

California Community Colleges Family and Consumer Sciences Program Plan 2009

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INTRODUCTION

The California Community College Family and Consumer Sciences Program Plan was designed to be a guideline for local colleges/districts. Sponsored by the California Community Colleges Chancellor's Office (CCCCO), development and revisions of the *Family and Consumer Sciences Program Plan* have been supported by Carl D. Perkins Vocational Education funds. This revision is supported by the Chancellor's Office FCS Discipline/Industry Collaborative Grant with funding from Carl D. Perkins Career and Technical Education Improvement Act, 2006 (Perkins IV) in the *California State Plan*. The *Family and Consumer Sciences Program Plan* is available electronically at www.cccfcs.com.

The *Family and Consumer Sciences Program Plan* can help a college assess its existing programs, develop curriculum, introduce new programs and expand specialization within the eight program areas to serve the needs of changing student populations, communities and the workplace. These include: Child Development; FCS-General (Consumer Studies); Family Studies; Fashion; Gerontology; Hospitality; Interior Design; and Nutrition, Food Science and Culinary Arts. Used for this purpose, the *Family and Consumer Sciences Program Plan* can lead to program improvement.

Through the *Family and Consumer Sciences Program Plan*, community college students statewide may be ensured that their program of study and preparation for career technical skills, transfer or lifelong learning are comparable, regardless of the college they attend. Employers can feel confident that the technically trained student will have similar competencies regardless of the community college that provided the training.

Family and Consumer Sciences Program Plan curriculum has been designed to ensure that it addresses current educational priorities and mandates that include Core Indicators, all aspects of the industry, integration of academics and career technical education, sequencing of courses, work-based learning, articulation, Tech Prep and equal access.

Program guidelines were developed with extensive involvement of community college, secondary, four-year college and university professionals and representatives from business/industry and the public sector. Each had expertise in specialized areas of FCS and other academic areas and student services. The *Family and Consumer Sciences Program Plan* is flexible to meet the varied needs of individuals, families, communities and the local labor market. The *Family and Consumer Sciences Program Plan* is not prescriptive, but rather a guideline which can help individual colleges/districts benefit from the experiences of successful and innovative FCS programs in California community colleges. Also, it provides a standard which can lead to successful realization of individual goals and expectations.

HISTORY

The *Program Plan* for California community college Family and Consumer Sciences (formerly known as Home Economics) was first produced in 1984-85. It was the culmination of an intensive effort on the part of many FCS and related professionals. The *Family and*

Consumer Sciences Program Plan has been a standard for excellence for California community college FCS and related program areas and a model for other disciplines and support services. The **Mission** and **Goals**, described below and developed for the original plan, are as relevant today as they were in 1985. They have continued to influence the focus and direction for the eight program areas. The original *Family and Consumer Science Program Plan* visionaries cautioned that attention must be directed toward keeping the program plan relevant, current and vital. This philosophy has continued to guide the CCCCCO and leading committees, most notably the Family and Consumer Sciences Statewide Advisory Committee (FCS SAC), that have been instrumental in assessing and advising on the need for *Family and Consumer Sciences Program Plan* implementation and revision. (Committee members are listed at www.cccfcs.com).

MISSION

The mission of Family and Consumer Sciences in the California community colleges is to prepare individuals to function effectively in changing family, community and work environments. Family and Consumer Sciences provide educational opportunities that respond to human needs, future technologies and global changes in preparing students for employment, careers, advanced study and lifelong learning. Family and Consumer Sciences enable individuals to develop skills that improve the quality of life in a diverse society.

GOALS

- Provide access for all students in California community colleges to Family and Consumer Sciences programs and services that meet their career, family, and individual needs.
- Provide alternative delivery systems designed to meet the changing needs of individuals and organizations within the community.
- Provide diversity of programs and services to meet needs of a pluralistic society, increase awareness of equity issues and special needs populations and enhance opportunities for individuals to improve the quality of life.
- Provide off-campus and outreach instruction and distance education to meet lifelong learning needs of individuals and organizations within the community.
- Prepare individuals for advanced study in traditional, non-traditional and high technology fields in order to interface with a global economy.
- Provide individuals with competency skills which meet their career goals and lead to placement in a job for which they have been trained.

