales associates in the retail store.

Integration of Body of Knowledge:

The Body of Knowledge is the foundation for our work as Family and Consumer Sciences professionals. It provides the guiding framework for how we approach problem solving to develop alternative courses of action for real world issues. As students participate in the project to develop, manufacture, and sell Tech Tartan merchandise, they have the opportunity to apply the Body of Knowledge as they are developing discipline specific skills. This project expands students' knowledge and understanding of core concepts (basic human needs, community vitality) and cross cutting themes (global interdependence, appropriate use of technology, resource development and sustainability, capacity building).

Assessment of Progress

Outcomes focus on students' knowledge, skills, and comfort level in practical experience. Process and implementation are evaluated by students and faculty throughout the project. Performance measures help the program define progress toward the project goal. The following performance measures are used to assess/evaluate the project's success to achieve the program goal.

Outcome	Evaluation Data/Indicators	Evaluation Data Source
Increased discipline specific knowledge and skills of students participating in program	Number and percent of students indicating an increase in knowledge and skill base	Faculty- designed course evaluation
Students' understanding of and application of Body of Knowledge to project	Students' ability to discuss how Body of Knowledge was applied/integrated into different aspects of the project (design, production, selling)	Student Body of Knowledge Reflection
Provide needed service to the community	Number of customers that purchase from the store Type of merchandise purchased Number of community members that attend special events	Store sales records Store sales records Event records
Resources integrated in classroom teaching activities and assignments (Objectives 3 & 5)	Number of faculty using proposed resources for classroom teaching Number of classroom assignments and projects completed using proposed resources	Faculty maintained records Course Syllabi
Participation in service-learning activities by students	Number of service-learning activities that utilize project resources Number of students participating in service-learning activities	Faculty maintained records Faculty maintained records



Council for Accreditation Faculty/Student Poster Abstract

Title of the Project	Little Steps, Big Discoveries: Infant and Toddler Development through the Denver
Name of Accredited Institution	Louisiana Tech University
Name and Email of Individual Submitting Abstract	Tonya Vandenbrink vandenb@latech.edu
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Name and Email of Student(s)	Audrey Montgomery abm049@latech.edu

Identification of Real-World Experience(s) – Put an “x” for ALL that Apply

	Client-Based or Industry-Sponsored Projects	Study Abroad or Global Programs
X	Fieldwork and Service Learning	Volunteer Work and Nonprofit Engagement
	Simulations and Case Studies	Internships or Co-op Placements
	Entrepreneurial Ventures	Capstone Projects

ABSTRACT (Maximum of 2 pages)

The Infant and Toddler Development course focused on the physical, cognitive, and socioemotional development of children from birth to three years of age. It helped us students and caregivers understand the growth and development that goes on during this crucial period in infants and toddler's lifetime. It helped us become aware of the behaviors and milestones that will occur during this stage. The Denver Developmental Screening test is an assessment that was practiced inside the classroom first. Then it was performed outside of this class at a local child care center to analyze young children between infancy and toddlerhood for developmental difficulties or strengths in all areas of development. The benefit of this assessment is being able to inform the parents of the results and to identify early developmental issues that might need further examination by a professional. This real world experience tremendously helped enhance my knowledge on infant and toddlers development by connecting the knowledge presented in the classroom to practice. This assessment is normally given between the ages of birth to six years of age and is widely used in the education system as well as other areas of child development. After performing this assessment, I was able to categorize the child's type of development as normal, suspect, or untestable. These types of development were to determine whether the child was on track, had potential delays, or refusing to participate in certain activities. The Denver Developmental Screening test improved my knowledge on children's development and focused on textbook specific concepts. Through this process, I was able to grasp a better understanding of child growth and how they accomplish tasks such as walking, drawing, or speaking. While performing this assessment, I was able to comprehend how children's words and symbol recognition grew with age as well as their ability to name objects and participate in physical activities. By seeing how the child interacted with this screening, it showed the importance of early intervention but also how the skills would predict their future physical, cognitive, and social skills. The Denver Developmental Screening test also correlated with the body of knowledge

particularly focusing on human development and the importance of family systems. Majoring in Human Development and Family Science will require future professionals to work with children and families. By having an insight on the specific developmental milestones, it will guide future caregivers and professionals on the best way to support a child's development through continued support assisted with age-appropriate activities. This experience helped to significantly impact my experience with infant and child development by applying real world applications to the classroom material. Having the opportunity to learn the material and then analyze in a real world setting made it easier and more beneficial to comprehend the information. It combined my awareness of the body of knowledge along with Human Development and Family Science in gaining a better understanding of ways to guide and support infant and toddler's development.



