

CONSUMER STUDIES

(formerly known as LIFE MANAGEMENT)

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CONSUMER STUDIES

Formerly known as

LIFE MANAGEMENT

STATEMENT OF PURPOSE

The Consumer Studies curriculum educates individuals to balance personal, family, and employment responsibilities throughout the life cycle; integrates soft skills and workplace competencies throughout the curriculum; and prepares individuals to succeed in a career path in the global marketplace. The Consumer Studies program provides awareness of, and preparation for, a variety of careers in consumer relations; consumer education, protection and advocacy; and personal and family financial services.

Goals

The goals of the Consumer Studies program are to:

- Provide guidance in the development of skills to enhance the quality of life for individuals and families.
- Implement a curriculum that will provide the basis for managing personal, economic, environmental, and social resources in both the classroom and work-based learning.
- Develop an understanding of individual decisions relative to global responsibility.
- Develop and strengthen business and community partnerships in order to promote educational opportunities for career employment, professional development and lifelong learning.
- Continue to strengthen partnerships with educational institutions.
- Promote the integration and cooperation of all 1300 TOP Codes.
- Promote the recruitment and retention of underrepresented populations including nontraditional students.
- Increase the development of relevant work skills in students that address workplace demand for soft skills such as verbal and written communication, negotiation, conflict resolution, collaboration, and time management.
- Provide lifelong learning for personal and career advancement.

CAREER OPPORTUNITIES

Career Pathways

Individuals receiving an education in Consumer Studies can be employed in a number of broad and diversified fields depending on the student's chosen emphasis. Consumer Studies skills make individuals responsible employees. Attainment of certificate level skills prepares students for employment in consumer relations; consumer education, protection and advocacy; and personal and family financial services. Advanced educational attainment increases career options and opportunities for students.

Certificate of Achievement: The possession of such a certificate is favorably recognized by business and industry and is frequently a requirement for professional advancement. The certificate level provides students with specific skills and knowledge leading to employment in a Consumer Studies related field.

Opportunities:

- Call Center Representative
- Claims Representative
- Consumer Products
- Credit/Debt Management Counselor
- Crisis Representative Customer Relations
- Customer Services Representative
- Financial Educator/Presenter
- Housing Counselor
- Mystery Shopper
- Personal/Business Environment Consultant
- Residential Energy Auditor
- Financial Institution Teller

Associate of Arts or Sciences Degree: The AA/AS Degree provides students with an option for a career or the requisite foundation for transfer to a four-year college or university. Completion of a total of 60 semester credit hours in both General Education and Consumer Studies specialization courses is required. Courses are identified in Matrix on page 64.

Opportunities:

- Consumer Affairs Representative
- Consumer Relations
- Consumer Education, Protection and Advocacy
- Customer Care Manager

Human Support Services
Human Services Worker
Insurance Representative Claims Clerk
Personal and Family Financial Services
Personal Assistant
Technical Product Support
Teacher's Assistant

Professional: Bachelor's in Arts or Sciences or other Advanced Degree:
Advanced courses and other professional work leading to a BA/BS or
other advanced degrees provide students with the qualifications for
professional employment.

Opportunities:

Consumer Affairs Managers
Consumer Affairs/Services Specialist
Community Agency Director
Consumer Credit Counseling Services
Consumer Journalist
Consumer Product/ Services Specialist
Consumer Research Developer
Consumer Technology Specialist Educator/Teacher:
Home Economics (Family & Consumer Sciences),
Elementary, Secondary or Post-
Secondary Specialist-Consumer Education
Development Director
Family Service Center Director
Governmental Consumer Affairs Specialist
Life Coach Employment Assistance Program Specialist
Senior Adult Center Director
Specialist-Consumer Information
Specialist to media, corporations, manufacturers, other
business
Technical Writer for Consumer Products/ Services

Note: Refer to the *Dictionary of Occupational Titles (DOT)*, **O*NET
OnLine** at online.onetcenter.org or your campus career information
center for additional job titles and information.

Future Outlook

Knowledge of the principles of Consumer Studies will become more essential as
the choices related to contemporary living become more complex. The increasing

diversity of society and family structure, increased life span, economic pressures, technological advances and environmental quality create stress and conflict, as well as opportunities for all individuals.

Service-oriented employment opportunities will continue to expand in the decade ahead. There will be a major demand for job skills in financial, resource and technological management. Individuals must be trained with these essential skills in order to meet the needs of a global economy and a service-oriented, culturally diverse society. The Labor Market Information (LMI) data on current employment opportunities by county should be utilized as a resource for projecting current and emerging jobs and placement potential. This data is available at each California community college and on the Internet.

“Customer service is very important to the success of any organization that deals with customers, and strong customer service can build sales, visibility, and loyalty as companies try to distinguish themselves from competitors. In many industries, gaining a competitive edge and retaining customers will be increasingly important over the next decade.” “Employment of customer service representatives is expected to increase 25 percent from 2006 to 2016, which is much faster than the average occupations.”