- Articulate with secondary and other post-secondary institutions to maximize the quality of education and utilization of resources.
- Provide appropriate professional development opportunities for faculty, administrators and other career technical education program staff to improve the relevance and quality of instruction.
- Recognize the interdisciplinary nature of Family and Consumer Sciences by incorporating appropriate content from many other areas of study.
- Conduct ongoing program review to assess program status and effectiveness.

ORGANIZATION

The California Community College *Family and Consumer Sciences Program Plan, 2009* includes a variety of sections. In the printed version, the FCS program areas are indexed and color coded for easy reference, as follows: yellow, Child Development; pink, Consumer Studies; green, Family Studies; lilac, Fashion; goldenrod, Gerontology; blue, Hospitality; buff, Interior Design; salmon, Nutrition, Food Science and Culinary Arts. Each of the eight program sections is self-contained and can provide a guideline for that specific program area or any of its specializations.

In the printed version, content relevant to all eight program areas is printed on white paper. These sections include: Introduction, Articulation, Glossary and the Directory of Professional and Trade Organizations. All sections in the printed version have been punched for insertion into a three-ring binder to facilitate use. Colleges are encouraged to place copies of the *Family and Consumer Sciences Program Plan* or individual sections with those professionals responsible for implementing the program(s), as well as with counselors, articulation officers, career centers and similar student support programs.

SUPPORT FOR FCS PROGRAMS

The primary philosophical and fiscal support for FCS and related program areas comes from local college Boards of Trustees. College commitment is based on local community conditions and demographics, student needs for useful life-long skills and practices, career goals, objectives and labor market demands for trained workers. FCS and related program areas and career technical education (CTE) administrators are responsible for providing the local college administration and Board of Trustees with data that identifies their needs and assures that they are being addressed and met.

Supplemental funding for FCS and related program areas is also available through special funding sources and grants. Local colleges need to address these funding avenues as a resource for enriching programs and student opportunities.

The 2008-12 *California State Plan for Career and Technical Education* was written to address Perkins IV. Several hundred persons representing business, labor, faculty,

program administrators, parents, students, employers, state job training and social services agencies, community-based organizations, professional groups and societies were involved in the development of the *State Plan* and field review process. College districts then developed local plans based on the *State Plan*.

Through previous *State Plan* activities, California has established effective foundations for Tech Prep, improved access for special populations, improved communication and collaboration between and among practitioners, developed outcomes-based curriculum and other resources.

Current state priorities are:

1. To improve integration and sequencing of academic and career technical education curriculum by:
 - Integrating academic and CTE curriculum,
 - Sequencing courses of study that lead to attainment of both academic and occupational competencies, and
 - Increasing linkages between secondary and postsecondary educational institutions, academic and CTE educators, and among education, business, industry, labor and the community.
2. To improve curriculum and program strategies reflecting workplace needs by:
 - Increasing student work skill attainment and job placement,
 - Enhancing the relevance of career technical education programs to the workplace and to the occupations for which students are being trained,
 - Promoting the development and use of curriculum and instructional strategies that foster critical thinking, problem solving, leadership and academic skill attainment, and
 - Providing CTE students with strong experience in and understanding of all aspects of the industry in which the students are preparing to enter.
3. To improve instructional and support services responsive to the needs of students who are members of special populations by:
 - Increasing access and retention in improved CTE programs,
 - Providing needed support services, with increased emphasis on guidance and counseling, and placement and transitional services, and
 - Monitoring for successful course and program completion.

A field review of the 2008-12 California *State Plan* resulted in identifying priority issues. These are accountability; curriculum development; professional development; linkages and partnerships; and student support services, student organizations, and funding.