Council for Accreditation Faculty/Student Poster Abstract

Title of the Project	Pair-A-Planet: Creating and Administering an Educational Activity
Name of Accredited Institution	Louisiana Tech University
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Name and Email of Student(s)	Camdyn Slade, cslade14@yahoo.com

Identification of Real-World Experience(s) – Put an “x” for ALL that Apply

	Client-Based or Industry-Sponsored Projects	Study Abroad or Global Programs
<input checked="" type="checkbox"/>	Fieldwork and Service Learning	Volunteer Work and Nonprofit Engagement
	Simulations and Case Studies	Internships or Co-op Placements
	Entrepreneurial Ventures	Capstone Projects

ABSTRACT (Maximum of 2 pages)

In an Early Childhood Development course, I had the opportunity to engage in creating and administering an educational activity for preschoolers age 3-to-4-years-old. In the course students learned about physical, cognitive, and socio-emotional development of preschoolers. For instance, in the cognitive domain students have learned about how children problem-solve, grow in their attention span, their ability to engage in matching, comparing, organizing, and simple reasoning to name a few. Development in the physical domain consists of muscle control, balance, coordination, body awareness and self-help skills that are developing throughout the preschool years. Within the socioemotional domain, children during this age are learning to regulate their behavior and emotions, develop relationships, work together and create a positive personal identity.

Within the course students were able to engage in an experiential learning project that provided field experience related to topics within the course. The goal of the project was for students to utilize knowledge learned in the classroom and apply that knowledge directly to a real-life situation. In this case, a preschool classroom. In addition, the project had to aid in the development of preschooler's skills within each domain; physical, cognitive, and socio emotional. Specifically, the project was to create an educational activity appropriate for three and four year-olds that also corresponded with the center's theme of the week. The week our group administered our activity, the theme was Space. The group created Pair-A-Planet with the goal of assisting children in learning to identify and name the planets. To make the activity fun and age appropriate, we created a planet matching game. To do this, pictures of the planets were cut into multiple pieces and laminated. Children were first introduced to the activity by watching a quick educational video on the planets, then pictures of the planets were held up to educate them on the name, shape, and qualities that make up each planet. After this, children were divided into small groups and engaged in the matching game. To finish, children were once again shown the pictures of the planets and asked to name them. This educational activity assisted in every domain of development. Specifically it worked with the children's cognitive domain by matching, organizing, and increasing their attention span. The physical domain was focused on as children used their fine motor skills to engage in a pincer grasp to grab the cards and put them together. The socioemotional domain by requiring them to take turns, wait patiently, and work together with classmates.

We found that most children really enjoyed the activity and were actively learning about the planets. In the 3-year-old room we found that children had a difficult time waiting their turn when matching and they didn't always know which planet was which. However, in the 4-year-old room we noticed children were more patient and attentive as they each took turns and worked together in the matching game.

By the end of the class, I was able to understand the small differences between ages three and four. At age three, children are more egocentric and participate in parallel play with their classmates. It's not that children aren't cooperative, they just don't understand how to play together or focus on a specific task at hand. Then when taking a look at the age of four, the children have begun to learn how to work together to achieve the same goal. Being able to teach and provide a learning environment for children has further educated me in my career, and I am looking forward to taking this information with me in the future.



