Intended as a resource for California community colleges and districts in assessing and improving family and consumer science (FCS) programs, this program plan provides information on current trends affecting the delivery of FCS programs and guidelines for assessing and developing new comprehensive or specialized programs. Following letters of transmittal, an introduction is provided to the program plan, highlighting its history, organization, philosophical and fiscal support, accountability and reporting framework, taxonomy of courses, and mission and goals. Next, the purpose and goals, career opportunities, curriculum, courses and core components, and program development and review standards are described for the following FCS areas: (1) fashion; (2) interior design/merchandising; (3) life management; (4) lifespan education (i.e., instruction in the areas of child development, family studies, and gerontology); and (5) nutrition, foods, and hospitality. The goals, responsibilities, course numbering system, and processes for articulating FCS programs with other levels are then described, focusing on participating high schools, community colleges, regional occupational centers, Tech Prep programs, Bachelor degree granting institutions, and community agencies. Next, the integrated Secretary's Commission on Achieving Necessary Skills (SCANS) competencies are detailed for each program area. Finally, a self-study and assessment instrument developed for FCS programs is provided and explained. Appendixes include lists of program plan committees and glossary of terms. Directories of professional and trade organizations and the California Community College directory of FCS and related program areas and program coordinators are attached.
California Community College
Family and Consumer Sciences
Program Plan 1996

Including
Directory of Professional
and Trade Organizations

Directory of
Family and Consumer
Sciences and Related
Program Areas
and Program Coordinators

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Sponsored By:
Chancellor's Office,
California Community Colleges
in cooperation with
Mt. San Antonio College and
participating Community Colleges
California Community Colleges
Family and Consumer Sciences
Program Plan 1996
This report is made pursuant to agreement number 95-0163. This project is supported by Carl D. Perkins Vocational and Applied Technology Education Act, P.L. 101-392, Title II, Part A and Title III, Part B funds, awarded to Mt. San Antonio College by the Chancellor's Office, California Community Colleges.

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"No person shall, on the grounds of sex, race, color, national origin or handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under this project."
April, 1996

The California Community College Family and Consumer Sciences Program Plan, 1996 is an important resource. It provides guidelines and standards for local program improvement which address student and community goals and which have been endorsed by the Board of Governors, COCCC.

Community college priorities of

• General education
• Vocational/occupational preparation
• Transfer education

are each accommodated through the Program Plan. Essential partnerships between education and business, industry and the public sector are encouraged to keep curriculum current and relevant and prepare students to be productive participants in California's changing workforce and in society.

Through local college utilization of the Program Plan, students can know that their education will be comparable regardless of the community college they choose to attend; employers can be assured job skills and general education will be consistent from one college to another.

It is hoped this publication will be a useful resource.

David Mertes, Chancellor
California Community Colleges

BEST COPY AVAILABLE
April, 1996

The California Community College Family and Consumer Sciences Program Plan 1996, has turned many corners since it was first developed in 1985. Yet, the standards and guidelines initially established are as valid today as they were then. As is true with all curriculum, revisions were essential to keep the Program Plan relevant and lead to instructional programs which will prepare students for the future.

Revised in 1989, 1992 and now, again in 1996, the Program Plan is the product of hundreds of professionals from education and industry. Through their efforts, the Program Plan is a plan for the year 2000 and in tune with recent changes including those introduced through the Carl D. Perkins Vocational and Applied Technology Education Act, and the California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds 1994-96.

Colleges are encouraged to use the Program Plan to review current offerings in the program areas of: Fashion, Interior Design/Merchandising, Life Management, Lifespan (Child Development, Family Studies, Gerontology) and Nutrition, Foods and Hospitality. The Program Plan is an important basis for articulated and Tech Prep programs and can simplify those processes.

The Chancellor's Office is pleased to have sponsored the initial development and continued improvement of the California Community College Family and Consumer Sciences Program Plan. Local colleges are encouraged to implement the Program Plan as an important guide for program improvement.

Sincerely,

Phoebe Helm, Vice Chancellor
Economic Development and Vocational Education
# California Community College Family and Consumer Sciences Program Plan

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A Section of: California Community College Family and Consumer Sciences Program Plan, 1996
INTRODUCTION

The California Community College Family and Consumer Sciences Program Plan was designed to be a useful tool for local colleges/districts. Sponsored by the Chancellor’s Office, California Community Colleges, development and revision of the Program Plan have been supported by Carl D. Perkins Vocational Education Act (VEA) and the 1990 amendment, Carl D. Perkins Vocational and Applied Technology Education Act (VATEA) funds.

The Program Plan is intended to help a college/district assess its existing Family and Consumer Sciences Program in the five areas of: Fashion, Interior Design/Merchandising, Life Management, Lifespan (Child Development, Family Studies, Gerontology) and Nutrition, Foods and Hospitality. Used for this purpose, it provides guidelines which can lead to program improvement.

The Program Plan can also help a college develop curriculum, introduce new programs and expand specializations within the five program areas to serve the needs of changing student populations, communities and the workforce.

Through the Program Plan, community college students statewide may be ensured that their course of study and preparation for either occupational skills or lifelong learning are comparable, regardless of the college they attend. Employers can feel confident that the occupationally trained student will have similar competencies regardless of the community college which provided the training.

Program Plan curriculum has been designed to ensure that it addresses current educational priorities and mandates which include SCANS (Secretary’s Commission on Achieving Necessary Skills), all aspects of the industry, integration of academics and vocational education, sequencing of courses, work based learning, articulation, Tech Prep, equal access and learning styles.

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

The Program Plan for California Community College Home Economics (now identified as Family and Consumer Sciences) was first produced in 1984-85. It was the culmination of an intensive effort on the part of many Family and Consumer Sciences and related professionals. The Program Plan has been a standard for excellence for California community college Family and Consumer Sciences and related program areas and a model for other disciplines and support services. The Mission and Goals, page 12, developed for the original Program Plan, are as relevant today as they were in 1985. They have continued to influence the focus and direction for the five program areas. The original Program Plan architects cautioned that attention must be directed toward keeping the Program Plan relevant, current and vital. This philosophy has continued to guide the Chancellor's Office, California Community Colleges and leading committees, most notably, the Consumer/Home Economics State Advisory Committee and the Home Economics Professional Development Committee, both of which have been instrumental in assessing and advising on the need for Program Plan implementation and revision. (Committee members are listed in Appendix A).

In 1989, a Task Force of sixty-five selected Family and Consumer Sciences instructors, practitioners and resource professionals was convened to assess the currency of the Program Plan and make recommendations for revision. A revised Program Plan was distributed to 107 colleges/71 districts in 1990.


This third revision incorporates recommendations made by Family and Consumer Sciences and related professionals gathered through professional development activities between Fall 1992 and Spring 1995. These included the Fitting the Pieces Together subject matter forums held throughout the state in 1993 and the statewide conference Shaping the Future: A Plan for the Year 2000 in the Spring of 1994 with its resultant Issues and Answers publication. Recommendations were synthesized at a strategic planning retreat in March 1995 with focus on access and
success for all students, integration of academic and vocational curriculum and workplace relevance in education through integration of basic skills and SCANS competencies. These summaries were brought to a 50 member Task Force meeting in September, 1995. Members included community college Family and Consumer Sciences and related faculty and administrators, academic community college faculty, special populations consultants, secondary and university faculty and business/industry representatives. (Contributors to this process are included in Appendix A.) The 1996 revised Program Plan was completed through team effort and consensus decisions.

ORGANIZATION

The California Community College Family and Consumer Sciences Program Plan, 1996 includes a variety of sections. These have been color coded for easy reference. All content relevant to each of the five program areas are grey. These include: Introduction, Articulation and Appendixes. Grey index tabs titled SCANS and Self-Study and Assessment are also included. Pages for insertion into these sections will be sent by Long Beach City College for SCANS and Diablo Valley College for Family and Consumer Sciences (FCS) Self-Study and Assessment system in the Spring of 1996. The Family and Consumer Sciences program areas are indexed and color coded as follows: Fashion: lavender, Interior Design/Merchandising: blue, Life Management: pink, Lifespan (Child Development, Family Studies, Gerontology): yellow, Nutrition, Foods and Hospitality: green. Each of the five program sections is self-contained and along with the generic sections can provide a guideline for that specific program area or any of its specializations.

Two directories – a Directory of Professional and Trade Organizations which is a resource for all five program areas and a California Community College Directory of Family and Consumer Sciences and Related Program Areas and Program Coordinators with a listing of offerings by college and contact staff – are included at the back of the Program Plan.

All sections have been punched for insertion into a three-ring binder to facilitate use. Colleges are encouraged to place copies of the Program Plan or individual sections with those professionals responsible for implementing the program(s).

SUPPORT

The primary philosophical and fiscal support for Family and Consumer Sciences and related program areas comes from local college Boards of Trustees. This commitment is based on local community conditions and demographics, student's needs for useful life-long skills and practices, occupational goals, objectives and labor market demands for trained workers. It is incumbent upon Family and
Consumer Sciences and related program areas and occupational administrators to provide the local college administration and Board of Trustees with data which demonstrates their commitment is being addressed and met.

Supplemental funding for Family and Consumer Sciences 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.

VATEA is one source for local Family and Consumer Sciences Program supplemental funding. In 1990, Congress passed the Carl D. Perkins Vocational and Applied Technology Education Act (VATEA) and thus reauthorized federal funds for secondary, postsecondary and adult vocational education programs. The State Board of Education and the Board of Governors of the California Community Colleges submitted a State Plan for the first three years (1991-1994) of the Act. A State Plan for the last two years (1994-1996) of the Act was approved by the United States Department of Education in June, 1994. Over two hundred persons representing business, labor, faculty, program administrators, parents, students, employers, the State Council on Vocational Education, state job training and social services agencies, community based organizations, professional groups and societies were involved in the statewide needs assessment and the State Plan process. College districts then developed local plans based on the needs assessment and the State Plan.

Through the Plan's activities during these years, California has established effective foundations for Tech Prep, improving access to special populations, improving communication and collaboration between and among practitioners, developing outcomes-based curriculum and other resources. The purpose of the 1994-96 State Plan was to promote economic development in California through a competitive and competent workforce, as well as to create a balanced work and family life and to improve collaboration and coordination among education, industry, labor and the community. While the 1991-94 vocational education programs focused on a variety of local or regional needs determined using various methodologies and data streams resulting in the focus on funding target programs, the 1994-96 State Plan focuses on funding target activities which address three overarching statewide vocational education priorities. These priorities are addressed across all system providers and across all programs. This approach represents an extraordinary and historic intersegmental effort by secondary and postsecondary education to address the same, specific, common state priorities which are:

1. To improve integration and sequencing of academic and vocational education curriculum by:
   - Integrating academic and vocational education 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 vocational 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 vocational 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 vocational education 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 vocational education 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.

Family and Consumer Sciences has a distinct and vital role to play in addressing these priorities.

Within the California State Plan for Carl D. Perkins, VATEA Funds 1994-96 there are four sections which most specifically address local college Family and Consumer Sciences programs which should be pursued for funding:

Title II C: Local Plan. Targeted occupational programs determined in accord with the district/college Local Plan and Application (Section III, IV and VIII and Local Plan Appendix of the California State Plan 1994-96).
Title III A: Community Based Organizations. CBO grants awarded through a competitive Request for Application (RFA) process (Section IX of the California State Plan 1994-96).

Title III B: Consumer and Homemaking Education: CHE grants awarded through a competitive Request for Application (RFA) process (Section IX of the California State Plan 1994-96).

Title III E: Tech Prep Education Programs. Tech Prep four-year (secondary grades 11 and 12 and post secondary grades 13 and 14) career path programs awarded to each community college through a Request for Application (RFA) process (Section IX of the California State Plan 1994-96).

Title III A and III B funds are no longer available as line items in the 1995 budget. These programs are appropriately funded out of Title II C.

ACCOUNTABILITY AND REPORTING

Each section of the Program Plan includes specific guidelines for evaluation and accountability. 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), 1990 Edition and are further defined by the California Community Colleges Chancellor's Office, 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. Certain designations are determined by the college, based on state and local guidelines.

A TOP code is requested by a college when applying for the approval of a new degree or certificate program, based upon the recommendation of the regional occupational deans. The Chancellor’s Office then determines the TOP code and enters it into the Inventory of Approved Programs when the new program is approved. TOP codes are reported in the Chancellor’s Office Management Information System (MIS). A singular TOP code is reported with every course, even though the course may be found in several programs. Information reported by TOP is used to meet federal and state reporting requirements, accountability reports on program completion and vocational reports on course success.