[Occupational Outlook Handbook 2008-2009](#)

- Projections for Occupations
<http://www.labormarketinfo.edd.ca.gov/?pageid=1011>
- Projections for Wages
<http://www.labormarketinfo.edd.ca.gov/?pageid=1009>
- For Educators and Trainers, the occupations for which you should provide training
<http://www.labormarketinfo.edd.ca.gov/?pageid=112>

CURRICULUM: PROGRAMS, CERTIFICATES AND COURSES

The Consumer Studies curriculum is designed to prepare students for a variety of employment opportunities and career advancement. Students can also prepare for transfer to a four-year college or university in Family and Consumer Sciences, Consumer Studies, or related major. Students not pursuing a certificate or a degree can select courses within the Consumer Studies program to provide knowledge and skills that enhance the quality of life. Departmental designation and unit value may vary among institutions.

Programs and Certificates

It is recommended that the following two certificate program options be made available to students: Consumer Studies and Life Management.

Course Classifications

TOP Classification

1301.00 – Family and Consumer Sciences, General

General programs in family and consumer sciences including life management, how individuals develop and function in family, work, and community settings, and how they relate to their physical, social, emotional, and intellectual environments. Prepares individuals to balance personal, family and work responsibilities throughout the life cycle. May include introductory courses in fashion, nutrition and foods, interiors, family studies, child development. Programs may lead to transfer or to practical and occupational outcomes.

1301.10 – Consumer Services Programs intended to prepare directly for employment related to consumer communication and services in the public sector or businesses, such as finance, retail, utilities, and telecommunications. Includes responding to consumer problems and trends and providing information. Generally includes courses in business as well as courses in family and consumer sciences.

Career Technical: Courses included in the Consumer Studies program are considered to be career technical education.

Transfer: All courses in the Consumer Studies program have been identified as transferable with the California State University system.

Lifelong Learning, Continuing and Adult Education: All the courses within the Consumer Studies program provide knowledge and skills that enhance the quality of life and help individuals and families enhance their consumer behavior and decision making skills. These courses are offered to students seeking career opportunities.

Community colleges also have the opportunity to offer non-credit adult education courses within this subject area. The purpose, content and class hours should be determined by the local community needs.

Levels: There are three identified levels for the Consumer Studies program. These levels include certificates of achievement, associate degree, and bachelor's degree. Courses for each level are indicated on the *Consumer Studies Programs and Courses Matrix* on page 64.

Electives: Electives are recommended courses from which students might select to complement their study for a degree/certificate or to develop job specific skills.

Work Experience/Internship/Field Studies: Students are encouraged to participate and take advantage of worksite/internship opportunities to enhance their classroom concepts and gain practical work experience in their field of study.

General Education: California community college philosophy supports the belief that in granting an associate degree, the college certifies that the recipient has acquired a level of competency in a broad general knowledge of the physical world and its inhabitants, the achievements of humankind, a clear and logical manner of thinking and computational, analytical and communication skills. Each college specifies its own general education requirements with the intent to encourage each graduate to attain this knowledge in a manner consistent with the graduate's interests and goals. Transfer students should be encouraged to have the general education courses certified by the community college.

The core Life Management course currently satisfies a General Education requirement for the associate degree at a number of California community colleges and for certification and transfer to four-year institutions. On some campuses the course satisfies the social science requirement, while at others it has been accepted under lifelong understanding and self-development. (Note that some campuses offer Financial Planning and Consumer Issues as GE courses.)

Interdisciplinary: Although a Consumer Studies major is identified in this *Family and Consumer Sciences Program Plan* as part of the Family and Consumer Sciences curriculum, it is essential for the success of the program that Family and Consumer Sciences departments develop and maintain strong interdisciplinary connections with other related programs such as, but not limited to, Business, Marketing, Management, Counseling, Math, Environmental Sciences, Psychology, Sociology, Health, Economics, Art, Communications, and Computer Technology.

Curriculum Integration and Implementation

To utilize this *Family and Consumer Sciences Program Plan*, faculty needs to take the *Curriculum: Programs, Certificates and Courses* section and the *Course Description, Core Components and Student Learning Outcomes* section of each chapter and personalize them to their college and community. In the development of the course content, the topical outline, measurable outcomes, assessment methods, assignments for the course and national educational issues must be addressed. Some of these issues discussed here relate to federal legislation. Others closely affect the delivery of education. Family and Consumer Sciences courses, and programs encompassing these issues, will be positioned to stay in the forefront of educational reform. See the *Family and Consumer Sciences Program Plan Introduction* for more details.