Council for Accreditation Faculty/Student Poster Abstract

Title of the Project	Positively Reinforcing People
Name of Accredited Institution	Louisiana Tech University
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Identification of Real-World Experience(s) – Put an “x” for ALL that Apply

	Client-Based or Industry-Sponsored Projects	Study Abroad or Global Programs
<input checked="" type="checkbox"/>	Fieldwork and Service Learning	Volunteer Work and Nonprofit Engagement
	Simulations and Case Studies	Internships or Co-op Placements
	Entrepreneurial Ventures	Capstone Projects

ABSTRACT (Maximum of 2 pages)

As a college student majoring in Human Development and Family Sciences with a concentration in child development, I have taken various classes pertaining to the emotional, cognitive, and physical development of children. Specifically, in my early childhood development class, we learned a great deal about the emotional development of children aged two to six years old. One thing we learned that I was highly interested in is the idea that children have the ability to feel emotions to their fullest extent, but do not have the resources to manage these emotions. I found this interesting because it explains why many children exhibit such extreme behaviors over things that, as adults, we would consider small.

In order to expand our understanding of children's inability to regulate their fully formed emotions, my class read a book titled *The Whole Brainchild*. This book provides various strategies teaching adults working with children how to emotionally connect with children in order to assist them in processing their emotions. One way the book discussed on how to assist children in processing their emotions was strategy idea of increasing the number of positive experiences had with children. These positive experiences could include playing games, watching movies, or various other activities the child would regard as fun. The book says that each time an adult and child have a positive experience, the child's brain releases dopamine which is a chemical in the brain that provides a sense of reward. Dopamine released after a fun experience with the adult positively reinforces the child the idea that relationships are rewarding and will encourage the child to want to continue to create them.

I've been able to use knowledge gained from both my courses and this book in my field experience. I had the opportunity to engage in field experience at an Applied Behavior Analyst (ABA) clinic. In ABA therapy, creating a positive bond between a client and therapist is important. If a client is not motivated to work or does not trust the therapist, they will not learn skills as effectively as they could if this positive relationship did exist. In the field of ABA Therapy, establishing a positive relationship between the client and therapist is called pairing. In many ABA Therapy settings, the first couple of sessions and the beginning of each session are spent pairing with the client. Through having a well-established pair, the client is more motivated to participate in tasks targeting skills for the client to learn for their day-to-day lives. Many of these skills include regulating emotions in order to decrease the number of dangerous behaviors the child is engaged in. If the client has had enough positive experiences with the therapist, they are more likely to have more success in ABA therapy than if the client has not had these positive experiences with the therapist.

During my field experience at the ABA clinic I drew a lot from my early childhood development class where I learned about children not being able to properly regulate emotions and this information being supplemented by *The Whole Brainchild*, I have been able to make connections from this information into my fieldwork. For example, Jane Doe is a six-year-old, nonverbal client. Before making the connection through my course work supplemented by *The Whole Brainchild* that positive experiences can double as positive reinforcement, during our sessions together, this client would come to me to work and then go off and play during her breaks between work. Being as the child was nonverbal and showed no interest in actually being around me, I allowed the client to play with her toys alone and did not engage. When the client's break would end and work would start, she would engage in behaviors such as screaming, crying, hitting, and kicking. This delayed the client from actually being able to learn helpful skills.

After reading this book and making the connection between positive experiences and positive reinforcement, I have now begun sitting with the client and actively watching as the client plays with her toys. After a few sessions of simply being engaged and associating myself with the client's tangible reinforcing items, I am now able to actually play with the client. Because I am now able to play with the client, I am engaging in positive experiences, meaning that I am positively reinforcing the client to continue to want to engage with me and others. Now that I have established myself as a reinforcer, the client transitions from play time to work time without anywhere as near as severe behaviors; and when these behaviors are present, the client is now able to come to me as a resource for emotional regulation, meaning that the behaviors are far less severe and dangerous than they once were.

Through what I learned in my early childhood development class about children not being able to fully process their emotions and then having that information supplemented by the book *The Whole Brainchild*, I have been able to apply this knowledge into my fieldwork of ABA therapy. While doing my fieldwork in an ABA therapy setting, I have been able to directly observe the information I learned in my class and through *The Whole Brainchild*. This observation has helped to increase my knowledge and understanding of my study of using pairing as positive reinforcement because I have been able to see it happen first-hand.