TOP Codes and descriptions for the Consumer Education and Home Economics Program Areas (Family and Consumer Sciences) as found in the CCC Taxonomy of Programs, February 1995, Fifth Edition are as follows:
Taxonomy of Programs (TOP) Code 13

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 instructions in the natural and social sciences and humanities in the development of attitudes, knowledge and ability pertaining to clothing and textiles, consumer education, food and nutrition, home management, housing, human development, family studies and institutional management.

1300.00 Consumer Education and Home Economics
This is the Taxonomy of Programs title. No enrollments should be reported in this TOP Code.

The Consumer Education and Home Economics program is vocational and has a two-fold purpose: the preparation for the occupation of homemaking (CHE) and employment (occupational).

1301.00 Consumer Education and Home Economics (Transfer)
Designed for lower division transfer; combines fashion, interiors (environment, design, merchandising), life management, lifespan (child development, family studies, gerontology) and nutrition and food.

1302.00 Interiors (Environment, Design, Merchandising)
Design and its functional application to the environment, housing, furnishing accessories and equipment to provide residential environments which fit the psychological, sociological, emotional and physical needs of the users aesthetically, functionally and safely.

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, construction, finishing, characteristics, selection, use and care of fibers and fabrics.

  1303.10  Fashion Design
  1303.20  Fashion Merchandising
  1303.30  Fashion Production

1304.00 Life Management
Consumer and homemaking aspects as they apply to the occupation of homemaking (useful) and life management and careers in resource management, financial management and consumer affairs.
1305.00  Lifespan (Child Development, Family Studies, Gerontology)
Nature, functions and significance of human relationships in the family and society; and the study of individuals and their physical, mental, emotional and social growth and development.

1305.10  Child Development
1305.20  Exceptional Child
1305.30  Gerontology
1305.40  Nanny Training

1306.00  Nutrition and Food
Principles and techniques of food preparation, food management, food production services and related technologies, and the fundamentals of nutrition and nutrition care affecting human growth and health maintenance.

1306.10  Restaurant and Foodservice Management
1306.20  Dietetics
1306.30  Culinary Arts (Chef, Catering, Food Server)
1306.40  Nutrition, Health and Fitness
1306.50  Food and Equipment Demonstration

1307.00  Hospitality
Organization and administration of hospitality services, management and training of personnel, including hotel/motel management.

The contents will be developed at a future date.

1399.00  Other Consumer Education and Home Economics
This TOP Code is used appropriately for general Home Economics work experience or other general Consumer Education and Home Economics courses, i.e. laboratory studies and all emerging occupations.

Applicable TOP Codes are also included in the five program sections.

Through this Program Plan revision, the following TOP Code changes are recommended. These changes are also referenced in the program chapters.

TOP 13  Change title to: Family and Consumer Sciences
Change introductory paragraph to list titles included in this Program Plan "knowledge and ability pertaining to fashion, interior design/merchandising, life management, lifespan (child development, family studies, gerontology), nutrition and foods and hospitality."
1301.00 Change title to: Family and Consumer Sciences
Change interiors (environment, design, merchandising) to interior design/merchandising and change nutrition and food to nutrition, foods and hospitality in description.

1302.00 Change title to: Interior Design/Merchandising
Change description to: Design and its functional application to the environment, housing, furnishings, accessories and equipment to provide commercial and residential environments which meet the psychological, sociological, emotional and physical needs of the users and protect the health, safety and welfare of the general public.

1303.00 Change "construction" to "production" in description.

1305.20 Change title to: Family Studies
1305.40 Change title to: Parent Education
1305.50 Add new title: Foster Care
1306.00 Change title to: Nutrition and Foods
1306.60 Add new title: Food Science
1307.10 Add new title: Hotel Management
1307.20 Add new title: Travel and Tourism

Content included in 1306.00 and 1307.00 will be developed and/or expanded at a future date.

DISSEMINATION

Seven-hundred copies of the California Community College Family and Consumer Sciences Program Plan and Directories have been distributed statewide to: 106 colleges/71 districts to the Chief Instructional Officer, Chief Vocational Education Administrator, Director of Counseling and designated Family and Consumer Sciences contact and to four-year colleges/universities; California Department of Education (CDE), Curriculum and Instructional Leadership Branch; Regional Occupational Centers/Programs (ROC/Ps), business/industry and other key agencies and organizations.

To obtain a copy of the California Community College Family and Consumer Sciences Program Plan, 1996 contact:

Chancellor's Office
California Community Colleges
1107 Ninth St., Suite 900
Sacramento, CA 95814
Peggy Sprout Olivier, Specialist

ERIC Clearinghouse
for Community Colleges
UCLA
3051 Moore Hall
Box 951521
Los Angeles, CA 90095-1521
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 provides educational opportunities that respond to human needs, future technologies and global changes in preparing students for employment, advanced study and lifelong learning. Family and Consumer Sciences enables 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 individual and family 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 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, other post-secondary institutions and business and industry to maximize the quality of education and utilization of resources.

- Provide appropriate professional development opportunities for faculty, administrators and other vocational 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.
FASHION TABLE OF CONTENTS

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A Section of: California Community College Family and Consumer Sciences Program Plan, 1996
STATEMENT OF PURPOSE

Fashion is one of the largest well established industries in California. Thus, an education in Fashion serves the individual by providing background necessary for this career throughout California and the United States. Fashion programs and courses in California community colleges provide education to meet the needs of this vast industry. The curriculum included in this chapter addresses industry’s needs and has been delineated into the career areas of Fashion Merchandising, Fashion Design, Fashion Production, Apparel and Textiles with Certificates of Achievement and Associate degrees leading to potential transfer to Baccalaureate institutions. Fashion programs provide an environment which promotes critical thinking, creativity, multicultural awareness and understanding of social, organizational and technological systems.

Fashion programs in California community colleges are committed to providing leadership in post secondary education in partnership with secondary education, the community, business and industry.

Goals

The goals of the Fashion program are to:

- Identify and respond to the educational needs of the community/industry.

- Provide educational opportunities and program delivery systems to students needing nontraditional scheduling.

- Develop programs to meet the emerging trends, needs and technological advances of the fashion industry.
Goals, continued

- Provide educational opportunities in the field of fashion for career employment, advanced study, professional development and lifelong learning.

- Create an environment which promotes critical thinking, creativity, multicultural awareness and understanding of social, organizational and technological systems.


- Provide education in fashion specializations, certificates and degrees.

- Strengthen partnerships between Fashion programs, secondary/post secondary education segments, the business community, other academic disciplines, professional associations and policy makers.

- Strengthen alumni contacts for program support.

- Acquire and nurture a faculty with strong academic and technical skills and abilities.

CAREER OPPORTUNITIES

Career Paths

Students studying Fashion at California Community Colleges may proceed to various levels of employment and learning. Many students currently employed in the fashion industry enroll in specific classes to upgrade their knowledge and skills as new technology demands.

- Entry: Occupational Certificate (Level I) - Certificates will be given to students completing core courses and additional required courses within a given Fashion program as required by individual colleges. The certificate level provides students with specific skills and knowledge leading to employment in a Fashion related job.

  Level I— Entry: Occupational Certificate Program. Completion of a minimum group of specific courses which lead to a Certificate in Fashion or a related area. Number of credits will vary according to individual college program requirements. Courses identified in Matrix under Level I (See page 26).
Opportunities:
Computer Design
Cosmetics Specialist
Costume Design
Fashion Communications
Fashion Consultant
Fashion Design/Production
Fashion Dressmaking and Alteration
Fashion Merchandising
Fashion Production
Fashion Stylist
Image and Color
Modeling
Video Merchandising
Visual Merchandising

- Technical: AA/AS Degree (Level II) - Graduation requirements in any one of the Fashion programs include completion of core courses, additional required courses chosen by individual community colleges, completion of required general education courses and electives to equal 60 or more semester units. Departmental designation and unit value may vary from institution to institution. 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.

Level II— Technical: AA/AS Degree. Courses identified in Matrix under Level II (See page 26).

- Professional: BA/BS or Advanced Degree (Level III) - Advanced courses and other professional level work leading to the Baccalaureate or other degree; provides students with qualifications for professional employment.

Level III— Professional Level: BA/BS or Advanced Degree. Courses identified in Matrix under Level III (See page 26).

Note: Refer to the Dictionary of Occupational Titles (DOT) or your campus career information center for additional job titles and information.
Potential Career Opportunities

**FASHION**
- Assistant Buyer
- Assistant Department Manager
- Boutique Owner
- Bridal Consultant
- Buyer
- Color/Image Consultant
- Costume Consultant
- Department Manager
- Developer
- Display Person/Trimmer
- Entrepreneur
- Fabric Sales Associate
- Fashion Advertising Consultant
- Fashion Coordinator
- Fashion Illustrator
- Fashion Journalist
- Fashion Photographer
- Fashion Promotion Coordinator
- Fashion Sales Associate
- Fashion Stylist
- Fashion Telemarketing
- Fashion Video Specialist
- Mall Marketing Director
- Management Trainee
- Manufacturer's Sales Representative
- Personal Shopper
- Sales Associate
- Showroom Assistant
- Special Events Director
- Specialty Shops Coordinator
- Store Manager
- Store Owner
- Visual Merchandiser

**FASHION DESIGN/PRODUCTION**
- Alterationist
- Seamstress
- Assistant Designer
- Assistant Production Manager
- CAD Technician
- Computer Digitizer
- Costing Engineer
- Customer Services Representative
- Cutter and Finisher Designer
- Designer
- Design Room Assistant
- Entrepreneur
- Fashion Sketcher
- First Pattern Maker
- Grader
- Marker Maker - manual or computer
- Piece Goods Buyer
- Production Cutter
- Production Manager
- Production Pattern Maker
- Product Sales Representative
- Quality Controller
- Sales Manager
- Sample Cutter
- Sample Maker
- Sewing Room Supervisor
- Shipping Clerk Specialist
- Show Room Representative
- Small Business Owner
- Tailor
- Textile Croquis Painter
- Trim Purchasing Clerk

**APPAREL/TEXTILES**
- Advertiser
- Advertising Manager
- Audiovisual Producer
- Buyer
- Consulting Advisor
- Copywriter
- Designer
- Display Director
- Editor
- Educator
- Entrepreneur
- Executive Program Trainee
- Feature Writer
- International Marketing Consultant
- Magazine Advertising Manager
- Manufacturer's Representative
- Merchandising Manager
- Museum Curator
- Operation Manager
- Public Relations Fashion Director
- Researcher
- Retailer
- Store Manager
- Swatch Trader
- Textile Colorist
- Textile Librarian
- Textile Researcher
- Textile Restoration Specialist
- Theater Designer
- Trade Publication Editor
Future Outlook

Our global society is highly influenced by the California Fashion Industry as leaders in design, manufacturing and merchandising. Major market centers, apparel manufacturers and some of the largest retail shopping malls in the world provide California with diversified career opportunities.

Emerging careers in this high growth industry will require "state of the art" high-tech training:

- Fabrication
- Computerization
- Electronic/Telemarketing
- Telecommunication
- Video merchandising
- Service orientation
- Production
- Global marketing

As new programs and courses are developed, particular attention should be directed to the needs of returning students and growing immigrant populations working toward advancement in the fashion field.

It will be imperative that the community college Fashion programs be synchronized with future industry and consumer needs. The Labor Market Information (LMI) data on current employment opportunities and other data should be utilized as a resource for projecting current and emerging jobs and placement potential. This data is available at each California community college. Field experience in business and industry is increasingly important.

CURRICULUM: PROGRAMS AND COURSES

The Fashion curriculum is designed to provide an occupational program of study for students interested in pursuing a career in Fashion Merchandising, Fashion Design, Fashion Production, Apparel and Textiles. Courses within the curriculum will also provide part of the undergraduate requirements necessary for those students wishing to transfer their credits to a program at a four year college or university. Selected courses provide students with lifelong learning knowledge and consumer skills. Departmental designation and unit value may vary among institutions.
Programs

Fashion includes programs in Fashion Merchandising, Fashion Design and Production, Apparel and Textiles.

Course Classifications

TOP Classification: The TOP (Taxonomy of Programs) Code classifications for the Fashion area are:

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, construction, finishing, characteristics, selection, use and care of fibers and fabrics.

1303.10 Fashion Design
1303.20 Fashion Merchandising
1303.30 Fashion Production

It is recommended that "construction" be changed to "production" in the TOP Code description paragraph.

Vocational: Courses included in the Fashion program are considered to be vocational and occupational.

Transfer: Courses included in the Fashion program are perceived to be a potential equivalent course when offered at the lower division level of a four-year university.

The following courses have been identified with the University of California and the California State University system and have been granted a California Articulation Number (CAN).