Core Indicators: The Core Indicators are the accountability requirements that measure the performance of career technical programs and were significantly changed by The Carl Perkins Career and Technical Education Improvement Act (Perkins IV). Under the new Act local districts and agencies must either accept the State's established performance target or negotiate a local performance target with the State. Core indicators were modified or added:

- Core Indicator 1 measures Technical Skill Attainment
- Core Indicator 2 measures Certificate or Degree Attainment
- Core Indicator 3 measures Student Retention or Transfer
- Core Indicator 4 measures Student Placement
- Core Indicator 5 measures Non-traditional Participation and Completion

Core Indicators data and detailed information can be downloaded from the Chancellor's Office website at: http://misweb.cccco.edu/voc_ed/vtea/vtea.htm and the Joint Special Populations Advisory Committee website at: <http://www.jspac.org>

Career Technical Education (CTE) deans and researchers on individual campuses can help faculty to access and analyze the Core Indicators data for each Family and Consumer Science program at the 2, 4, and 6 digit TOP codes. Campuses can compare their performance data to statewide 1300 TOP code programs. FCS programs in 1300 TOP code should use the Core Indicators data for purposes of program improvement and to ensure student success. The Core Indicators can also be used as one set of data for program review and setting funding priorities at the campus level. It is important for all Consumer Studies program coordinators/directors to monitor the Core Indicators data for their programs and ensure that the information being reported is accurate and reliable.

Soft Skills: The number one quality that employers want is interpersonal communication skills, both written and verbal, particularly in settings such as presentations, interviews, telephone conversations and electronic communication. Additionally, employers report that the way to have an edge in the competitive job market is to be dependable, resourceful, use ethical practices and to demonstrate a positive attitude. Other priorities include critical thinking and judgment, a strong work ethic, initiative, and problem solving skills. Finally, interpersonal skills such as teamwork and negotiation skills, and emotional intelligence play important roles in job retention and promotion.

Research suggests that most career success is attributable to soft skills. Curriculum must be planned to include information and assignments that develop these skills and evaluation systems that will measure the students' mastery of them. The Life Management course includes assignments aimed at developing these skills and research proves that students positively change their behavior upon taking the course. Therefore, by including this course in California community college programs, the attainment of these competencies can be facilitated.

All Aspects of the Industry: Students must have a broad view of the industry in which they will work. Perkins IV states that curriculum should reflect “all aspects of the industry” including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety and environmental issues related to that industry.

Sufficient Size and Scope: Perkins IV also requires campuses to support students with programs and services of “sufficient size and scope,” to enhance the likeliness of student success. Examples include having a program-specific counselor, literature in a campus career center, and program-specific tutors. Campuses need to support programs with research into job placement and persistence.

Integrated Academics: CTE guidelines clearly identify the need to have an educational curriculum that integrates academic and career technical experiences. Many Tech Prep projects within California have developed courses and programs that implement this process. No singular method has been prescribed as being the model for integrated academics, allowing for the flexibility of the college and educational program to develop their own model. Examples of how integration can be achieved include: paired teaching of academic and career technical courses, team teaching a singular course which combines the learning of the career technical and the academic competencies, certifying career technical course as to its content and competencies meeting the academic criteria, learning communities and honors programs.

As courses and assignments are developed, Consumer Studies faculty should work closely with the academic faculty to be creative in addressing the learning of the traditional “general education” competencies within career technical programs. Consumer Studies content readily provides opportunities in the areas of applied curricula.

Work-Based Learning: The School to Work Opportunities Act of 1994 (California uses the term School to Career) encourages all states to develop systems that help students to transition from school to the workplace. Educational systems must ensure that we are preparing students with the skills and knowledge that allow them to enter a career. To do this, the following components need to be at the basis of an educational frame:

- An integration of work-based learning and school-based learning;
- A coherent sequence of courses that prepares a student for a first job, typically including one or two years of post-secondary education, a high school diploma, a skill certificate or post-secondary certificate or diploma;
- A program incorporating work-based learning, school-based learning and connecting activities.

Educational programs can provide work-based learning through such methods as cooperative work experience, internships, fieldwork placement, job shadowing,

community service, volunteering and mentoring. Faculty also has the opportunity to experience work-based learning through grants that allow their return to a work site for a limited period of time.

Distance Education: One important educational trend is distance learning that allows students to learn at time schedules and locations that meet their own needs. The most common delivery method is where portions or all of a course are presented online via the Internet utilizing school learning platforms, podcasts or through telecourses. The use of blogs or wiki pages can also be beneficial.

Articulation and System Alignment: This *Family and Consumer Sciences Program Plan* supports the importance of creating the "seamless" curriculum that allows students to progress through California's educational system. An overriding goal of articulation has been to eliminate duplication of learning from course to course, level to level and among and between educational segments. As Tech Prep programs, ROCPs and Career Pathway agreements expand, it is critical that Consumer Studies courses clearly state student learning outcomes. Only through faculty's continued effort to work collaboratively with faculty from other educational institutions and systems can articulation be developed, expanded and made to benefit the student in their progress toward an educational goal.

Community college Consumer Studies programs should follow the articulation guidelines identified in this *Family and Consumer Sciences Program Plan* and develop closer links with the other educational systems in their area. Only through faculty's continued effort to work collaboratively with faculty from other educational institutions and systems can articulation be developed, expanded and made to benefit the student in their progress toward an educational goal. Communication is a key component to successful articulation. Community college faculty is urged to fully utilize the Internet, including the Family and Consumer Sciences website: www.cccfcs.com.