This experience in the field in relation to knowledge gained in the classroom and through supplemental readings, connects in many ways to the body of knowledge. First it connects to capacity building as it increases students' expertise of child development and assists in their ability to acquire knowledge learned in the classroom. Learning in the field is related to life course development as it provides students with a closer look into the ecological framework that makes up an individual life such as social interactions and biological development. Basic human needs and Individual well-being are incorporated as this specific field experience focused on well-being of children and assisting in regulation of emotions to achieve an overall healthy life.



Council for Accreditation Faculty/Student Poster Abstract

Title of the Project	Innovative Approaches to Teaching Child Development: The Role of My Virtual Child with Theory and Practice
Name of Accredited Institution	University of Arkansas at Pine Bluff
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Name and Email of Faculty Member(s)	Dr. Karleah Harris, harriska@uapb.edu Dr. Charline Harris, charris3@umes.edu
Name and Email of Student(s)	Brooklynn Tanner, tannerb5545@uapb.edu

Identification of Real-World Experience(s) – Put an “x” for ALL that Apply

	Client-Based or Industry-Sponsored Projects	Study Abroad or Global Programs
	Fieldwork and Service Learning	Volunteer Work and Nonprofit Engagement
X	Simulations and Case Studies	Internships or Co-op Placements
	Entrepreneurial Ventures	Capstone Projects

ABSTRACT (Maximum of 2 pages)

Integrating technology into educational practices is crucial in enhancing student learning outcomes and overall academic success by providing innovative tools and resources that cater to diverse learning styles. Technology can foster greater engagement through multimedia content, interactive software, and virtual simulations, making complex concepts more accessible. Hence, there is evidence that supports the use of computer-generated software in teaching developmental courses (Graves, 2013; Harris & Symons, 2018). This study explores using an internet-based instructional tool, My Virtual Child (MVC), with a group of undergraduate students ($N = 40$). My MVC was developed by Frank Manis and is offered by Pearson Lab as a web-based simulation of actual child behavior and implemented with students in a lecture course. For 16-weeks, students raised their child from birth through late adolescence and recorded their interactions biweekly through the use of e-journals. At the end of the course, we examined student journal entries for major themes related to the learning experiences. We conducted a qualitative thematic analysis to identify the key concepts and themes related to students' experience. An exploration of student themes showed students overwhelmingly strong knowledge of parenting and child-rearing concepts. Students also were able to draw connections between parental behaviors and the child's actual developmental outcomes. More importantly, students learned through active learning experiences the real-life implications of parental decisions on children's behavior. From a developmental perspective, learning more about parent-child interactions and their active role in development is key to understanding child development in the social environment. Our assessment of the software suggests that the interactive nature of the experience aided in students' retention of core course content and overall mastery. The use of the My Virtual Child computer-generated software in a higher education course on child development can be a valuable tool for Family and Consumer Sciences (FCS) educators who teach developmental courses.



Council for Accreditation Faculty/Student Poster Abstract

Title of the Project	Special Olympics Missouri Fashion Show
Name of Accredited Institution	University of Central Missouri
Name and Email of Individual Submitting Abstract	Melissa Abner, Ph.D. mabner@ucmo.edu
Name and Email of Faculty Member(s)	Erica Spurgeon, Ph.D. Spurgeon@ucmo.edu
Name and Email of Student(s)	Dally Bruns Rachel Gardner Campbell Mayer Kaci Wright Malia Gutierrez Avery Barr

Identification of Real-World Experience(s) – Put an “x” for ALL that Apply

<input checked="" type="checkbox"/>	Client-Based or Industry-Sponsored Projects	<input type="checkbox"/>	Study Abroad or Global Programs
<input checked="" type="checkbox"/>	Fieldwork and Service Learning	<input checked="" type="checkbox"/>	Volunteer Work and Nonprofit Engagement
	Simulations and Case Studies	<input type="checkbox"/>	Internships or Co-op Placements
	Entrepreneurial Ventures	<input type="checkbox"/>	Capstone Projects

ABSTRACT (Maximum of 2 pages)

Introduction and Background

In the fall of 2024, Dr. Melissa Abner of the University of Central Missouri (UCM) fashion program was contacted by the Kansas City area Special Olympics director of development to assist with planning a fashion show for a fundraiser event. This was the first time Special Olympics Missouri (SOMO) had done a fashion show event and the planning committee had limited knowledge about fashion shows; however, they are very efficient event planners. Abner became a member of the event planning committee and took student volunteers from the fashion program on the night of the event to produce the fashion show.