CAN H EC 4 Principles of Design
CAN H EC 6 Textiles
CAN H EC 10 Principles of Clothing Construction
CAN H EC 16 Life Management
CAN H EC 20 Fashion Selection
CAN H EC 22 Fashion Industry and Marketing

Lifelong Learning, Continuing and Adult Education: All the courses within the Fashion program provide knowledge and skills which enhance the quality of life and develop better consumerism in students. These courses may be offered to students seeking vocational training or with general interest in the subject area.
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 Fashion program. These levels were explained in the *Career Opportunities* section. Courses for each level are indicated on the *Fashion Programs and Courses Matrix*, page 26.

**Electives:** Any of the courses listed under the different program headings could be used as elective courses in another program. Some suggested electives would include: Textile Design, Special Topics in Fashion, Accessory and Millinery Design, Men's and Children's Clothing Design, Theater Costume Design and Special Needs Clothing. Electives are recommended courses from which students might select to complement their study for a degree or certificate or to develop job specific skills.

**Work Experience/Internship:** Occupational majors benefit from having actual "on-the-job" experiences within their subject area. Students are encouraged to participate in work experiences to gain a deeper understanding of the relationships between classroom theory and practical application.

**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 specific course of study and a 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.
Interdisciplinary: Several courses related to the Fashion program are taught in other departments and some fulfill general education requirements. This arrangement provides the student with a broader-based education. Suggested department and courses include:

Art
- Computer Graphics
- Sketching
- Illustration
- Painting

Behavioral and Social Science
- Cultural Anthropology
- History
- Psychology
- Sociology

Business
- Accounting
- Advertising
- Sales
- Computer Applications
- General Business
- Marketing (domestic and international)
- Personal Finance

Communications
- English (reading and writing)
- Journalism
- Speech

Engineering
- Computer Aided Design

Humanities
- Two and Three Dimensional Design
- Art History
- Art Principles
- Costume and Set Design
- Graphics
- Photography

Industrial Arts
- Basic Materials and Methods

Math and Science
- Basic Math
- Organic Chemistry
- Statistics

Curriculum Integration and Implementation

To utilize this Family and Consumer Sciences Program Plan, faculty need to take the Curriculum: Programs and Courses and the Course Description and Core Components sections and personalize them to their college and community. In the development of the course content, the topical outline, measurable objectives, evaluation methods and assignments for the course, certain national educational issues must be addressed. Some of these issues 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.

SCANS: Published by the U.S. Department of Labor, the Secretary's Commission on Achieving Necessary Skills (SCANS Report) was the result of one and one-half years of interviews with business, industry and labor.

This federally commissioned study identified five "competencies" of generalized abilities required for an individual to work and function successfully in the workplace of today and the foreseeable future. Effective workers must be able to productively use resources, interpersonal skills, information, systems and technology. In
addition foundation skills are needed which include basic skills focusing on the ability to read, write, speak, listen and perform computations; thinking skills including creative thinking, decision making, problem solving, seeing things in the mind’s eye, knowing how to learn and reason and personal qualities that help students take responsibility for their own behavior and work constructively in group situations.

As classes are developed by faculty, curriculum must be planned to include learnings and assignments which implement these SCANS skills and evaluation systems which will measure the students' success/mastery of them. The Life Management course includes many of the SCANS skills. By including this course in every program, a college can facilitate the development of these competencies in students.

All Aspects of the Industry: Students must have a broad view of the industry in which they will work. The Carl Perkins Vocational and Applied Technology Education Act (VATEA P.L. 101-392, 1990) 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.

Integrated Academics: VATEA guidelines clearly identify the need to have an educational curriculum which integrates academic and vocational learning. Many Tech Prep projects within California have developed courses and programs which 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 vocational courses, team teaching a singular course which combines the acquisition of vocational and academic competencies, certifying a vocational course as to its content and competencies meeting the academic criteria, learning communities and honors programs.

As courses and assignments are developed, Fashion faculty should work closely with the academic faculty to be creative in addressing the learning of the traditional "general education" competencies within the vocational programs.

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 transition from school to the workplace. Our 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, field work placement, job shadowing and mentoring. Faculty also have the opportunity to experience work based learning through grants which allow their return to a work site for a limited period of time.

Articulation/Communication: This Family and Consumer Sciences Program Plan includes an Articulation section which identifies the importance of creating the "seamless" curriculum which allows students to progress through California's educational system. An overriding goal of articulation has been to eliminate duplication of learnings from course to course, level to level and among and between educational segments. As Tech Prep programs and 2+2 agreements expand, it is critical that Fashion courses clearly state competency outcomes for students.

Community college Fashion programs should follow the articulation guidelines identified in this 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 students in their progress toward an educational goal.

One educational trend gaining in importance is "distance learning." There are many modalities of this, the most common being the transmission of course sessions through a television program. This and other methods allow for students to learn at time schedules which meet their needs. As distance learning is not limited by traditional geographical boundaries, articulation becomes more important extending beyond the immediate institutions in a college community.

Communication is a key component to successful articulation. Community college faculty should utilize the technological advances in communication systems. Modems and fax machines make electronic mail (e-mail) and electronic bulletin boards an efficient and cost effective means of communication.

Now that California Community Colleges' electronic messaging systems such as Infonet and CAVIX have internet connectivity, the barriers to electronic communication are being eliminated. With the emergence of the World Wide Web, access to the internet is now "user friendly." Yet, the effectiveness of e-mail is dependent upon utilization by the entire profession. Inservice training should be available for community college faculty unfamiliar with communicating
electronically so that they can experience the thrill of accessing an astonishing array of world-wide resources via the internet.

**Regionalization:** With resources becoming scarce and some of the Fashion programs having limited enrollment, regionalization or having identical programs within neighboring educational institutions allows for students to move from college to college without duplication of education. Articulation and collaboration among participating institutions is paramount to its success. Regionalization also allows for the pooling of "resources" both in staffing and physical equipment. A California Community College Chancellor's Office special project provided funding for a model for six California community college districts to develop a regional curriculum and do collaborative scheduling. This model is being expanded to include two four year institutions to allow for transfer and completion of the four year degree. See the Interior Design/Merchandising section of this Program Plan for additional details.

**Equal Access and Learning Success:** Fashion 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, disabled and students in gender imbalanced programs. Faculty must ensure that bias in instruction and instructional materials has been avoided and that all students have the opportunity to succeed.

Faculty need to work cooperatively with college student support programs. These include GAIN, JTPA, EOPS, CARE, Reentry Centers and LEP. Inservice training is critical to allow faculty to learn strategies which complement individual student success in learning. Collaborative assignments, multimedia presentations, self paced learning, module learning are just a few of the teaching modalities which are important to today's classroom. Recruitment and marketing materials should also address these issues.
# FASHION PROGRAMS AND COURSES MATRIX

## (FOR ADVISING AND COUNSELING)

<table>
<thead>
<tr>
<th>COURSES</th>
<th>LEVELS*</th>
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<td>Work Experience/Internship</td>
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**LEVELS:**
- I  Occupational Certificates
- II  AA/AS Degrees
- III  BA/BS or Advanced Degrees

**PROGRAMS:**
- A/T  Apparel/Textiles
- FD/P  Fashion Design/Production
- FM  Fashion Merchandising

Courses required may vary depending on student occupational objectives. Department designation and unit value may vary among institutions.
COURSE DESCRIPTION AND CORE COMPONENTS

The following course descriptions and core components delineate the content of the core courses and the recommended optional courses shown on the Fashion Programs and Courses Matrix, page 26.

APPAREL/READY TO WEAR EVALUATION

Analyze components of apparel and fashion accessories. Develop evaluation techniques for quality comparison and formulate selling points for use with identified target customers.

Core Components

Apparel and accessories standards of quality
  apparel components, terminology
  commercial construction techniques
  dollar comparison
  apparel labeling
  fashion fit
  selling points
Children's wear
Other specialized apparel, i.e. children, elderly, physically challenged
Legislative requirements
BUYING

Principles of buying for resale in independent stores, department stores and chain stores with centralized buying. Includes buying for fashion merchandise, staples, hard and soft merchandise lines; merchandise planning and selection, resource relations, legal trade regulations, pricing, merchandise management and control.

Core Components

Principles in organizing and managing retail stores
Buying procedures and practices
Identifying target customers
Merchandise planning
Merchandise selection
Buying
Pricing (price points)
Retail control
Calculation of open-to-buy
Assortment planning and resources
Legal trade regulations
Inventory control (physical and book)
Qualifications and responsibilities of a buyer
Supporting staff services
Selection of sources of supply
Use of computers
Analysis of reports, orders, transportation costs, purchase journal
Terminology
Computer discounts and taxes

COMPUTER APPLICATIONS IN FASHION: DESIGN, MERCHANDISING AND PRODUCTION

Acquaints students with computers used by retailers and manufacturers. Exploration of possibilities of using microcomputers in various fashion capacities.

Core Components

Trade sketching and illustration
Fabric, color and motif design
Digitizing and plotting
Pattern styling
Grade rules application
Marker making
Textile design
Image analysis
Draping

Level I: Manipulation of fabrics on a dress form to create designs without the use of drafted patterns. Use of a variety of fabrics to explore the many possibilities of draping.

Level II: Further application of draping techniques applied with design concepts.

Core Components

Translating ideas into a salable garment
Basic blocks creation on a form
Draping application in the garment industry
Current fashion trends
Design idea resources
Basic garment draping on a dress form
Materials and special fabrics
Basic preparation for draping
Basic patterns

Fashion Field Study

Acquaints students with the world of fashion. May include field trips to manufacturers, designers, the California Mart, different types of retail stores, museums, fashion publications, fashion shows and fashion tours to major U.S. fashion centers or foreign countries.
FASHION ILLUSTRATION

Drawing of the clothed figure as well as rendering of fabrics and patterns. Instruction in the sketching of basic fashion styles, poses and fabrication on developed croquis rendered in various media. Presentation techniques are stressed and practiced.

Core Components

- Drawing a croqui in various poses
- Drawing apparel on a figure
- Basic fashion styles sketching
- Portfolio preparation
- Fashion rendering
  - design sketching
  - production sketching
  - presentation drawing
  - fashion illustration
- Fashion figure proportions
- Silhouettes
- Illustration media and color
- Fabric motif, drape and texture

FASHION INDUSTRY AND MARKETING

Exploration of the fashion industry and careers related to the design, production and merchandising of fashion products. (CAN H EC 22).

Core Components

- Development of fashion and industry
- Fashion terminology
- Primary markets, producers of materials
- Secondary markets, design and production
- Retailing
- Auxiliary fashion resources
- Economic importance of the industry
- Channels of distribution
- Marketing concepts
- Domestic and foreign markets
- Fashion careers and job market analysis
- Sourcing
- Global implications
FASHION LINE, DESIGN AND PRODUCTION

Design and trend analysis problems encountered in designing for the various size ranges, style categories and price ranges in seasonal lines and promotional groups for the manufacturing of apparel. Current fashion trends and resources of design ideas.

Core Components

Design and produce a line including design problems in:
- size ranges
- style categories
- diversified clientele
- price ranges
- seasonal lines
- apparel categories
- target customers needs
- competitive quality
Writing trend analysis and research
Developing inspiration and line boards
Costing a garment
Aesthetics of design
Trade sketching and specifications
Fabrication for coordinating a line
Fitting and quality analysis
Production engineering
Production pattern
FASHION PROMOTION AND COORDINATION

Principles of fashion promotion and coordination. Study of the psychology of fashion, functions of the fashion coordinator and techniques and procedures for presenting fashion. Observation and participation in an area of the fashion industry. Studies the functions of fashion coordinators and directors in retail and wholesale fields.

Core Components

Principles of fashion coordination
Communication skills: psychology, persuasion, professionalism and promotion
Types of fashion promotion
Techniques for presenting fashions
Planning and budgeting sales promotions
Types of fashion shows
Fashion show production: plans, budget, materials, advertising, coordination
Principles of presenting fashion seminars
Use of newspaper, radio and other media
Writing press releases

FASHION SELECTION

A study and application of the elements and principles of design as related to apparel for the individual (CAN H EC 20).

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
Apparel lifestyle
Wardrobe planning and budgeting for diverse lifestyles
Apparel for diverse populations
Care of apparel
Terminology
FITTING AND ALTERATIONS

Demonstration and experience in garment pieces fitting each other and the body that wears them; altering a commercial pattern to body measurements and contours.

Core Components

- Analyze proportions and calculate pattern adjustments
- Fabric adjustments
- Body types
- Fitting problems
- Style and fit evaluation of garment, style, body shape
- Alterations and re-styling techniques
- Marking, construction and billing using industry methods and equipment

HISTORY OF FASHION

Surveys the evolution of apparel styles through history from Egyptian to contemporary periods. Explores the relationship of recurring style trends to contemporary fashions. Includes sociological, technological, economic and political factors affecting apparel through the centuries.