Equal Access and Learning Success: Consumer Studies programs must focus on recruitment of students and ensure that equal access is provided to all. This includes, but is not limited to students who are underrepresented, such as academically and economically disadvantaged, limited English proficient, culturally diverse, students with disabilities, and those who select gender imbalanced programs. Faculty must ensure that bias in instruction and instructional material has been avoided and that all students have the opportunity to succeed.

Faculty needs to work cooperatively with college student support programs and services. In-service training is critical to allow faculty to learn strategies which complement student success in learning. Collaborative assignments, multimedia presentations, self-paced learning, and module learning are just a few of the teaching modalities that are important to today's classroom. Recruitment and marketing materials should also address these issues.

CONSUMER STUDIES PROGRAMS AND COURSES MATRIX

Certificate/Degree	Required Courses	Recommended Courses	Possible Job Opportunity
Consumer Studies Certificate (Minimum 15 units)	<i>Core Courses:</i> -Life Management -Consumer Skills, Issues and Strategies -Personal Financial Management -Business Communications and Technical Writing -Oral Communications in Business	<i>Select 1 course from the following:</i> -Business Law -Sociology of Aging -Housing and Environment -Human Development Across the Lifespan -Careers in FCS	-Arbitrator -Client related government jobs -Community advocate -Consumer affairs representative -Credit counselor (with NFCC certificate) -Credit educator -Investigator -Mediator
Life Management Certificate (Minimum 15 units)	-Human Development Across the Lifespan -Life Management - Personal Financial Management -Marriage and Family - Nutrition	-Careers in FCS - Sociology of Aging -Human Development Across the Lifespan	-Client related government jobs -Credit counselor (with NFCC certification) -Credit educator -Community advocate -Customer service representative -Customer relations -Administrative assistant -Parent educator
AA/AS Degree: Consumer Studies/Life Management: (Minimum 18 units + General Education)	<i>Core Courses:</i> Core courses required for certificate plus minimum 3 units of 'Recommended Courses'		-Consumer Affairs Specialist (with AS, experience and possibly BS) -Consumer Affairs Supervisor (with AS degree)
BA/BS or Advanced Degree	-Requirements established by four-year college/university		-Call Center Coordinator -Client related government jobs -Consumer Affairs Specialist -Consumer Affairs Supervisor -Credit Counselor

COURSE DESCRIPTION, CORE COMPONENTS AND STUDENT LEARNING OUTCOMES

The following describes the core components and delineates the content of the courses that are identified in the certificate and degree programs described above. The course entitled Life Management is the foundation course for this program area, and consequently is listed first. Courses are clustered into two categories: core courses and supportive courses. Course titles and descriptions are suggestions and will vary among campuses. Student Learning Outcomes suggest specific skill sets as they relate to the course content and student qualifications upon course completion.

Core Courses

Careers in Family and Consumer Sciences (1 unit) (18 hours)

Overview of career opportunities for FCS disciplines. Includes degree requirements and/or certification for each area of specialization.

Core Components:

History and philosophy of Family and Consumer Sciences

Disciplines:

Child Development

Consumer Studies

Fashion Design and Merchandising

Family Studies

Gerontology

Nutrition, Dietetics and Food Science

Culinary Arts

Hospitality and Tourism

Interior Design

Family and Consumer Sciences Education

Professional Organizations relating to FCS careers

Student Learning Outcomes:

- Students will be able to identify and explain the theories, career outcomes, and professional organizations related to each of the disciplines

Consumer Skills, Issues and Strategies

Overview of consumer skills with an emphasis on practical applications in the marketplace. This course explores the interrelationship between consumer skills,

employment skills, career objectives and opportunities.

Core Components

Development of the consumer movement
consumer demand and supply
consumer rights and responsibilities
Energy conservation and environmental responsibility
Fraud: identity theft and marketplace fraud
Consumer Services:
household and legal
Customs and consumption
clothing and auto purchasing
Consumer Behavior
Marketing and advertising
Financial Wellness
budgeting
saving and investing,
housing
insurance
consumer credit, debt, and bankruptcy
The Informed Consumer: Resources to guide
decision-making
Basic consumer law
E-commerce
Consumer strategies in the business environment
Local, State and Federal Government and non-profit
organizations efforts to assist consumers:
Consumer oriented careers and job seeking skills
resume writing, social networking

Student Learning Outcomes:

- Students will be able to write a consumer complaint letter to resolve a dispute
- Students will be able to identify at least 3 government resources to assist consumers in the marketplace
- Students will be able to develop a personal and/or family budget

Housing and Environment

Planning, evaluation, and purchasing housing to meet family and individual needs in relation to design and current social, economic, and environmental factors.