When Abner joined the committee, the venue and boutiques who would provide clothing had been secured. SOMO volunteers also helped secure athletes who were in Special Olympics within the Kansas City area to be models and arranged fittings for clothing. Abner gave insight to the planning committee on runway placement and layout, backstage arrangement, music, show order, and presentation of boutique information.

UCM Fashion students' role before the event was to arrange the lineup with the models assigned to boutiques. There were 24 models and 9 boutiques featured in the fashion show and outfits had already been secured at this time. Models had multiple outfits, so the boutiques had to be arranged strategically in the lineup to allow models time to change. On the day of the event, students organized clothing and accessories backstage, ran a model rehearsal, assisted models to get ready and in place, and worked backstage to help the models get onto stage at the correct time to help the flow of the show.

Student Experience

Students and Abner arrived at the venue, a hotel ballroom, at 3:30pm on the day of the event with a model rehearsal planned at 4:00pm. The runway was set up, but the backstage area was not completed and space backstage was not big enough for models and assistants to move freely in and out; this was communicated to the director and fixed. A student showed the models where to enter and exit the runway, how to walk and pose; each model practiced two times to get more comfortable. At this time students realized that some of the models had limited mobility and two were in wheelchairs. They were quick to assist them and find solutions to help them up and down the runway ramps and steps. Students mentioned knowledge of Americans with Disability Act standards learned in store planning class and applied them to accommodate the models.

After the rehearsal, our team worked with staff and the models to make sure each model knew what they were wearing and tried to get it organized for quick changes. Boutiques had sent or dropped off clothing with no labels or instructions, so there was a lot to sort out. This was difficult because we did not have enough clothing racks and some models had multiple outfits that we could not space far enough apart in the lineup. This resulted in students using a lot of problem solving, organization, and communication skills. A student commented "I learned how to time the different vendors and models in a fashion show and how long apart to space them out to give models time to change. The corrections we made regarding this helped reduce stressful quick changes and gave everyone more of a pause to change and figure out what is happening next". During this process we also learned that the cognitive levels of the athlete models made it important to give very simple and clear instructions.

To be honest, backstage was chaos trying to get all of the models changed and into the correct outfits on time without causing large gaps in the show. Our team thought most models would have a person

assisting them to get changed and to the runway on time, but our team took on more of this role than we expected. The students jumped in and helped as needed and did a great job adapting to the situation.

Assessment/ Results

Overall the show went very well with a few small glitches. When Abner met with the committee for a follow up and to plan for next year, the committee was very complimentary of the UCM students and even expressed that the fashion show would not have been possible without their help and expertise. The event is in the planning stages for next year; Abner and the students will have more input earlier in the process to help backstage run more smoothly.

This experience was not required for a specific class, so students participated on a voluntary basis. The fashion program requires 3 hours of community involvement for our fall seminar class, so some students counted this experience for that requirement. Students who participated were emailed and asked to provide feedback on 1) what they learned, 2) how this could help them in their future, and 3) the benefits of this experience.

Students reported that they learned a lot about fashion shows. One student said, “I learned a lot about the behind the scenes of a fashion show and it takes a lot more work than you would think”. Another student stated “even though I have volunteered at Kansas City Fashion Week before most details were figured out before the event had taken place. I learned how to time the different vendors and models in a fashion show and how to space them out to give models time to change.” A third student related the experience to her future career and how “it is important to know how a fashion show runs...especially all the little details the audience doesn’t see” for her future as an aspiring designer showing her own collection.

Problem solving was another thing mentioned by students. A student stated “I am very interested in learning about logistics of companies and figuring out how things work and this event gave me many opportunities to problem solve and figure out solutions. This experience helped me learn how to problem solve...” The student who helped figure out the first lineup also mentioned that problem solving and organization was needed for this event.