Core Components

- Evolution of apparel styles
- Relation of recurring style trends from history to present day
- Influence of social, technology and political changes on apparel of the period
- How apparel reflects the life style of a historic period
- Period styles
- Psychological aspects
- Terminology
IMAGE CONSULTING

Provides advanced instruction in wardrobe planning and selection, proportion and color analysis and color coordination for clients. Selection of resources for personal shopping and information on creating an appropriate image.

Core Components

- Wardrobe planning and selection
- Wardrobe storage and maintenance
- Proportion analysis
- Individual color analysis
- Color selection and coordination
- Fashion personality theories
- Resources
- Career opportunities
- Business communication, professionalism and ethics
- Development of business plan including cards and promotional aids
- Demands of customers, seasons, price points
- Billing and calculation
- Client correspondence

LIFE MANAGEMENT

Changing conditions in society which influence life management, including family structure, diversity, values conflicts, multiple roles, the global economy and technology. The approach will include application of values clarification, the decision-making process and systems theory (CAN H EC 16).

Core Components

- Values, goals and standards
- Ethics
- Resource identification and allocation
- Self esteem
- Motivation / procrastination
- Conflict resolution
- Communication
- Time and energy management
- Delegation
- Work simplification
- Impact of home based businesses
- Managing environmental resources
- Career opportunities in Life Management
MANUFACTURING

Introduction of a major segment of the fashion industry. Includes layout and cutting techniques, industrial machines, professional pressing techniques, quality control and production procedures, grading, sorting and labeling.

Core Components

- Marker and cutting techniques
- Industrial machine usage
- Professional pressing techniques
- Total Quality Management (TQM) techniques
- Production procedures
- Grading
- Sorting and bundling
- Labeling and hang-tags
- Inventory control
- Shipping
- Production room career opportunities
- Technical requirements of production apparel
- Human resource management

MERCHANDISING MATHEMATICS

Emphasizes quantitative merchandising techniques as applied to pricing, mark-downs, discounts, stock control, budgets, income statements and balance sheets.

Core Components

- Mark-up/mark-down
- Pricing
- Profit/loss
- Terms of sale
- Inventory control
- Open to buy
MODELING

Introduction to the modeling industry and the categories of working as a model. Evaluation and analysis of the individual including diet, nutrition and proper skin care. Basic fashion and photography modeling techniques and application of stage and photographic make-up.

Core Components

Grooming: skin care, make-up, hair care, manicures
Ramp techniques: walk, turns, pivots, hand positions, posture and poses, group modeling
Photography: make-up for black and white, color, pose and techniques
Professionalism: model’s role and responsibilities, fitting, portfolio, agency procedures and requirements, communication skills, business ethics

MULTI-CULTURAL FASHION

Studies the national dress in various cultures as reflected by textiles and apparel. Emphasizes the influence of ethnic apparel on contemporary fashion.

Core Components

Study of influences and contrasts of different cultures
historical perspective
structural and design elements
significances of social and economic factors
Motifs and applied design
Incorporation into contemporary design

PATTERN DESIGN

Expansion of flat pattern method of designing first patterns from a designer’s trade sketch by manipulating blocks and developing styles to meet the needs of a targeted customer.

Core Components

Manipulating basic blocks, fitting techniques, pattern styling techniques for:
second layer garments
pants and jumpsuits
stretch knits
Identification of fashion, quality and cost
Design needs of targeted customer
Application and analysis of design elements and principles
Translation of an idea into a salable garment
Problems
  various size ranges
  style categories
  price ranges
  seasonal lines
Design idea resources
Assessment of current trends

PATTERN DRAFTING

Introduction to flat pattern methods from developing a basic block to creating first patterns for apparel styles. Introduction to garment industry techniques for creating patterns by using flat pattern methods. Translates a designer's sketch into a sample garment.

Core Components

  Development of basic block
  Pivot and slash spread methods of manipulating pattern styles
  Requirements of completing a first trade pattern
  Patterns and garments from a standard block
  Measuring dress form/body
  Drafting with fractions
PRINCIPLES OF DESIGN

Color and design theories including basic visual elements, principles of design, their properties and relationships and development of sensitivity to and judgment of design (CAN H EC 4).

May be divided into two separate classes:

Design Techniques and Analysis - Concepts and techniques of design theories including use of tools, materials and ideas for visual communication. Includes use of design, color and impact principles with emphasis on making visual presentations.

Color Theory - Theory and application of color as it is used to create and change environments. Emphasis on nomenclature, review of color systems, mixing colors, color psychology and color application.

Core Components

Basic design theory
Color
  theory and application
  coordination
Design
  elements and principles
Ideas for visual communication
Use of tools and materials

PRODUCTION PATTERN

Processes and equipment used in manufacturing and in the design room. Terminology used in the garment industry. Includes grading the basic block and the process of production from first pattern to production pattern marker.

Core Components

Manufacturing terminology
Complete production patterns from first patterns
Cutting knife
Marker making
Grading machines/state-of-the-art techniques
Grading techniques for men, women and children
  basic block
  multi-patterns
Power production sewing
Fitting and quality evaluation
Cost-out analysis
SEWING, BEGINNING

Basic techniques for developing skills in apparel construction (CAN H EC 10 when combined with Sewing, Intermediate).

Core Components

Terminology
Sewing tools and equipment
Body measurements, proportions
Pattern selection
Minor pattern adjustments
Fabric selection and preparation
Computation of fabric needs
Understanding and using commercial patterns
Basic fabric manipulation
Basic construction techniques
Standards of quality construction
Fit of a garment
Construction of a simple garment
Seam construction and finish
Introduction to overlock construction

SEWING, INTERMEDIATE

Development of intermediate skills in apparel construction (CAN H EC 10 when combined with Sewing, Beginning).

Core Components

Coordinate pattern and fabric selection for individual
Pants fitting and construction
Measure and compute pattern adjustments
Fitting and garment alterations
Layout considerations for various fabrics
Men’s wear dress shirt techniques
Overlock machines
Terminology
SEWING, ADVANCED

Development of advanced skills in apparel construction including custom techniques, the use of special fabrics and methods of individualizing clothing with structural and applied designs.

Core Components

- Custom techniques
- Custom fitting
- Application of design theory
- Use of special fabrics
  - plaids
  - lace
  - sheers
  - piles
- Structural and applied designs
  - piping
  - quilting
  - appliqué
- Proportion analysis

SEWING, INDUSTRIAL

Developing skills in operating power sewing machines. Application of production sewing methods.

Core Components

- Standards of quality construction
- Production sewing methods
- Construction of a complete garment
- Operation of specialized power machines
- Cutting knife
- Care and maintenance of industrial machines

TAILORING

Special fitting, construction and pressing principles applicable to tailored garments such as suits and coats. Experience with traditional and contemporary tailoring techniques.

Core Components

- Fabric selection and preparation
- Pattern alterations
Construction methods
Fitting
Pressing tools and techniques
Hand stitches
Detailing

TEXTILES


Core Components

Historical background
Fiber classification, theory and identification
Textile legislation, labeling, import regulation, consumer protection and environmental issues
Yarn structure and construction
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

TRADE SKETCHING

Basic skills in sketching the fashion croquis via quick sketch. Emphasis placed on the workroom sketch.

Core Components

Rendering and equipment techniques
Materials and supplies
Workroom sketches
Style details
Design lines
Texture motifs and drapes
VISUAL MERCHANDISING

Experience in designing and constructing visual displays for cost effective merchandising strategies to increase sales and store image.

Core Components

Role of display
Historical development
Elements and principles of visual merchandising design
Care and handling of equipment
Types of selling environments including multicultural
Display budgets and cost analysis
Display calendar and themes
Fixtures, mannequins and props
Display techniques
Lighting
Signage
Display locations
Safety and security
Evaluation: visual, sales and image impact
Store planning/layout

WORK EXPERIENCE/INTERNSHIP

On-the-job experience with or without pay includes feedback from instructor and contractual commitment. Student experiences are supplemental to those required by employer.

Core Components

Interview Techniques
Writing resumes and cover letters
Job search
Work ethics and attitudes
PROGRAM DEVELOPMENT AND REVIEW

Professional Standards

Fashion faculty must meet hiring requirements (AB 1725) for community colleges as established by the State of California. Evaluation of faculty should be done on a regular basis, no less than biennially. Hiring of faculty must follow the Chancellor's Office, California Community Colleges guidelines. A Bachelors Degree in Fashion Merchandising, Textiles or a closely related major and field experience of two years or an Associates Degree and six years of experience are the minimum qualifications for full time positions in these programs as identified in the Chancellor's Office Minimum Qualifications for Faculty and Administrators in California Community Colleges document. A Masters Degree in Fashion or closely related major also meets the minimum requirements. The disciplines of "Fashion and Related Technologies" and "Retailing" are listed in that document in the section in which the Master's Degree is not expected.

Due to the occupational nature of this field, it is imperative that faculty keep current with the needs and latest developments of the working world, by gaining work experience in industry. Faculty/industry exchanges are encouraged to help link instruction to industry standards and practices. The use of part-time instructors from industry is encouraged in order to keep the curriculum current. Because this standard requires such a great amount of time and energy, it is also recommended that a support group of Fashion faculty pool and share information to help colleagues keep current with the needs of the Fashion world.

Faculty should be encouraged to participate in staff development and continuing education activities of professional organizations. Faculty also need to be aware of legal, moral and ethical issues in education and industry. Statewide inservice training in the Fashion field needs to be offered on a regular basis, sponsored by the Chancellor's Office, California Community Colleges.

Dedicated, enthusiastic and innovative full-time faculty are the major resource in Fashion education. They must provide the education and guidance for students and direction of programs to meet the challenge of the fast-paced, changing world of the Fashion industry. California's diverse population should be considered in the selection of faculty for Fashion courses and programs.

Close working relationships developed between faculty and counselors, placement and other support staff enhance the services to Fashion students on campus.

Evaluation

Colleges and faculty have the obligation to keep programs current and relevant. One tool developed for the Fashion courses and programs is the Family and
Consumer Sciences (FCS) Self-Study and Assessment system. This process allows local colleges to assess program strengths and to target areas for improvement. It may be utilized at the local level as an evaluation tool for program review and development or enriched through validation by a visiting team of objective, outside professionals. The computerized program, available from Diablo Valley College, aligns with the format of this Program Plan section. Results can be shared with staff, advisory committee members, governing boards and students to ensure program content validation.

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 Program Plan.

Faculty membership and participation in related Fashion professional/trade organizations is encouraged. These include:

- AAFCS - American Association of Family and Consumer Sciences
- AAFCS-CA - American Association of Family and Consumer Sciences - California Affiliate
- AICI - Association of Image Consultants International
- AVA - American Vocational Association
- BHE - Business Home Economists, Business Section of AAFCS
- CAVE - California Associations of Vocational Educators
- CFA - California Fashion Association
- CSA - Costume Society of America
- FG - The Fashion Group, Inc.
- ISP - Institute of Store Planners
- ITAA - International Textile Apparel Association
- NHFL - National Home Fashions League
- RMA - Retail Merchants Association
- WID - Women in Design

Student chapter affiliations are also possible with some groups.

Advisory Committee

Each community college offering a Fashion program must have an active local Fashion Advisory Committee. The committee should reflect the diversity of the campus, community and the Fashion industry. This committee should involve community members, businesses and professionals, agency directors, political leaders, representatives from campus counseling and placement, secondary and four-year institutions. This committee is responsible for developing programs which
are based on the real needs of the community and which prepare students for meaningful and productive careers in the Fashion industry.

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

It is recommended that the advisory committee 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.

**Equipment and Facilities**

The following lists provide basic direction for selection of equipment and facilities to provide instruction in Fashion Merchandising, Fashion Design and Fashion Production. Attention should be given to accommodating individual needs.

**FASHION MERCHANDISING**
- Display areas
- Work and prop room
- Art supplies
- Computers and related software
- Mannequins, forms and costumers
- Props
- Racks, rounders, T-stands, grids
- Basic tools for measuring, cutting and attachment
- Light fixtures
- Fabric inventory - drapes for consulting
- Paint supplies
- Ramps for modeling
- Fashion periodicals - trade journals, newspapers, consumer fashion magazines
- Access to AV equipment

**FASHION DESIGN, FASHION PRODUCTION**
- Blind stitch machine
- Button machine
- Buttonhole machine
- Cutting knife or saw
- Cutting table
- Demonstration table with mirror
- Grading machine
- Overlock machine
- Presser
- Pressing system
- Dress forms (various sizes and types)
- Computers and software
- Power sewing machines
- CAD/CAM laboratory availability
- Full length 3-way mirrors
- MacBeth noon day lighting for personal color and textile color evaluation
- Pattern Drafting tools: T square, technical curves, French curve, weights, notchers, needle tracing wheels, rabbit hole punch, awl
- Illustration drawing boards
- Dressing room
- Drawing supplies
Marketing and Recruitment

Marketing and recruitment of Fashion can accomplish the following:

- Describe and illustrate the benefits of Fashion Education to both traditional and non-traditional student populations.
- Promote the contribution of Fashion programs 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 Fashion majors.