Core Components

History of housing: agrarian to urban

Current trends in housing:

the market, sales, local area development

sociological and economical demands by today's

home buyer

the changing family

The needs of housing

physiologically, psychologically, socio-economically

life cycles in housing

The evolution and architectural styles of the American

home: geographical and cultural development

renovation and preservation

Housing alternatives:

structural and material

lifestyle choices

The housing industry

Land development and demography:

planned developments

study of proxemics

government role in housing

Consumer aspects of housing:

affordability, mortgages, closing costs, ongoing costs,

foreclosure assistance

Readying a home for the sales market

Landlord/tenant issues

Concepts of universal design

Student Learning Outcomes:

- Students will be able to identify changing housing needs as one progresses through the lifecycle
- Students will be able to describe types of housing problems in urban areas
- Students will be able to effectively apply the role of the consumer, the government and industry to housing issues

Life Management

Life Management provides individuals with skills for understanding and using resources for effective functioning now and in the future. Explores theories of management including Maslow's Hierarchy of Needs and systems theory, and how they apply to the daily use of one's resources including time, energy, abilities, and money. In addition to the major topics listed below, the course explores the effect of cultural factors and future trends on goals, values, standards, and time management.

Core Components

Values, goals, and standards,
Motivation and procrastination
Thinking skills and decision making
Study skills and learning styles
Education planning
Career planning
Time management
Money and credit management
Changing habits
Eating well
Staying healthy
Communication skills: listening, speaking, and diversity
Getting along with others
Negotiation and conflict resolution
Functioning in groups
Delegation
Handling change and stress

Student Learning Outcomes:

- Students will be able to increase their skills in the area of time management
- Students will be able to develop a personal mission statement
- Students will be able to identify and prioritize short term, intermediate and long term goals
- Students will be able to develop a personal and/or family budget

Personal Financial Management

Practical approach to personal finance, including budgeting, consumer credit, health care and insurance, debt collection systems, living within ones means, short and long term savings and investing. Examines short-term and long-term financial goals. Applicable for personal use or for career purposes.

Core Components

Identification of personal financial values and goals (short term, intermediate and long term)
The impact of financial decisions
Financial planning and the life cycle income worksheet
Financial goal setting based on net worth and income
Budgeting: educational and personal
Cash and credit management; consumer contracts
Installment credit and planned borrowing

Taxes: state and federal

Insurance and risk management:

health insurance

medical insurance

life insurance

disability insurance

unemployment insurance

property and liability insurance

Investments:

Fundamentals of risk

Diversification

Goals/needs

Sources of information

Buying securities: stocks, bonds and mutual funds

Retirement planning

retirement expenses

income sources

understanding employee and employer sponsored plans

understanding social security retirement benefits

Student Learning Outcomes:

- Students will be able to develop a personal and/or family budget and prepare a plan to meet educational and personal financial goals
- Students will be able to recognize the importance of early retirement planning and evaluate various retirement planning tools
- Students will be able to employ strategies for the wise use of credit

Supportive Courses

Adult Development and Aging

This course focuses on the sources of both change and continuity within the developmental framework of adulthood. Examination of current literature and research on the biological, cognitive, psychological and social dimensions of adult development will be covered. Gains and losses in physical and mental health, interpersonal well-being, social roles, personality, and motivation will add insight into the stresses of life experiences and the resiliency of the human spirit.

Core Components

Myths and realities of aging

Biological, cognitive, psychological, and social aspects of adulthood

Health and health disorders

Longevity, health and wellness
Memory, intellect, creativity, and wisdom
Cognitive impairments, including dementia
Roles and relationships
Friendships and family ties
Personality and motivation
Stress and coping
Death and dying
Individual differences in adulthood
Cultural/ethnic differences in adulthood

Student Learning Outcomes:

- Analyze research methods used in the assessment of adult development and behavior and evaluate the quality and usefulness of the research
- Recognize and distinguish among the major theoretical perspectives that guide understanding of adult development
- Identify, describe and interpret the significance of adult developmental stages, experiences and outcomes
- Recognize, interpret and appraise contextual and cultural influences on adult development and behavior
- Recognize pathways to improve successful adult development outcomes
- Distinguish between factors contributing to individual differences in wellness
- Evaluate processes contributing to normative and non-normative physical and mental health experiences

Family Relationships

An introductory course in family and interpersonal relationships. The course provides an overview of historical and current events in the United States in terms of their impact on family development; normative and non-normative stressors affecting family development, family transitions throughout the life cycle, changing family structures, and contemporary family issues.

Core Components

Research and theories related to marriage and family
Sociological and psychological concepts and terminology
Historical development of family
Marriage and family in meeting human needs
Cross cultural variations in family relationships
Roles and expectations in couple relationships

Concepts of love and infatuation
Dating, courtship, engagement
Gender role expectations
Establishing and maintaining intimacy
Cohabitation
Selection of marriage partner
Sexuality in couple relationships
Reproduction, birth control, family planning
Birthing and parenting
Diverse family structures
Communication skills
Marriage enrichment and rebuilding relationships
Current family issues
Functional/dysfunctional families
Family violence
Stress and conflict management
Terminating relationships

Student Learning Outcomes:

- Recognize and define the basic terminology used in family relationship literature
- Summarize the current status of marriage and family patterns and emerging trends
- Identify historical forces on families
- Describe theoretical perspectives for understanding family development and analyze factors affecting stability of families

Human Development Across the Life Span

This course focuses on the scientific study of developmental stages and behavior throughout the lifespan. A variety of theoretical perspectives explain and integrate the physical, cognitive and psychosocial dimensions of individuals at each stage. A multidisciplinary, multi-contextual, and multicultural approach illustrates the complexity of influences that shape each person throughout each stage.