Students also enjoyed working with the special olympics athletes. Phrases like “the smile on their face”, “seeing their confidence grow”, “shine on stage, “rock the runway” and “helping them model” were mentioned by multiple students. From the teacher's perspective, seeing students jump in to help push a wheelchair, work to communicate with models, and show so much kindness and care made the whole experience worthwhile. Similarly, a student stated “Working with the Special Olympics athletes was very rewarding and I enjoyed talking to them and spending time with them. All of them put a smile on my face and I was very proud of everything we were able to do for them and this event.”

This event was a wonderful collaboration between SOMO and the UCM Fashion program. It provided real-world experience that infused the AAFCS Body of Knowledge. It allowed students to volunteer their time with a non-profit and help Special Olympics athletes fulfill a dream of modeling on a runway, while also supporting local accessory and apparel businesses (*Community Vitality*). The event also provided service learning for event planning and fashion show production in real time. Students practiced problem solving and communication skills (*Capacity Building*) and also worked with people of varying physical and mental ability (*Life Course Development*). It was a beneficial opportunity that we will be honored to repeat in the future.



Council for Accreditation Faculty/Student Poster Abstract

Title of the Project	Facilitating Real-World Experiences: Internships in Retailing and Consumer Science
Name of Accredited Institution	University of Houston
Name and Email of Individual Submitting Abstract	Blake Mudd -- bsmudd@central.uh.edu
Name and Email of Faculty Member(s)	Blake Mudd – bsmudd@central.uh.edu Barbara Stewart – bstewart@central.uh.edu
Name and Email of Student(s)	Anisa Limon -- avlimon@cougarnet.uh.edu

Identification of Real-World Experience(s) – Put an “x” for ALL that Apply

	Client-Based or Industry-Sponsored Projects		Study Abroad or Global Programs
	Fieldwork and Service Learning		Volunteer Work and Nonprofit Engagement
	Simulations and Case Studies	x	Internships or Co-op Placements
	Entrepreneurial Ventures		Capstone Projects

ABSTRACT (Maximum of 2 pages)

Background: Initiated in 1980, the Internship in Retailing and Consumer Science (RCS) course has been highly effective in reinforcing community retailers to meet retail workforce demand and launching professional careers for Retailing and Consumer Science graduates. This engagement with the community typically serves about 60 students annually. HDCS 4393 and HDCS 4394 serve as the courses through which RCS majors are required to enroll and obtain internship experience to fulfill the graduation requirement for their degree. To meet the requirements of this course, students must be employed in an internship (preferred), part-time job, or full-time job throughout the duration of the semester. Through this course, students are expected to combine RCS theory with practical application in their professional setting, develop professional work competencies for a specific RCS-related occupation, and explore future RCS-related career options. This *real-world* experience is vital to the holistic RCS student experience and prepares graduates to take on the dynamic retail industry head-on upon graduation.

Capacity Building: Family and Consumer Sciences Body of Knowledge

In addition to being a highlight of the RCS student experience, this program presents the students with an all-encompassing view of Capacity Building. Capacity Building means individuals, families, and communities acquire knowledge, and skills, build on assets and strengths, respect diversity, and respond effectively to change. These relevant and structured tenants of Capacity Building were important to the faculty members involved in building the program's design and overall structure. Throughout this abstract, you will see how these tenants of capacity building were implemented in one such student's (Anisa's) experience as she interned with a sustainable fashion startup.

Acquiring Knowledge and Skills: HDCS 4393 is designed to be taken in the last year of a student's academic journey after completing most of their assigned RCS coursework, leading it to being designated as a student's capstone requirement. While capstone requirements tend to be considered a siloed component for a student pursuing their degree, the RCS Internship program is intertwined with the overall RCS experience. Students engage in multiple courses related to both foundational, as well as niche, topics in the retailing industry that pique their interest. These courses include Consumer Science, Visual Merchandising, Entrepreneurship, and more, where they acquire the appropriate knowledge and skills to be successful in their upcoming careers. Combining their previous coursework, their current employment position, and the professional development activities associated with HDCS 4393, students begin bridging their coursework to the *real-world* in this holistic experience.