Techniques for marketing and recruitment include the following:

- Presentations to classes and organizations
- Development and distribution of Fashion brochures
- Utilization of student success stories
- Flyers and newsletters as linkages with community agencies and their clientele
- Networking with college faculty, counselors, staff, high schools, community agencies and professional organizations
- Use of distance learning and other media
- Home page on internet
- Utilization of advisory committees
- Participation in local and regional forums
- Writing columns for local printed media
- Collection of data to support and validate program.

Placement and Follow-up

Job placement should be available through the college and should be actively pursued. It is the college’s responsibility to educate students. That responsibility extends to making certain the education provides job skills necessary in the profession and that transfer courses are articulated with four-year institutions.

Fashion faculty should work closely with the placement services available on individual campuses and should utilize every opportunity to publicize their programs so community employers are aware of potential employees. Faculty should also be aware of articulation agreements between their program with other colleges striving to meet the goals identified in this Program Plan. Advisory committees and professional organizations should be utilized to enhance networking and placement opportunities.

Accountability is important in order to assure that the program is accomplishing its purpose. Job placement data and articulation agreements are two ways to measure results. Questionnaires or surveys also serve this purpose and can be administered to students upon completion of the program or at a specified time.
after completion. Data covering job placement and relevancy of program should be collected. The Fashion instructional staff should cooperate in collecting 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 which are a useful resource for tracking former students and for promoting programs.

Fashion is one of the largest well established industries in California. Thus, an education in Fashion serves the individual by providing background necessary for this career throughout California and the United States. Fashion programs and courses in California community colleges provide education to meet the needs of this vast industry. The curriculum included in this chapter addresses industry's needs and has been delineated into the career areas of Fashion Merchandising, Fashion Design, Fashion Production, Apparel and Textiles with Certificates of Achievement and Associate degrees leading to potential transfer to Baccalaureate institutions. Fashion programs provide an environment which promotes critical thinking, creativity, multicultural awareness and understanding of social, organizational and technological systems.

Fashion programs in California community colleges are committed to providing leadership in post secondary education in partnership with secondary education, the community, business and industry.
Apparel

California's apparel industry is a major success story. It is an important, but often overlooked contributor to the state's economy. San Francisco and Los Angeles are the largest centers for apparel manufacturing outside New York City. The largest apparel wholesale market in the world is the 3 million square foot California Mart in Los Angeles.

Growth in the industry has been driven by the popularity of California designed fashion sportswear. Los Angeles has become a major center for fashion design, particularly the design of garments reflecting Southern California's sunny, casual lifestyle. Trends change quickly, production runs are small and new designs must reach retailers without delay. As a result, design houses usually turn to local jobbers for production.

California apparel jobs have grown steadily with the success of the industry. Jobs increased by 25 percent in the 1980s - a time when the rest of the U.S. lost apparel jobs - and have even continued to grow in the current recession.

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A Section of: *California Community College Family and Consumer Sciences Program Plan, 1996*
STATEMENT OF PURPOSE

Interior design is a service profession. This dynamic field pertinent to the California economy addresses function and aesthetics, lifestyles, technology, historical perspectives, environmental needs, demographic changes, legislative issues and universal design. Academic and technical preparation essential to the profession include analysis and synthesis of user needs, business, technical and communication skills, as well as creative expression and development.

Goals

The goals of the Interior Design/Merchandising program are to:

- Offer an educational program which meets the minimum qualifications for entry level employment and/or preparation for a higher level of education and continuing career advancement.
- Provide competencies for addressing health, safety and welfare issues.
- Prepare students to meet the requirements for professional certification.
- Consider the physical, psychological and cultural needs of people in relation to the built environment.
- Promote creative and critical thinking skills.
- Incorporate relevant work site experiences.
- Develop partnerships with design practitioners and industry.
- Implement an interdisciplinary curriculum.
- Promote awareness of cultural and global issues.
Goals, continued

- Integrate academic and career skills.
- Articulate with all educational levels.
- Provide a structure which reflects vertical integration of skills and competencies.

CAREER OPPORTUNITIES

Career Paths

The profession of Interior Design/Merchandising offers a variety of specializations including:

- Residential Design
- Kitchen and Bath
- Commercial
- Health Care
- Retail
- Hospitality
- Facility Management
- Institutional
- Education
- Product Design
- Universal Design
- Historic Preservation

Jobs within these areas can relate to design, sales, merchandising, management, research, advertising, product development, public relations, consumer relations and housing.

Work conditions and hours are varied and often involve travel as well as long and irregular work days. Salaries can range from minimum wage with a small commission to a competitive salary or commission. Incomes of experienced professionals vary greatly depending on location, volume of business and their reputation. The greatest number of job opportunities and highest wages generally exist in larger urban areas.

Potential employment opportunities for various levels of education are:

- Entry: Occupational Certificate (Level I) - The entry/certificate level provides students with basic skills and knowledge leading to employment in an Interior Merchandising related job.
Level I—Entry: Career Certificate Program. Completion of a core of specific courses which lead to a Certificate in Interior Merchandising. Courses identified in Matrix under Level I (See page 62).

Opportunities:
- Merchandising Display
- Resource Librarian
- Sales
- Showroom Assistant

- Preprofessional: AA/AS Degree (Level II) - 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.

Level II—Preprofessional: AA/AS Degree. Completion of an AA/AS degree in Interior Design requiring a minimum of 60 semester credit hours including a minimum of 15 units in Liberal Arts and Sciences. Provides students with Foundation for Interior Design Education and Research (FIDER) preprofessional assistant level qualifications in planning, illustration, specifications, estimating, installation, management or merchandising. Courses identified in Matrix under Level II (See page 62).

Opportunities:
- Interior Design Assistant
- Interior Design Technician
- Interior Design Illustrator
- Specification Writer
- Expediter
- Installer
- Photo Stylist
- Merchandiser
- Salesperson
- Manufacturer's Representative
- Showroom Management
- Home Fashions Coordinator

- Professional: BA/BS or Advanced Degree (Level III) - Advanced degrees provide students with the qualifications for professional employment.

Level III—Professional Level: BA/BS or completion of 120 semester credit hours in Interior Design, including a minimum of 30 semester credit hours in Liberal Arts and Sciences. Provides students with FIDER professional degree qualifications to
practice Interior Design. Courses identified in Matrix under Level III (See page 62).

Opportunities:
- Interior Designer
- Design Consultant
- Product Designer
- Product Stylist
- Store Planner
- Journalist
- Interior Design Manager
- Showroom Manager
- Facilities Management

Note: Refer to the Dictionary of Occupational Titles (DOT) or your campus career information center for additional job titles and information.

Future Outlook

The future of Interior Design will be influenced by global changes, legislation, technological advances, growth and changing population, economy and public awareness as well as by an increasing emphasis on professionalism. Designers will be called upon to have more technical knowledge in specialized design areas, possess skills to work as a team member, work more closely with related professions and must be prepared to accept greater responsibility and accountability for the environments they shape.

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.

CURRICULUM: PROGRAMS AND COURSES

Programs

The Interior Design/Merchandising curriculum is designed to provide a multi-level program of study for students interested in pursuing employment in merchandising, preprofessional or professional level careers in interior design and related fields. Courses within the curriculum will also provide part of the undergraduate requirements necessary for students transferring their credits to a program of study in Interior Design at a four year college or university. Large or regional programs can provide specialized courses such as kitchen and bath design, health care facility design, etc. Selected courses provide students with lifelong
Regionalization

A model for regional Interior Design/Merchandising programs was developed with a grant from the Chancellor’s Office, California Community Colleges (COCCC). The model is being implemented in the Orange and Los Angeles County areas at Orange Coast College, Mt. San Antonio College, Long Beach City College, Fullerton College, Saddleback College and Santa Monica College.

The mission of the regional program is to provide a high quality, interdisciplinary, accessible, multi-level, accredited interior design program which graduates students with the competencies required to enter the profession of Interior Design/Merchandising.

Advantages of the Regional Program include:

- Students may finish program in a shorter time due to greater variety of dates, times, locations and courses offered.
- Students are exposed to a variety of teaching styles and opportunities for interaction with faculty.
- Faculty enjoy the stimulation of sharing professional information and teaching strategies with colleagues from different educational institutions.
- Faculty creative energies are challenged and renewed.
- Participating colleges have full articulation with one another, ensuring consistent curriculum and smooth transfer of credits.
- Participating colleges conserve resources by sharing facilities, curriculum, accreditation costs and possibly, faculty salaries.
- Curriculum becomes richer and broader-based with specialized classes at each of the participating colleges.

Courses in this Interior Design/Merchandising regional project are reflected in this chapter. There are three levels to the curriculum: Level I a certificate program leading to employment in merchandising or sales, Level II a program which meets FIDER accreditation standards for the preprofessional assistant level leading to employment as a design assistant and Level III a program which meets the FIDER accreditation standards for the professional degree level of education leading to employment and certification as a professional interior designer. The courses are double asterisked (**) on the Interior Design/Merchandising Matrix (See page 62). The designated course number and level assigned in the Regional Curriculum are listed in the appropriate courses in the Course Description and Core Components (See pages 63-81).

Information about the Regional Curriculum is available from Orange Coast College Interior Design Department, the Chancellor’s Office California Community
Colleges (COCCC) or ERIC. (See Introduction section for COCCC and ERIC addresses.)

**Other Programs:** Not all colleges are able to participate in a regional type of program. Interior Design/Merchandising programs presented in this *Program Plan* can be offered at any college. Smaller or isolated schools offering a limited selection of courses should discover that this Interior Design/Merchandising section provides a rich, helpful resource for updating, expanding or strengthening current courses. The Matrix may suggest cooperative interdisciplinary possibilities. The demographics of the college and community will determine the appropriate type of curriculum for an individual college. The Matrix of Interior Design/Merchandising courses indicates the courses appropriate for each level of an Interior Design/Merchandising program. Colleges should work with an advisory committee representative of employers and professional organizations to design the program which best fits community and student needs. Colleges should also utilize Directories included with this *Program Plan* to identify other community college Interior Design/Merchandising programs and design professionals for additional support systems.

**Course Classifications**

**TOP Classification:** The TOP (Taxonomy of Programs) Code classification for Interior Design is:

1302.00  
**Interiors (Environment, Design, Merchandising)**
Design and its functional application to the environment, housing, furnishing accessories and equipment to provide residential environments which fit the psychological, sociological, emotional and physical needs of the users aesthetically, functionally and safely.

It is recommended that the TOP Code be changed as follows:

<table>
<thead>
<tr>
<th>Title</th>
<th>Interior Design/Merchandising</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>Design and its functional application to the environment, housing, furnishings, accessories and equipment to provide commercial and residential environments which meet the psychological, sociological, emotional and physical needs of the users and protect the health, safety and welfare of the general public.</td>
</tr>
</tbody>
</table>

**Vocational:** Courses included in the Interior Design/Merchandising programs are considered to be vocational and occupational.
Transfer: Transfer courses have a course content that is either currently articulated as an equivalent course at a four-year transfer institution or perceived to be a potential equivalent course.

The following courses have been identified with the University of California and the California State University system and have been granted a California Articulation Number (CAN).

<table>
<thead>
<tr>
<th>CAN H EC</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>4</td>
<td>Principles of Design</td>
</tr>
<tr>
<td>6</td>
<td>Textiles</td>
</tr>
<tr>
<td>16</td>
<td>Life Management</td>
</tr>
<tr>
<td>18</td>
<td>Interior Design Fundamentals</td>
</tr>
</tbody>
</table>

Lifelong Learning, Continuing and Adult Education: Many of the courses within the program provide knowledge and skills which enhance the quality of life and develop more knowledgeable consumers. These courses are offered to students seeking career education or with general interest in the subject area.

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.

Professional organizations and certification require continuing education. There is opportunity for community colleges to develop continuing education courses and workshops to meet the needs of practicing professionals.

Levels: There are three identified levels for Interior Design/Merchandising programs. These levels are explained in the Career Opportunities section. Courses for each level are indicated on the Interior Design/Merchandising Courses Matrix, page 62.

Electives: A partial listing of recommended courses from which students might select to complement their degree or certificate requirements, or to develop job-specific skills follows: (does not address Interior Design courses which may be relevant for other programs.)