Core Components

Research methods
Overlapping contexts and systems
Cohort influences
Theories of development
Prenatal development and birth
Neonatal and infant development
Temperament
Attachment

Toddler development
Autonomy and competence
Early childhood development
Children as apprentices
Social skills and play
Language development
Gender role development
The influence of parenting patterns
School-age development
The society of children
Educational policies and methodology
Stress in childhood
Adolescence
Puberty and hormonal influence
Body image and self-concept
Reasoning and decision making
Identity
Emerging adulthood
Influence of health habits
The social clock
Middle adulthood
Changes in sensory and sexual-reproductive systems
Cognitive growth and life events
Adult moral reasoning
Affiliation and achievement needs
Family and career dynamics
Late adulthood
Theories of aging
Primary and secondary aging
Vitality and disability
Changes in cognition
Wisdom and dementia
Death and dying
Bereavement

Student Learning Outcomes:

- Analyze research methods used in the assessment of human development and behavior and evaluate the quality and usefulness of the research
- Recognize and distinguish among the major theoretical perspectives that interpret human behavior and interaction
- Identify, describe and interpret the significance of developmental milestones at each stage of life
- Recognize, interpret and appraise contextual influences on individual development and behavior throughout the lifespan

Interior Design Fundamentals

Introduction to design principles and elements in planning of total interior environments that meet individual, functional, legal and environmental needs. Selection of all materials and products used in interior environments will be emphasized for the functional aesthetic quality.

Core Components

Color

theory and application coordination

Design

elements and principles

cultural, physiological, psychological and environmental factors

Space planning and floor plan evaluation

Furniture selection and arrangement

Basic building construction and support systems

Communication skills

client analysis

presentation to client

written design concept statements

universal design

codes and legal requirements

Interior furnishings, finishes, materials and accessories

all components

Detailing

Student Learning Outcomes:

- Identify symbols used on floor plans and working drawings
- The effects of color and color schemes used in an interior
- Identify design principles and elements as they are used in an interior
- Complete a functional furniture arrangement for a given space

Introduction to Gerontology

Overview of social, economic, biological and psychological functions of aging. Exploration of issues of the aged with emphasis on consumerism, housing, health, leisure time, family roles, retirement, widowhood and sexuality.

Core Components

Aging from a multi-disciplinary perspective

Effects of the stereotypes and societal images of aging

Biological, psychological, and social changes

Stress factors of aging

Mental health
Development of positive attitude toward aging
Coping skills for aging
Scams/frauds/consumerism
Meeting the needs of the aging adult
Caregiving
Death and dying
Wellness and fitness for active aging
Nutritional needs of elders
Recreation and leisure activities
Older workers

Student Learning Outcomes:

- Assess the overall well-being of an older person
- Compare and contrast variations in patterns of aging over time, across cultures, between sexes, and among birth cohorts, ability levels, etc.
- Analyze current aging-related issues and synthesize emerging aging-related trends
- Explain the impact of current and expected biological, cognitive, economic and interpersonal influences on the individual and how their environment may be adapted to improve quality of life

Nutrition

Scientific concepts of nutrition relating to the functioning of nutrients in the basic life processes. Emphasis on individual needs, food sources of nutrients, current nutritional issues, and diet analysis.

Core Components

Functions of nutrients and related food groups
Dietary guidelines and current recommendations
Major nutrient classifications
Digestion, absorption, cell metabolism and energy
Energy balance, basal metabolism, physical activity
Health, fitness and disease prevention
Nutrition and wellness
Food exchange
Dietary planning for weight management and eating disorders
Critical evaluation of various diverse diets
Special dietary considerations
Food allergies and substitutions
Contemporary nutritional issues
Pregnancy and lactation
Changing dietary needs throughout the lifespan

Scientific method to analyze and evaluate nutrition information
Nutrition information: computerized analysis and evaluation
Hereditary influences on health requiring dietary changes
Food selection
Nutrient preservation
Nutrition misinformation
Computer dietary analysis

Student Learning Outcomes:

- Define micro and macro food nutrients and their effects on the body
- Identify dietary related diseases
- Demonstrate nutritionally balanced diets
- Evaluate and assess computer generate data

Principles of Food with Lab

Introduction to food science principles and food preparation techniques. Emphasis on ingredient functions and interaction; technique, production and sensory evaluation standards, food safety, sanitation, nutrient values and food presentations.

Core Components

Food science principles
Food preparation terminology and techniques
Ingredient functions and interaction
Product standards and evaluation
Selection and use of food equipment and utensils
Food storage and preservation
Sanitation and safety
Nutrient retention techniques
Esthetics
Labeling and consumer information
Alternative cultural ingredients
Cost analysis

Student Learning Outcomes

- Define basic food science principles, terminology and techniques
- Demonstrate proper use of equipment and ingredient functions
- Evaluate finished products

Professional and Personal Apparel Selection

A study and application of the elements and principles of design as related to apparel for the individual.