Building on Assets and Strengths: One student who recently participated in the RCS Internship experience, Anisa Limon, highlighted in a testimonial that this experience provided her with an opportunity to continue building on the assets and strengths she gained from her previous RCS coursework and how she brought this into her internship at a sustainable fashion startup. She stated: "My internship through the HDCS 4393 capstone was a transformative journey in capacity building, shifting me from simply surviving coursework and managing time constraints to thriving in real-world applications. What once felt daunting (immersing myself in a fast-paced, ever-evolving environment) became the exact challenge I needed to grow personally and professionally.".

Respecting Diversity: The University of Houston, a Carnegie-designated tier-one research institution, has embedded the principle of respecting diversity in its overall strategic plan and everyday values. UH's designation as a Hispanic-Serving Institution (HSI) by the Department of Education allows students to participate in classroom and/or extracurricular activities with peers from different ethnic and cultural backgrounds. For this particular initiative, allowing students from all backgrounds to participate in employment opportunities that align with their interests, and share their experiences with others, means that students are respecting fellow students from diverse backgrounds while supporting one another.

Responding Effectively to Change: Because retailing is inherently a fast-paced, ever-evolving field, students are familiar with change; not just understanding that change happens but how to respond to change effectively. Anisa furthers this idea in her testimony when she discusses adjusting to her internship role, stating: "This adaptability, combined with guidance from my professors, empowered me to approach challenges with future-forward thinking solutions, ensuring my work was both innovative and socially responsible. More importantly, I recognized that capacity building extended beyond technical knowledge—it became about broadening my perspective and expanding my capacity bandwidth to transition from theory into impactful practice."

Evaluations: In addition to general student pre- and post-experience surveys, to ensure a positive experience for both the student and the employer, a Student Self-Evaluation and Supervisor Evaluation must be completed by the close of the semester. In both evaluations, the student and supervisor are asked to evaluate the student's performance on multiple metrics, with "Use of critical thinking skills for diverse approaches in determining alternative solutions for retail and general business issues.", and "Understanding of standards for ethical professional practice", just to name a few. In addition to the metrics prescribed to all students participating in this program, each student also designs their own measurable goals at the beginning of the semester that their supervisor evaluates at the conclusion of the course. This ensured a cohesive experience was being met both in and out of the classroom in this co-curricular learning experience, and that students could apply an understanding of the different tenants of capacity building, no matter where they were employed.

Summation: Capacity Building means individuals, families, and communities acquire knowledge, and skills, build on assets and strengths, respect diversity, and respond effectively to change. Through this *real-world* application, students like Anisa transition from theory to practice, gaining invaluable professional competencies while fostering diversity, innovation, and ethical leadership. By integrating academic coursework with hands-on experience, this program ensures that graduates are not only prepared for the workforce but are also empowered to shape the future of retailing and consumer sciences.



Council for Accreditation Faculty/Student Poster Abstract

Title of the Project	Global Experiences: Study Abroad at the University of Houston
Name of Accredited Institution	University of Houston
Name and Email of Individual Submitting Abstract	Barbara L. Stewart, bstewart@uh.edu
Name and Email of Faculty Member(s)	Barbara Stewart, bstewart@uh.edu Olivia Johnson, ojohnson@Central.uh.edu Daiane Polesello, dpolesel@Central.uh.edu Melika Shirmohammadi, mshirmoh@Central.uh.edu
Name and Email of Student(s)	Elizabeth Flores < eflore44@CougarNet.UH.EDU >, Dyanna Gonzalez, < dgonza59@CougarNet.UH.EDU > Gloria Varela, < gsvarela@CougarNet.UH.EDU > Koryn Barker, < knbarke3@CougarNet.UH.EDU >

Identification of Real-World Experience(s) – Put an “x” for ALL that Apply

	Client-Based or Industry-Sponsored Projects	<input checked="" type="checkbox"/>	Study Abroad or Global Programs
	Fieldwork and Service Learning	<input type="checkbox"/>	Volunteer Work and Nonprofit Engagement
	Simulations and Case Studies	<input type="checkbox"/>	Internships or Co-op Placements
	Entrepreneurial Ventures	<input type="checkbox"/>	Capstone Projects

ABSTRACT (Maximum of 2 pages)

Purpose & Program Description:

The University of Houston Department of Human Development and Consumer Sciences initiated a global study abroad program in 2023 with a highly successful study tour for 24 students and 3 faculty members to Paris, France and Milan, Italy. In 2025 the program was extended by study tour experiences for 13 students and 3 faculty members to Madrid and Barcelona, Spain.