List of Suggested Electives
- Cultural Design
- Basic Accounting
- Beginning Drawing
- Business Math
- Construction Documents
- Gerontology
- History of Art I
- History of Art II
- Marketing
- NCIDQ Exam Review
- Two Dimensional Design
- Three Dimensional Design
- Visual Merchandising
- Weaving

Note: The above courses except National Council for Interior Design Qualifications (NCIDQ) Exam Review have interdisciplinary relevance.
Field Experience/Internship: Students benefit from having work site experiences within their subject area. Students are encouraged to participate in supervised/monitored field experience courses to gain a deeper understanding of the relationships between classroom theory and practical application.

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 specific course of study and a 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.

Interdisciplinary: It is recommended that colleges develop strong interdisciplinary connections. The courses identified in the Interior Design/Merchandising program involve Family and Consumer Sciences, Art, Business, Drafting, Computer Sciences, Architecture and Behavioral and Social Sciences.

Curriculum Integration and Implementation

To utilize this Family and Consumer Sciences Program Plan, faculty need to take the Curriculum: Programs and Courses and the Course Description and Core Components sections and personalize them to their college and community. In the development of the course content, the topical outline, measurable objectives, evaluation methods and assignments for the course, certain national educational issues must be addressed. Some of these issues 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.

SCANS: Published by the U.S. Department of Labor, the Secretary’s Commission on Achieving Necessary Skills (SCANS) Report was the result of one and one-half years of interviews with business, industry and labor.

This federally commissioned study identified five “competencies" of generalized abilities required for an individual to work and function successfully in the workplace of today and the foreseeable future. Effective workers must be able to productively use resources, interpersonal skills, information, systems and technology. In addition foundation skills are needed which include basic skills focusing on the ability to read, write, speak, listen and perform computations; thinking skills including creative thinking, decision making, problem solving, seeing things in the mind’s eye, knowing how to learn and reason and personal qualities that help
students take responsibility for their own behavior and work constructively in group situations.

As classes are developed by faculty, curriculum must be planned to include learnings and assignments which implement these SCANS skills and evaluation systems which will measure the students success/mastery of them. The Life Management course includes many of the SCANS skills. By including this course in every program, a college can facilitate the development of these competencies in students.

All Aspects of the Industry: Students must have a broad view of the industry in which they will work. The Carl Perkins Vocational and Applied Technology Education Act (VATEA, P.L. 101-392, 1990) 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.

Integrated Academics: VATEA guidelines clearly identify the need to have an educational curriculum which integrates academic and vocational learning. Many Tech Prep projects within California have developed courses and programs which 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 its own model. Examples of how integration can be achieved include: paired teaching of academic and vocational courses, team teaching a singular course which combines the acquisition of vocational and academic competencies, certifying a vocational course as to its content and competencies meeting the academic criteria, learning communities and honors programs.

As courses and assignments are developed, Interior Design/Merchandising faculty should work closely with the academic faculty to be creative in addressing the learning of the traditional "general education" competencies within the vocational programs.

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 transition from school to the workplace. Our educational systems must ensure that we are preparing students with the skills and knowledge that allow them to enter and advance within 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, field work placement, job shadowing, mentoring and volunteering. Faculty also have the opportunity to experience work based learning through grants which allow their return to a work site for a limited period of time.

Articulation/Communication: This Family and Consumer Sciences Program Plan includes an Articulation section, which identifies the importance of creating the "seamless" curriculum, allowing students to progress through California's educational system. An overriding goal of articulation has been to eliminate duplication of learnings from course to course, level to level and among and between educational segments. As Tech Prep programs and 2+2 agreements expand, it is critical that Interior Design/Merchandising courses clearly state competency outcomes for students.

Community college Interior Design/Merchandising programs should follow the articulation guidelines identified in this 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 students in their progress toward an educational goal.

One educational trend gaining in importance is "distance learning." There are many modalities of this, the most common being the transmission of course sessions through a television program. Also, Internet and computer communication plus other methods allow for students to learn at time schedules which meet their needs. As distance learning is not limited by traditional geographical boundaries, articulation becomes more important extending beyond the immediate institutions in a college community.

Communication is a key component to successful articulation. Community college faculty should utilize the technological advances in communication systems. Modems and fax machines make electronic mail (e-mail) and electronic bulletin boards an efficient and cost effective means of communication.

Now that California Community College electronic messaging systems such as Infonet and CAVIX have internet connectivity, the barriers to electronic communication are being eliminated. With the emergence of the World Wide Web, access to the internet is now "user friendly." Yet, the effectiveness of e-mail is dependent upon the entire profession utilizing it. Inservice training should be available for community college faculty unfamiliar with communicating electronically so that they can experience the thrill of accessing an astonishing array of world-wide resources via the internet.

Equal Access and Learning Success: Interior Design/Merchandising programs must focus on recruitment of students and ensure that equal access is
provided to all. This includes students who are underrepresented such as academically and economically disadvantaged, limited English proficient, culturally diverse, disabled and students in gender imbalanced programs. Faculty must ensure that bias in instruction and instructional materials has been avoided and that all students have the opportunity to succeed.

Faculty need to work cooperatively with college student support programs. These include GAIN, JTPA, EOPS, CARE, Reentry Centers and LEP. Inservice training is critical to allow faculty to learn strategies which complement individual student success in learning. Collaborative assignments, multimedia presentations, self paced learning, module learning are just a few of teaching modalities which are important to today's classroom. Recruitment and marketing materials should also address these issues.
## INTERIOR DESIGN/MERCHANDISING COURSES MATRIX
**(FOR ADVISING AND COUNSELING)**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>LEVELS*</th>
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<tbody>
<tr>
<td></td>
<td>I</td>
</tr>
<tr>
<td><strong>Advanced Computer Aided Design/Drafting</strong></td>
<td>X</td>
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<tr>
<td><strong>Applied Color and Design Theory</strong></td>
<td>X</td>
</tr>
<tr>
<td><strong>Architectural Drafting</strong></td>
<td>X</td>
</tr>
<tr>
<td>Business Math Fundamentals</td>
<td>X</td>
</tr>
<tr>
<td><strong>Codes and Specifications</strong></td>
<td>X</td>
</tr>
<tr>
<td><strong>Computer Aided Design and Drafting</strong></td>
<td>X</td>
</tr>
<tr>
<td><strong>Drawing - Illustration</strong></td>
<td>X</td>
</tr>
<tr>
<td>Environments/Space Planning</td>
<td>X</td>
</tr>
<tr>
<td><strong>Fundamentals of Lighting Design</strong></td>
<td>X</td>
</tr>
<tr>
<td><strong>History of Interior Architecture and Furniture I</strong></td>
<td>X</td>
</tr>
<tr>
<td><strong>History of Interior Architecture and Furniture II</strong></td>
<td>X</td>
</tr>
<tr>
<td><strong>Interior Design Careers</strong></td>
<td>X</td>
</tr>
<tr>
<td><strong>Interior Design - Commercial</strong></td>
<td>X</td>
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<tr>
<td><strong>Interior Design Field Experience/Internship</strong></td>
<td>X</td>
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<tr>
<td><strong>Interior Design Fundamentals</strong></td>
<td>X</td>
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<tr>
<td>Interior Design Specialties</td>
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<tr>
<td><strong>Interior Design Studio</strong></td>
<td>X</td>
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<tr>
<td><strong>Interior Design Studio III, IV</strong></td>
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<tr>
<td>Kitchen and Bath Design</td>
<td>X</td>
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<tr>
<td>Life Management</td>
<td>X</td>
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<tr>
<td><strong>Materials and Products</strong></td>
<td>X</td>
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<tr>
<td>Principles of Design</td>
<td>X</td>
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<tr>
<td>Product Design</td>
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<tr>
<td><strong>Professional Practices for Interior Design</strong></td>
<td>X</td>
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<tr>
<td><strong>Rendering and Rapid Visualization</strong></td>
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<tr>
<td><strong>Sales</strong></td>
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<tr>
<td><strong>Small Business Management</strong></td>
<td>X</td>
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<tr>
<td><strong>Space Planning</strong></td>
<td>X</td>
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<tr>
<td>Textiles</td>
<td>X</td>
</tr>
<tr>
<td>Visual Merchandising</td>
<td>X</td>
</tr>
<tr>
<td><strong>Working Drawings</strong></td>
<td>X</td>
</tr>
</tbody>
</table>

*LEVELS:
I Entry: Interior Design/Merchandising Certificate
II Preprofessional: AA/AS Degree
III Professional: BA/BS Degree

**REGIONAL CURRICULUM**

- 62 -
COURSE DESCRIPTION AND CORE COMPONENTS

The following course descriptions and core components delineate the content of the courses identified in the Course Matrix (See page 62). The core components were compiled from the 1988 FIDER standards and competencies developed through an Interiors curriculum grant awarded to Orange Coast College by the COCCC. Following the course descriptions, on page 82, a complete listing of the FIDER content units and achievement levels is shown.

ADVANCED COMPUTER AIDED DESIGN/DRAFTING

An advanced course in hands-on computer aided design and drafting (CADD) (Regional Curriculum, ID 270, Level III).

Core Components

Expanded work in core components of Computer Aided Design and Drafting
APPLIED COLOR AND DESIGN THEORY

Basic design theory and application. Utilization of tools, materials and equipment to develop technical skills applicable to interior, architectural and other related fields of design. Exploration of cultural heritage and psychological implication of design (Regional Curriculum, ID 130, Level I).

Core Components

Introduction, course orientation
Introduction to the design process and application to classroom projects. Presentation of design ideas written, oral and graphic form
Introduction to design line, space, texture, pattern, shape and mass
Unity, emphasis, proportion, scale, rhythm, balance
Color: physiological aspects of seeing color, psychological factors, trends and forecasts
Color attributes
hue
value
chroma/intensity
Color systems
Munsell
Albers
Itten
Ostwold
Prang
Color harmonies
related
contrasting
shibui
Cultural interpretations of design and color
heritage/historical
symbolism
religion
geographic location
Application of design elements and principles in related fields of:
design
apparel
industrial design
architectural
graphic
interior design
Color forecasting
ARCHITECTURAL DRAFTING

Architectural design as it affects housing. Space arrangement, home planning, landscape design, comparative material costs and building codes are considered. Includes development of architectural construction documents (Regional Curriculum, ID 110 Beginning Drafting for Interior Design, Level I).

Core Components

Drafting
  plans
  elevations
  tools
  lettering
  signage
Space planning
  universal design
  human factors and behavioral needs
Residential and Commercial
Building construction and support systems
  codes and standards
  materials selection and specifications
  electrical
  HVAC
  plumbing
  structural system
  energy considerations
  acoustics
Communication skills
  client analysis
  presentation to client
  listening skills
  telephone skills
BUSINESS MATH FUNDAMENTALS

Skills used in business operations emphasizing common and decimal fractions, percentage, interest and simple averages, trade and cash discounts, mark-up, profit margin and loss, commissions and compound interest (May be met through assessment).

Core Components

Business skills
  professional ethics
  calculations
  computers
  computer skills
  estimates
  budget development
  measuring inch (English system) unit and metric systems (SI)

CODES AND SPECIFICATIONS

Explores federal regulations, codes and specifications concerning life-safety issues, barrier free access (Americans with Disabilities Act [ADA]) and universal design requirements relative to residential and contract design). Special attention is given to performance, health/safety and universal design when estimating and preparing specifications for interiors materials and products (Regional Curriculum, ID 250, Level III).73

Core Components

Professional and product liabilities
Regulations, standards and codes
  federal regulations
  standards organizations
  model building, plumbing and mechanical codes
  life safety code
  national electrical code
  one and two family dwelling code
  state and local codes
Construction types and building sizes
Occupancy classifications and load
Means of egress
Smoke and fire protection
Universal design
Specification format and content
Coordination of drawings, schedules and specifications
Interior Design performance criterion
Health/safety factors, universal design applications, estimating and specifications

COMPUTER AIDED DESIGN AND DRAFTING

Hands-on instruction in the use of computer aided design and drafting (CADD) (Regional Curriculum, ID 140, Level I).

Core Components

Hardware
Software applications overview
2D drawing and manipulation commands
Screen display
Edit - making changes to a drawing
Creating and manipulating text
Dimensioning
Symbols and groups
Current industry programs

DRAWING - ILLUSTRATION

Creative expression and communication through the use of the drawing medium. Emphasis is placed on basic drawing methods and skills, graphic structure, composition and exploration of drawing (Regional Curriculum, ID 200, Interior Illustration, Level II).

Core Components

Perspective methods
The cube
Circles, cones, spheres, cylinders
Perspective drawings produced from scaled dimensioned floor plans
Drawing design components in perspective
Basic rendering techniques of lighting, shading and shadowing
Techniques for adding details and realism to a perspective drawing
Visual presentation techniques
Oral presentation techniques: professionalism vs. non-professionalism
Study models
ENVIRO\NMEN\NSTS/SPACE PLANNING

Global housing decisions related to environmental, social, cultural, economic and physiological family needs including demographics and ergonomics. Emphasizes evaluation of the housing structure and current monetary market.