Core Components

Application of principles and elements of design theory to an individual's coloration and proportions
Significance of apparel: psychological, sociological, physiological and cultural
Apparel and personality
Wardrobe planning and budgeting for diverse lifestyles
Appropriate apparel for diverse populations
Care of apparel
Terminology

Student Learning Outcomes:

- Recognize and distinguish a fashion, fad, style and trend of the current season
- Demonstrate knowledge of the basic elements and principles of art as applied to clothing by analyzing current fashion periodicals
- Demonstrate the ability to do a comparative shop for a given item of clothing explaining standards of workmanship, labeling and fiber content
- Analyze their own individual body proportion and determine silhouettes, fabrics and patterns that will best accentuate assets and detract from figure flaws
- Recognize ways that clothing communicates culture in society

Sociology of Aging

A multidisciplinary overview of sociological aspects of the aging process including the effects of an aging population upon society.

Core Components:

Living arrangements
Financial status
Changing family structure
Health care system
Elder abuse
Elder care
US and Global demographic changes
Retirement
Continuum of long term care services
Culturally diverse responses to aging

Student Learning Outcomes

- Discuss the demographic shift in America and the implications and challenges of increasing longevity
- Cite the major social and political issues involved in the aging of America, including intergenerational equity, health care, family obligations, autonomy, and self decision making, entitlement and retirement income
- Explain the “life course” perspective

Textiles

An introductory analysis of textile fibers, yarns, constructions, fabrications, dyestuffs and finishes. Emphasis on identification, selection, use, performance, suitability and care of textile products for various end uses. Government legislation, labeling and simple testing and evaluation of performance.

Core Components

Historical background
Fiber classification, theory and identification
Textile legislation, labeling, import regulation, consumer protection and environmental issues
Yarn structure
Fabric construction
Fabric finishes
Color, dyestuffs, printing and other applied design
Fabric characteristics, performance and suitability
Fabric selection, use and care
Fabric testing and evaluation
New technologies
Terminology

Student Learning Outcomes

- Identify fabric construction such as woven, knits, twill, dobby, and jacquard
- List properties of various fiber content, characteristics, and performance
- Utilize information learned to effectively select fabric appropriate for end use

Work Experience

Supervised voluntary or paid field experience in one or more areas of Family and Consumer Sciences.

Core Components

Paid work experience/volunteerism
Business/industry
Governmental agencies
Community Work-related objectives
Performance evaluation by the supervisor
Self-evaluation

Student Learning Outcomes will vary

PROGRAM DEVELOPMENT AND REVIEW

Professional Standards for College Faculty

Dedicated, enthusiastic and innovative faculty is the major resource in Family Consumer Sciences education. They must provide the education and guidance for students and direction of programs to meet the challenge of a fast-paced, changing profession. California's diverse population must be considered in preparation and selection of faculty for Family and Consumer Sciences courses and programs.

Faculty must meet hiring requirements (AB 1725) as established by the State of California. An MA/MS degree in Family and Consumer Sciences, or a BA/BS the above and an MA/MS in a closely related field, or equivalency should be the minimum qualifications for full-time positions in these programs. Field experience is recommended.

Professional development should include postgraduate work in Family and Consumer Sciences, human development, personal finance, household equipment, consumer affairs and resource management. Ongoing participation in field related seminars, staff development, continuing education activities of professional organizations, workshops and conferences is encouraged.

Close working relationships among faculty, counselors, placement, other support staff, administration, and the business community enhance the services to Consumer Studies students on campus.

Evaluation of faculty should be done on a regular basis, no less than biennially.

Program Review

Colleges and faculty have the obligation to keep programs current and relevant. Many campuses have individual Program Review formats and processes that allow local colleges to assess program strengths and to target areas for improvement. Results can be shared with staff, advisory committee members, governing boards and students to ensure program content validation.

One way to assess the effectiveness of a course or program is the use of Student Learning Outcomes. Faculty can create SLOs for each course of a Program of Study, as well as for the program as a whole. Then assessment tools and course assignments should be created to measure the effectiveness of the sum total of the course. Research departments can provide invaluable assistance with evaluation, and can work with faculty to make improvements.

Professional Organizations

Professional and trade organizations provide a valuable resource for program content and currency, student experiences and forming partnerships. A *Directory of Professional and Trade Organizations* is included as a separate section of this *Family and Consumer Sciences Program Plan*.