The System Office, California Community Colleges authorized the use of state leadership funds to improve CTE programs. Activities suggested for implementing the five major priorities are listed below:

1. Curriculum Development and Improvement: Activities will concentrate on reviewing, upgrading and improving curriculum currency, value, rigor, and

delivery of instruction and, where business/industry needs dictate, developing new courses and programs that satisfy the needs of changing and emerging occupations. Improvement will include integration of academics, development of soft skills and other transferable skills.

2. Professional Development: A major thrust will be directed toward ensuring that faculty is current with industry standards and have the resources to teach to industry standards. Efforts will be directed toward increasing the number of faculty engaged in integrating academic and career and technical education, implementing work-based learning, using technology in the curriculum and in the delivery of instruction, and assisting special population students in gaining access to and achieving success in career technical education programs.
3. Student Support Structures: Activities will be directed toward increasing access to and success in vocational and technical education for all students who elect to enroll in these programs, particularly members of special populations, through a variety of support services. Up-to-date information regarding the job market and employment and job skills requirements will be developed and made available to all.
4. Partnership Development: Activities will improve linkages, cooperation, and collaboration among a variety of partners to produce responsive solutions to workforce development needs.
5. Performance Accountability: Activities will be directed toward the implementation and operation of the CTE performance accountability system. This begins with determining performance indicators, levels of performance, and performance goals. Next is maximizing the utility of accountability information by providing local districts with data and other information that can be used by colleges to improve student performance.

A separate section of the *State Plan* focuses on Tech Prep Education. It requires programs that move students toward advanced technical certificates and degrees to be accountable, integrated, and offer articulated curricular pathways among secondary and postsecondary levels.

ACCOUNTABILITY AND REPORTING

Each section of the *Family and Consumer Sciences Program Plan* includes specific guidelines for accountability and evaluation. Colleges are required to collect and report data by career technical programs that will be used by the state for federal reporting purposes. The *State Plan* identifies five Core Indicators to be measured and establishes performance levels.

The Core Indicators are the accountability requirements that measure the performance of career technical programs and were significantly changed by 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: misweb.cccco.edu/voc_ed/vtea/vtea.htm or the Joint Special Populations Advisory Committee website at: www.jspac.org

The Taxonomy of Programs (TOP), an instructional program classification system used in California community colleges, is utilized statewide and by local colleges to report student enrollment data by program. TOP provides a common numeric coding system by which districts/colleges categorize degree and certificate programs and courses on the basis of the similarities of their published goals and objectives. These codes relate to the *U.S. Department of Education Classification of Instructional Programs (CIP), 2000 edition*, and are further defined by the CCCCO, *Operations Manual Student Accountability Model (SAM)*. The appropriate assignment of students is essential for accurate allocation of state/local funds to the proper program areas. The college, based on state and local guidelines, determines the appropriate designations.

A TOP code is requested by a college when applying for the approval of a new degree or certificate program. The California Community Colleges System Office validates or determines the appropriate TOP code and enters it into the Inventory of Approved Programs. TOP codes are used in the Office Management Information System (MIS). Reported TOP information is used to meet federal and state accountability requirements.

TOP Codes and descriptions for Family and Consumer Sciences as found in the *CCC Taxonomy of Programs, March 2007, Sixth Edition* are as follows:

Taxonomy of Programs (TOP) Code 13

TOP 13 – Family and Consumer Sciences

Instructional programs that study the relationship between the physical, social, emotional and intellectual environment in and of the home and family and the development of individuals, including programs in child development, family studies, gerontology, fashion, interior design and merchandising, consumer services, foods and nutrition, culinary arts, and hospitality.

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 and well as courses in family and consumer sciences.

1302.00 – Interior Design and Merchandising

Design and its functional application to the environment, housing, furnishings, accessories, and equipment to provide commercial and residential environments that meet the psychological, sociological, emotional, and physical needs of the users and protect the health, safety, and welfare of the general public.