Core Components

Building construction and support systems
  zoning: land usage, city planning
  materials selection and specification
  structural systems
  energy considerations: solar, computer
  siting
  landscaping
  storage

History
  restoration
  architecture
  interiors

Space planning
  universal access
  human factors and behavioral needs

Business skills
  computer
  budget

Interior materials, solar applications
  floor and wall coverings
  fabrics and textiles
  window, skylight coverings
FUNDAMENTALS OF LIGHTING DESIGN

An overview of lighting design fundamentals to include both aesthetic and technical considerations. Emphasis on properties of light color and visual perception, terminology, light sources, luminaires and controls, lighting techniques, lighting graphics and specifications, calculations and photometrics, energy issues and legislation, codes and standards and building construction and support systems (Regional Curriculum, ID 210, Level II).

Core Components

- History of lighting
- Color
  - theory
  - coordination
- Building construction and support systems
  - codes and standards
  - materials selection and specifications
  - electrical
  - structural system
  - energy considerations
- Types of luminaires
- Lighting techniques
- Business skills
  - calculations
  - computers
  - reading lighting catalogues
- Communication skills
  - client analysis
- Drafting
  - plans
  - line quality
- Interior materials
  - lighting and luminaries
- New technologies
- Lighting calculations
- Vision and perception
- Design application
- New technologies
HISTORY OF INTERIOR ARCHITECTURE AND FURNITURE I

Foundations of architecture and furniture styles of the world from ancient Egyptian up to the Victorian period. Covers social, cultural, political and physical factors affecting the design and development of specific styles and periods. Description of dominant influences and characteristics of historical Interior Design, furniture, ornamental design, decorative arts and architecture and textiles (Regional Curriculum, ID 180, Level II).

Core Components

Historical influences

Antiquity
- Asiatic
- Egypt
- Greek civilization
- Roman empire

Medieval
- Byzantine
- Early Christian
- Romanesque and Norman
- Gothic

Renaissance
- Italian
- Spanish
- French
- English

Baroque

Rococo

Neoclassic

French Periods
- Louis XIV - Baroque/Versailles, Rococo, Neoclassic
- Louis XX - Rococo
- Louis XVI - Neoclassic
- Directoire
- Empire
HISTORY OF INTERIOR ARCHITECTURE AND FURNITURE II

Architecture and furniture styles of the world from the beginning of the Victorian period to the present. Includes Oriental influences, minor art periods which have affected these styles and decorative art (Regional Curriculum, ID 190, Level II).

Core Components

Countries and Periods

England
Elizabethan
Jacobean
William and Mary
Queen Anne
Chippendale
Adams Brothers
Hepplewhite
Sheraton
Regency

American
Influences of Europe
Pacific Rim influences
Mayan/Mexico
American Indian, Eskimo
Atlantic Rim influences
Africa - slave trade
Scandinavia
Early Colonial 17th century/18th century
Queen Anne
Georgian
Federal Period
19th century
American Empire
Victorian Revival Styles (Rococo, Gothic, Greek etc.)
Arts and crafts
Art Nouveau
20th century
Art deco/expressionism/de Stijl
Bauhaus/international style
Modern/streamline
Modern/Scandinavian/Post modern
Contemporary designers
1950's to present
Other Futurists
INTERIOR DESIGN: CAREERS

Survey of the Interior Design profession, industry, related occupations and work sites. Emphasizes personal, educational and professional qualifications required for entry into the Interior Design and related professions (Regional Curriculum, ID 120, Level I).

Core Components
- Definition of Interior Design/Designer
- History of design profession
- Career opportunities
- Professional associations, certification and licensing
- Career search
- Future of the profession
- Workplace experience

INTERIOR DESIGN - COMMERCIAL

Application of design principles and elements and selection of materials in planning of commercial environments that meet user, functional, legal and environmental needs (Regional Curriculum, ID 215, Interior Design Studio II, Level II).

Core Components
- Drafting
  - all components
- Color
  - coordination
- Design
  - design process
  - elements and principles
- Space planning
  - programming
  - all components
- Commercial building, construction and support systems
  - all components
- Communication skills
  - client analysis
  - presentation to client
  - written concept statements
- Interior materials
  - all components
- Business skills
  - measurements
  - calculations
contracts
budgets
knowledge of sources

INTERIOR DESIGN FIELD EXPERIENCE/INTERNSHIP

Supervised internship related to classroom based learning at an interior design work-site (Regional Curriculum, ID 240, Interior Design Internship, Level II).

Core Components

All components

INTERIOR DESIGN FUNDAMENTALS

Application of 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 (CAN H EC 18) (Regional Curriculum, ID 100 Fundamentals of Interior Design, Level I).

Core Components

Color
  coordination
Design
  elements and principles
    cultural, physiological, psychological and environmental factors
Space planning and floor plan evaluation
Furniture selection and arrangement
Residential building construction and support systems
  all components
Communication skills
  client analysis
  presentation to client
  written concept statements
  universal design
  codes and legal requirements
Interior furnishings, finishes and materials
  all components
Accessories and enrichment
INTERIOR DESIGN SPECIALTIES

These are suggested additional specialized courses depending on community needs.

Universal Design
Child Care Facilities Design
Corporate Facility Design
Design for Educational Spaces
Facilities Management
Health Care Facility Design
Hospitality Design
Elder Care Facilities
Transgenerational Design
Model Home Design
Project Management
Retail Design
Institutional Design
Entertainment Design
Housing for the Elderly
Office Design
Historic Restoration/Preservation

INTERIOR DESIGN STUDIO

Analysis and application of the design process to the space planning, materials and finish choices, codes application and selection of specialized equipment unique to the planning spaces. Design solutions will be developed in the studio (Regional Curriculum, ID 105, Interior Design Studio I, Level I).

Core Components

All core components

INTERIOR DESIGN STUDIO III, IV

Expanded studio experiences which develop, analyze and apply design concepts to interior environments (Regional Curriculum, ID 265 and 275, Level III).

Core Components

All core components
KITCHEN AND BATH DESIGN

Analysis and application of the design process to the space planning, materials and finish choices, codes application and selection of specialized equipment unique to planning kitchen and bath spaces. Design solutions for kitchen and baths will be developed in the studio.

Core Components

Functional needs of kitchen and bath spaces
- regulations
- industry standards
- special populations
Space planning for kitchen and bath
- universal design
- equipment clearances
- codes
- special storage
Mechanical considerations
Materials and finishes
- environmental issues
- health/safety
- maintenance
- aesthetics
- specifications writing
Lighting
- energy needs
- task needs
- aesthetics
Designing for kitchen and bath spaces
- working drawings
- presentation
Careers and certification in kitchen and bath
LIFE MANAGEMENT

Changing conditions in society which influence life management, including family structure, diversity, values conflicts, multiple roles, the global economy and technology. The approach will include application of values clarification, the decision-making process and systems theory (CAN H EC 16).

Core Components

Values, goals and standards
Ethics
Resource identification and allocation
Self esteem
Motivation/procrastination
Conflict resolution
Communication
Time and energy management
Delegation
Work simplification
Impact of home based businesses
Managing environmental resources
Career opportunities in Life Management

MATERIALS AND PRODUCTS

Analysis, application and evaluation of products and materials used in interiors. Emphasis placed on the processes, materials and resources for products in furniture, wall coverings, floor coverings, window treatments, architectural finishes and ceiling systems (Regional Curriculum, ID 150, Level I).

Core Components

Performance evaluation of interior furnishings, finish materials products
Professional and product liability
Interior textiles
Fabrics in use
Fabric facts
Fabric maintenance
Decorative fabrics glossary
Interior materials and finishes
Furniture
Maintenance
PRINCIPLES OF DESIGN

Color and design theories including basic visual elements, principles of design, their properties and relationships, and development of sensitivity to and judgment of design (CAN H EC 4).

May be divided into two separate classes:

Design Techniques and Analysis - Concepts and techniques of design theories including use of tools, materials and ideas for visual communication. Includes use of design, color and impact principles with emphasis on making visual presentations.

Color Theory - Theory and application of color as it is used to create and change environments. Emphasis on nomenclature, review of color systems, mixing colors, color psychology and color application.

Core Components

- Basic design theory
- Color
  - theory and application
  - coordination
- Design
  - elements and principles
- Ideas for visual communication
- Use of tools and materials

PRODUCT DESIGN

Custom design of furniture, casegoods, cabinetry, floor coverings, wall coverings, textiles, accessories and other products of concern to the interior designer.

Core Components

- Research
- Drafting/construction documents
  - plans
  - sections
  - rendering
  - elevations
  - details
  - models
- Materials and finishes specifications
- Fabrication
- Marketing
PROFESSIONAL PRACTICES FOR INTERIOR DESIGN

The business and professional management of an Interior Design practice including legal issues, project management and business practices (Regional Curriculum, ID 230, Business and Professional Practice, Level II).

Core Components

How to establish an Interior Design practice
Advice and counsel
Business formations
Legal filings
Legal responsibilities
Managing the business finances
Product pricing considerations
Determining design fees
Preparing design contract documents
Marketing and business development
Promoting the Interior Design practice
 Selling techniques
Project management
Working with trade resources
Contact documents and specifications
Order processing
Delivery and installation

RENDERING AND RAPID VISUALIZATION

Application of the methods, techniques and tools used for illustrating interior spaces and products with an emphasis placed on rapid production (Regional Curriculum, ID 260, Level III).

Core Components

Perspective
Quick sketch drawing techniques
Quick sketch drawings of architectural components and details
Quick sketch drawings of interior components and details
Rendering techniques
Application of the rendering techniques to enhance:
study models
presentations
SALES

Principles and technique in selling ideas, services or commodities (Regional Curriculum, ID 160, Level I).

Core Components

Communication and presentation skills
Marketing skills
Sales techniques

SMALL BUSINESS MANAGEMENT

Practical problems encountered in organizing and operating a small business enterprise (Regional Curriculum, ID 280, Level III).

Core Components

Formulating a business plan
Business practices and licensing
Project management
Employee relations
Computers
Accounting and finance
SPACE PLANNING

Research and development of design solution based on human factors, diversity, universal accessibility and interior environmental issues. Skills in drafting and presentation techniques are emphasized (Regional Curriculum, ID 170, Level II).

Core Components

Introduction to space planning
Human factors: anthropometrics, ergonomics, proxemics
Psychological factors
Diversity: ethnic, age, cultural, gender
Evaluating floor plans
Service spaces and space efficiency, storage
Social and private space
Furniture arrangements
Lighting
Interior systems and furnishes that impact health, safety and welfare of occupants
Universal design issues
Communication of design
Concepts: oral, written and graphic
Building construction and support systems specialties
Design solutions

TEXTILES


Core Components

Historical background
Fiber classification, theory and identification
Textile legislation, labeling, import regulation, consumer protection and environmental issues
Yarn structure and construction
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
VISUAL MERCHANDISING

Experience in designing and constructing visual displays for cost effective merchandising strategies to increase sales and enhance store image.

Core Components

- Role of display
- Historical development
- Elements and principles of visual merchandising design
- Care and handling of equipment
- Types of selling environments including multicultural
- Display budgets and cost analysis
- Display calendar and themes
- Fixtures, mannequins and props
- Display techniques
- Lighting
- Signage
- Display locations
- Safety and security
- Evaluation: visual, sales and image impact
- Store planning/layout

WORKING DRAWINGS

Application of methods and techniques used in the development of architectural construction documents from site selection to completion (Regional Curriculum, ID 220, Level II).

Core Components

- All components
The Preprofessional Assistant Level Program

Categories, content units and achievement levels. Symbols indicate the required minimum achievement level for each content unit. Student achievement is defined by the following criteria:

- **A = Awareness:** basic familiarity with concepts and examples that provide a broad general knowledge about a subject
- **U = Understanding:** a deeper level of comprehension regarding concepts; more specific and detailed knowledge
- **C = Competency:** a highly-developed ability to apply the information and concepts to specific tasks.