Each 10-day study tour engaged Retailing and Human Resource Development (HRD) undergraduate and graduate students in immersive in-country and in-class experiences that explored the global nature of the workforce including global mobility and the need to understand cultural diversity, as well as the global nature of the retail and human resource development fields. Hands-on experiences, corporate visits, and cultural immersion undergirded the learning process.

Targeted Student Outcomes included those related to the following:

- Cultural competencies
- Global awareness
- Effective communication
- Personal and professional growth

Rationale:

Students benefit from global in-country experiences focused on their major field of study, including both professional and personal growth aspects. Content related to the AAFCS Body of Knowledge integrative elements (life course development & human ecosystem), core concepts (basic human needs, individual well-being, family strengths, & community vitality), and cross-cutting themes are enhanced via global travel experiences.

Process:

Students enrolled in HDCS 4393 (undergraduate) or HRD 6358 (graduate) courses during the spring semester. These courses were used to prepare students for the experience including, cultural orientation, travel protocols, expectations, teambuilding, safety protocols, and country-specific industry preparation and exposure. Travel took place during the intersession between spring and summer terms.

Retailing and HRD content and students were included based on the related natures of the disciplines and pragmatic needs. Motivations to collaborate included:

- Synergy – complementing each other's strengths.
- Professors from different programs to give students a sense of familiarity.
- Graduate programs are smaller, there is a need to collaborate.
- Value experiential learning
- Communicating with admin, contracts, contacts

Assessments / Outcomes (2023):

Quantitative Data

- Participation rate: 100% of students (N=24) participated in 95% of the possible activities. The outcome was achieved.
- Grades for Intercultural Research Project: 100 students (N=24) earned at least 85% of the possible points for the project. The outcome was achieved.
- Student grade distribution: A= 15, A-=7 B=1, C=1, D=0, F=0

Qualitative Data

- Final Reflection Paper (selected)
 - “My study abroad experience in Paris was **truly unforgettable**. From the moment I arrived, I knew that I was in for a trip of a lifetime. Throughout my stay, I was fully **immersed in the local culture**, language, cuisine, and more. The program offered me the chance to learn about a wide range of topics, including business abroad and HRD, through interactions with people from diverse backgrounds.” Elizabeth Flores
 - **“What a trip! What an experience!** Never in my wildest dreams did I ever thought I’d get to participate in a study abroad trip. The study abroad trip to Paris, France & Milan, Italy was the **experience of a lifetime.**” Dyanna Gonzalez
 - “Getting a mini tour of Paris had me smiling of happiness. **Not being able to believe I was in Paris. ME?** Most people don’t even get the chance to travel this far in their lifetime! I was enjoying it. I was so grateful. It was beautiful. **Learning the difference in the districts**, seeing the Eiffel Tower ♡♡♡.” Gloria Varela
 - “Today we visited the opera house museum. The Italians are very much like the Opera as we studied during class before our trip. **There’s a sense of dual personality within the country.** People would go to the opera house to gossip and meet up to discuss or show their class of elegance. Something I didn’t know before today was that before there were floor seats they would use their horses as seats in the opera house. I couldn’t imagine that. **Italian culture is steeped in the arts, family, architecture, music and food.** Within the opera house and a lot of other parts of the city you find various examples to understand this.” - Koryn Barker
- Unquantifiable Outcomes
 - Growth
 - Lasting relationships
 - Readiness for global employment
 - Learning how to deal with adversity

Conclusions/Implications:

Students experienced life-changing learning that will impact their professional and personal lives!