Some prominent professional organizations related to Consumer Studies are:

AAFCS	<u>American Association of Family and Consumer Sciences</u>
AAFCS-CA	<u>American Association of Family and Consumer Sciences California Affiliate</u>
AAHE	<u>American Association of Housing Educators</u>
ACCI	<u>American Council on Consumer Interest</u>
ACTE	<u>Association for Career and Technical Education</u>
AFCPE	<u>Association for Financial Counseling and Planning Education</u> <u>ByDesign</u> Financial Solutions/Consumer Credit Counseling Services of Los Angeles
CCAA	<u>California Consumer Affairs Association</u>
DCA	<u>California Department of Consumer Affairs</u>
LADCA	<u>LA County Department of Consumer Affairs</u>
CA	<u>Consumer Action</u>
CFA	<u>Consumer Federation of America</u>
FCSEA	<u>Family and Consumer Sciences Education Council</u>
FCIC	<u>Federal Citizen Information Center</u>
Jump\$tart	<u>Jump\$tart Coalition</u> for Personal Financial Literacy
NCL	<u>National Consumers League</u>
NFCC	<u>National Foundation for Credit Counseling</u>
SOCAP	<u>Society of Consumer Affairs Professionals in Business</u>

Student membership in professional organizations encourages student involvement with consumer surveys, consumer protection agencies, newsletters and consumer fairs. Some groups have Student chapter affiliations.

Advisory Committee

The purpose of the Consumer Studies advisory committee is to annually review, recommend and support curriculum that reflects the skills and competencies required for today's global workforce. In addition, a committee can be used as a valuable resource for internship opportunities, student placement and recruitment, scholarships, materials and equipment, and as a resource for adjunct faculty. Committees should reflect the diversity of the campus, community and the Family and Consumer Sciences field.

Advisory committees should include representation from secondary schools, partner programs at the local and area community college campuses, four-year colleges and universities, consumer protection agencies, senior citizens groups, community-based service agencies, local financial institutions, insurance agents, financial planning experts and other business representatives and political and civic leaders.

It is recommended that advisory committees range in size from 12 to 18 members. A large committee, although cumbersome to work with simultaneously, provides enough members for small committee work and overcomes the difficulty of scheduling meetings when some cannot attend.

Advisory committees can be a tremendous help to Consumer Studies programs by securing equipment, making contacts for speakers and field trips, providing work experience sites and/or internships and revising programs and curriculum.

Equipment and Facilities

Equipment and facilities should encourage interactive classroom activities. State-of-the-art equipment should be available in all classroom and laboratory facilities for traditional, hybrid and online methods of delivery

Suggested classroom equipment:

- LCD projector/pull-down screen
- Computers/current software
- Whiteboards/Interactive whiteboards
- Portable digital players
- Digital media storage
- Appropriate lighting
- Built-in sound system
- Blackboard (Bb)
- WiFi Access

- Content management systems (i.e. Moodle)
- Classroom response systems (i.e. Clickers)

Marketing and Recruitment

Marketing and recruitment for Consumer Studies should accomplish the following:

- Describe and illustrate the benefits of Consumer Studies to both traditional and non-traditional student populations.
- Promote the contribution of the Consumer Studies program to members of the college community and other educational institutions including instructional, counseling and support staff.
- Increase linkages with community agencies, businesses and organizations in order to expand educational opportunities as well as the potential for the employment of Consumer Studies majors.

Techniques for marketing and recruitment include the following:

- Offering mini-presentations to classes and organizations
- Developing and distributing “Career Briefs”
- Utilizing student success stories
- Supporting students by forming and advising student clubs/organizations
- Producing fliers and newsletters as linkages with community agencies and their clientele
- Initiating network and outreach with college faculty, counselors, staff, high schools, community agencies, businesses, government agencies, and organizations
- Using distance learning and other media
- Creating a web page
- Utilizing Consumer Studies advisory committees as well as advisory committees of other disciplines
- Participating in local and regional forums
- Writing articles for local print media, websites or blogs
- Maintaining a data base to evaluate and improve the program

Student Clubs: A student club within Consumer Studies can provide enhanced opportunities for students to network with one another, strengthen cohort ties, develop leadership and organizational skills, and mentor one another in program requirements. The bonds that develop may carry over into the workplace. Marketing opportunities expand dramatically with student club involvement. In fact, a student club often becomes the strongest advocate for the program itself.

Student club activities can also augment curricula offerings by sponsoring agency guest speakers on campus, coordinating tours of community programs, and staffing information booths at local resource and job fairs. Former student club members will often be an information pipeline with regard to prospective job openings within agencies and businesses.

Placement and Follow-Up

The college's responsibility is to provide programs and courses that help students develop job skills necessary in the profession. Transfer courses should be articulated with four-year institutions.

Consumer Studies faculty should work closely with student support services and should publicize their programs at every opportunity, so community employers are aware of potential employees. Faculty should also be aware of articulation agreements between their program and other colleges, striving to meet the goals identified in this *Family and Consumer Sciences Program Plan*.

Accountability is important to assure that the program is accomplishing its purpose. Job placement data and articulation agreements are two ways to measure results. Student questionnaires and/or surveys also provide accountability and can be administered to students. Data covering job placement and relevancy of program should be collected. The Consumer Studies instructional staff should cooperate in collecting Core Indicator data for the Statewide Follow-up System. Reports summarizing student and employer follow-up responses are available at each California community college. Employer surveys can assess the relevance of curriculum to job performance skills.

Maintaining contact with former students is difficult but necessary for accountability. Many colleges have alumni groups that are a useful resource for tracking former students and for promoting programs.