1303.00 – Fashion

Fashion and its influence on individuals and society, including fashion's principles and concepts as related to design, construction, merchandising and selection; and the study of textiles involving the design, production, finishing, characteristics, selection, use, and care of fibers and fabrics.

1303.10 – Fashion Design

Design and construction of garments.

1303.20 – Fashion Merchandising

Merchandising of fashion and related articles in retail and wholesale establishments.

1303.30 – Fashion Production

Construction, alteration, and finishing of garments to industry or customer specifications.

1305.00 – Child Development/Early Care and Education

Intellectual, psychosocial, and physical development of children. Principles and practices in the care and education of children.

1305.20 – Children with Special Needs

Principles and practices necessary for the care and education of children with special needs and their families.

1305.40 – Preschool Age Children

Principles and practices necessary for working with children ages three through five.

1305.50 – The School Age Child

Principles and practices necessary for working with school age children and youth in out-of-school settings, such as before and after school programs, recreational activities, youth centers, and summer camps.

1305.60 – Parenting and Family Education

Principles and practices of working with individuals in all family forms to positively affect their relationships and dynamics.

1305.70 – Foster and Kinship Care

Education and training for foster parents and kinship parents to meet the educational, emotional, behavioral and developmental needs of children and youth in the foster care system.

1305.80 – Child Development Administration and Management

Principles and practices of managing all programs in child development, and early care and education.

1305.90 – Infants and Toddlers

Principles and practices necessary for working with children younger than three years old.

1306.00 – Nutrition, Foods, and Culinary Arts

Principles and techniques of food preparation, food management, food production services and related technologies, and the fundamentals of nutrition, nutrition education, and nutrition care affecting human growth and health maintenance.

1306.20 – Dietetic Services and Management

Programs providing training in institutional food services and the management and supervision of such services, as Dietary Managers, Dietary Service Supervisors, and similar positions. Includes food services in schools, hospitals, nursing facilities, and other noncommercial settings.

1306.30 – Culinary Arts

Selection, storage, preparation, and service of food in quantity, including the culinary techniques used by chefs, institutional cooks, bakers, and catering services.

1306.60 – Dietetic Technology

Programs leading to national certification as a dietetic technician by the American Dietetic Association.

1307.00 – Hospitality

Organization and administration of hospitality services, management, and training of personnel, including restaurant and food service management, hotel/motel or resort

management, and convention and special events planning. Includes combined hotel/restaurant management programs.

1307.10 – Restaurant and Food Services and Management

Management and supervision of food and beverage service operations. Includes server and bartender training.

1307.20 – Lodging Management

Preparation to manage places of lodging such as hotels, motels and inns. Includes supplies purchasing and control, facilities design and planning, hospitality law, personnel and financial management, marketing, events management, and front desk operations.

1307.30 – Resort and Club Management

Preparation to plan, manage, and market comprehensive vacation facilities, golf courses, casinos, time-share resorts and the like.

1308.00 – Family Studies

Basic human developmental and behavioral characteristics of the individual within the context of the family, and over the lifespan. Includes human growth and development, the family as a social unit, and relationships.

1309.00 – Gerontology

Principles and practices of working with older adults. Includes physical, social, economic, emotional, health care and support services needs and concerns, related legislation, and community resources.

1399.00 – Other Family and Consumer Sciences

Specify (includes all emerging occupations).

DISSEMINATION

Over nine hundred copies of the *California Community College Family and Consumer Sciences Program Plan, 2009* have been distributed statewide to: the Chief Instructional Officer, Career Technical Education Administrator and designated Family and Consumer Sciences contacts at 110 California community colleges/72 districts, California Department of Education Home Economics Career and Technology Unit, four-year colleges/universities, business/industry and other key agencies and organizations. The *Family and Consumer Sciences Program Plan* is available electronically at www.cccfcs.com

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