### Basic Design

| 1.1 | Studio: two-dimensional design fundamentals | U |
| 1.2 | Studio: three-dimensional design fundamentals | U |
| 1.3 | Studio: color | C |

### Theory

| 2.1 | Theory: elements and principles of design | U |
| 2.2 | Theory: color | A |
| 2.3 | Theory: human environment (proxemics, behavior) | A |

### Interior Elements

| 3.1 | Space planning | U |
| 3.2 | Furniture arrangement | C |
| 3.3 | Furnishings and materials selection | C |
| 3.4 | Finish materials selection | C |
| 3.5 | Color | C |
| 3.6 | Lighting | A |

### Technical Knowledge

| 4.1 | Structure and construction | A |
| 4.2 | Building systems | A |
| 4.3 | Materials | U |
| 4.4 | Codes and standards | U |

### Visual Communication

| 5.1 | Drafting | C |
| 5.2 | Sketching and rendering | U |
| 5.3 | Presentation boards | C |

### Business Practice

| 6.1 | Interior Design profession and organization | U |
| 6.2 | Business organization and operation | U |
| 6.3 | Verbal communication | C |
| 6.4 | Sales | U |
| 6.5 | Estimating and installation | U |
| 6.6 | Schedules and documentation | U |
| 6.7 | Specifications | A |

### History

| 7.1 | Interiors and furnishings | U |
PROGRAM DEVELOPMENT AND REVIEW

Professional Standards

Interior Design/Merchandising faculty must meet hiring requirements (AB 1725) for community colleges as established by the State of California and follow the guidelines of the California Community Colleges Chancellor's Office. A BA/BS Degree in Interior Design or closely related major plus two years of experience in the design field, with the passage of the NCIDQ examination recommended, are the minimum qualifications for full-time positions in these programs as identified in the Chancellor's Office Minimum Qualifications for Faculty and Administrators in California Community Colleges document. An MA/MS Degree in Interior Design or a related field also meets the minimum requirements. In addition, it is strongly recommended that faculty have a minimum of two years of current full time work experience directly related to the courses which they teach, and meet the California professional certification standards. Evaluation of faculty should be done on a regular basis, and faculty should be encouraged to participate in staff development and continuing education activities.

Dedicated, enthusiastic and innovative faculty are the major resource in Interior Design/Merchandising education. They must provide the education and guidance for students and direction of programs to meet the challenge of the fast-paced, changing world of Interior Design. They must be aware of legal, technological, global and ethical issues. California's diverse population should be considered in preparation and selection of faculty for Interior Design/Merchandising courses and programs.

Close working relationships developed between faculty and counselors, placement and other support staff enhance the services to Interior Design/Merchandising students on campus.

Program Standards

The program of Interior Design is currently undergoing national evaluation by professional organizations and professionals related to the field. Uniform standards are being developed throughout the nation for the profession of Interior Design which has resulted in Self-Certification Legislation in the State of California. These standards include minimum requirements for education and experience, examination of minimum competency qualification, a code of ethics and a requirement for continuing education.
Educational standards have been established by FIDER, which accredits programs throughout the nation in preprofessional and professional levels. FIDER Standards and Guidelines address:

- Definition of the interior designer
- Eligible institutions
- Program objectives
- Faculty
- Interior design students
- Administration
- Physical facilities
- Educational programs for interior design
- Relations to the outside community

Although an education from a FIDER-accredited college or school is not yet required for employment in the field of Interior Design, nationally many colleges have sought and gained FIDER accreditation. Colleges should develop curriculum in compliance with FIDER standards and guidelines.

Evaluation

Colleges and faculty have the obligation to keep programs current and relevant. One tool developed for the Interior Design/Merchandising courses and programs is the Family and Consumer Sciences (FCS) Self-Study and Assessment system. This process allows local colleges to assess program strengths and to target areas for improvement. It may be utilized at the local level as an evaluation tool for program review and development or enriched through validation by a visiting team of objective, outside professionals. The computerized program, available from Diablo Valley College, aligns with the format of this Program Plan section. Results can be shared with staff, advisory committee members, governing boards and students to ensure program content validation.

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 Program Plan.

Faculty membership and participation in related Interior Design professional/trade organizations is encouraged. These include:

- AAFCS - American Association of Family and Consumer Sciences
- AAFCS-CA - American Association of Family and Consumer Sciences, California Affiliate
- AAHE - American Association of Housing Educators
**ASID, IES have student chapter affiliations and IIDA has a student council.**

### Advisory Committee

The purpose of the Interior Design/Merchandising Advisory Committee is to review, recommend and support curriculum which reflects the skills and competencies required for today's global workforce. In addition, the committee can be used as a valuable resource for student placement and recruitment, scholarships, equipment and as a source for adjunct faculty. The committee should reflect the diversity of the campus, community and the interior design field.

An advisory committee is vital to an Interior Design/Merchandising program. Advisory committees involve community members and representatives from business and industry and professional organizations in developing programs which address the needs of the community as well as prepare students for meaningful and productive careers.

Interior Design/Merchandising advisory committees should draw members from a broad spectrum of professionals and include interior designers, managers of

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>AIA</td>
<td>American Institute of Architects</td>
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<tr>
<td>AIAIC</td>
<td>American Institute of Architects Interiors Committee</td>
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<tr>
<td>AILA</td>
<td>American Institute of Landscape Architects</td>
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<tr>
<td>ASID</td>
<td>American Society of Interior Designers</td>
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<td>AVA</td>
<td>American Vocational Association</td>
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<tr>
<td>AWI</td>
<td>Architectural Woodwork Institute</td>
</tr>
<tr>
<td>BHE</td>
<td>Business Home Economists, Business Section of AAFCS</td>
</tr>
<tr>
<td>BIFMA</td>
<td>Business and Industry Furniture Manufacturer's Association</td>
</tr>
<tr>
<td>CAVE</td>
<td>California Associations of Vocational Educators</td>
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<tr>
<td>CLCID</td>
<td>California Legislative Conference of Interior Designers</td>
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<tr>
<td>DLF</td>
<td>Designers Lighting Forum</td>
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<tr>
<td>EDRA</td>
<td>Environmental Design Research Association</td>
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<tr>
<td>FIDER</td>
<td>Foundation for Interior Design Education and Research</td>
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<tr>
<td>IALD</td>
<td>International Association of Lighting Designers</td>
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<td>IDC</td>
<td>Interior Designers of Canada</td>
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<td>IDEC</td>
<td>Interior Design Educators Council</td>
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<td>IDS</td>
<td>Interior Design Society</td>
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<tr>
<td>IES</td>
<td>Illuminating Engineering Society of North America</td>
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<tr>
<td>IFDA</td>
<td>Interior Furnishings and Design Association</td>
</tr>
<tr>
<td>IFID</td>
<td>International Federation of Interior Designers</td>
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<tr>
<td>IFMA</td>
<td>International Facilities Management Association</td>
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<tr>
<td>IIDA</td>
<td>International Interior Design Association</td>
</tr>
<tr>
<td>ISP</td>
<td>Institute of Store Planners</td>
</tr>
<tr>
<td>NASAD</td>
<td>National Association of Schools of Art and Design</td>
</tr>
<tr>
<td>NCIDQ</td>
<td>National Council for Interior Design Qualification</td>
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<tr>
<td>SAH</td>
<td>Society of Architectural Historians</td>
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</tbody>
</table>
retail stores, environmental specialists, professors of interior design programs from four-year institutions and representatives from college, state and local placement services, secondary institutions and industry.

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.

Equipment and Facilities

Interior Design/Merchandising courses are taught in lecture modes, lecture and studio modes and internship modes. Therefore, it is imperative that programs have adequate classroom facilities, including a studio facility with equipment comparable to that used in industry. A well-equipped studio should be spacious, have optimal lighting conditions, provide individual work stations for all students, have adequate storage space for samples, have a sink and water and include the following design equipment:

- CAD systems
- Drafting tables, 24" X 36"
- Drafting stools, posture swivel
- Lectern podium
- Display boards
- Chalk boards/white boards
- Traditional audio visual equipment (slide projector, overhead projector, VCR, screen) or multi-sensory, computerized presentation equipment
- Standard file, flat files and storage cabinets
- Display cases with specialized lighting
- Light box
- Paper cutter
- Mat cutter
- Dry mount press and tacker
- Copy machine
- Miscellaneous supplies such as drafting tools, art media
- Catalogs, periodicals, product samples and other reference material
- Blueprint machine
- Presentation supplies
- Drafting supplies

It is strongly recommended that the studio facility be limited to Interior Design classes and be available for student use beyond scheduled class time.
Marketing and Recruitment

Techniques for marketing and recruitment of the Interior Design/Merchandising Program include the following:

Recruitment:
- Increase gender equity. Incorporate complete lists of career opportunities in brochures
- Develop articulation agreements with secondary Regional Occupational Centers/Programs (ROC/Ps)
- Establish interdisciplinary connections
- Provide Continuing Education Units (CEUs) for professional interior designers
- Use campus resources: counselors, women's programs, other disciplines.

Marketing:
- Use advisory committee connections
- Develop and distribute brochures and posters
- Use faculty business cards
- Participate in community projects
- Participate in high school career days
- Use telecommunication technology
- Participate in industry career days
- Provide programs/lectures for community groups.

Placement and Follow-up

It is the college's responsibility to educate students. That responsibility extends to making certain the education provides job skills necessary in the profession and that transfer courses are articulated with four-year institutions.

Interior Design/Merchandising faculty should work closely with the placement services available on individual campuses and should utilize every opportunity to publicize their programs 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 Program Plan.

Accountability is important in order to assure that the program is accomplishing its purpose. Job placement data and articulation agreements are two ways to measure results. Questionnaires or surveys also serve this purpose and can be administered to students upon completion of the program or at a specified time after completion. Data covering job placement and relevancy of program can be collected. The Interior Design/Merchandising instructional staff should cooperate in collecting 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 which are a useful resource for tracking former students and for promoting programs.

Interior Design is a service profession. This dynamic field pertinent to the California economy addresses function and aesthetics, lifestyles, technology, historical perspectives, environmental needs, demographic changes, legislative issues and universal design.

Academic and technical preparation essential to the profession include analysis and synthesis of user needs, business, technical and communication skills, as well as creative expression and development.
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A Section of: California Community College Family and Consumer Sciences Program Plan, 1996
STATEMENT OF PURPOSE

The Life Management program provides awareness of and preparation for a variety of careers in Resource Management (including Financial Management) and Consumer Affairs. On-the-job training will enhance the marketability of students. In addition, the curriculum is essential for preparing individuals to balance personal, family and work responsibilities throughout the life cycle. Life Management introduces many of the SCANS competencies to help people enjoy a productive, satisfying life and to help companies be competitive in the global marketplace.

Goals

The goals of the Life Management program are to:

- Implement a curriculum in managing human, economic, technological and environmental resources from a practical and theoretical aspect.

- Provide guidance in the development of life management skills to enhance the quality of life.

- Develop understanding of the effect of individual decisions upon global ecology and economy via the systems approach.

- Promote educational opportunities in the field of Life Management for career employment, professional development and lifelong learning.

- Strengthen partnerships between the Life Management program and the business community.

- Develop an appreciation of the concept of volunteerism as an enhancer of self esteem, a reducer of stress and a vehicle for the acceptance of taking responsibility.
CAREER OPPORTUNITIES

Career Paths

Individuals educated in Life Management can be employed in a number of broad and varied fields depending on their emphasis. Though the entry level (Level I) does enable a student to be employed, it is recommended that the student proceed to an AA/AS degree to facilitate upward mobility on the career ladder.

- Entry: Useful (Level I A) - The entry level provides students with basic skills and knowledge for personal use so that they can enjoy a productive and satisfying life. Coursework begins to develop competencies in interpersonal skills, critical thinking skills, and personal qualities such as responsibility, self esteem, self management and integrity.

  Level I A— Entry: Useful. This level primarily prepares individuals to balance personal, family and work responsibilities. Courses are identified in Matrix under Level I A (See page 100).

- Entry: Occupational Certificate (Level I B) - The certificate level provides students with specific skills and knowledge leading to employment in a Life Management related job.

  Level I B— Entry: Occupational Certificate Program. The completion of a group of specific courses which leads to a certificate in Life Management or a related area. Courses are identified in Matrix under Level I B (See page 100).

Opportunities:
Activities/Event Planner
Child/Adult Caregiver
Consumer Services Representative
Energy Management Specialist
Household Manager
Home Equipment Consultant
Home/Business Efficiency Consultant
In-Home Caregiver
Manufacturer's Representative

- Technical: AA/AS Degree (Level II) - 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.

  Level II— Technical: AA/AS Degree. Completion of both General Education and Life Management specialization courses is
required. Courses identified in Matrix under Level II (See page 100).

Opportunities:

Assistant Financial Planner
Care Manager
Consumer Credit Counselor
Consumer Services Counselor
Freelance Writer in Life Management
Homemaker Rehabilitation Specialist
Human Support Services
Human Services Para-Professional
Insurance Representative and Claims Adjuster
Consumer Advocate

- Professional: BA/BS or Advanced Degree (Level III) - Advanced degrees provide students with the qualifications for professional employment.

Level III— Professional: BA/BS Degree in Family and Consumer Sciences with emphasis in Life Management is available. Courses are identified in Matrix under Level III (See page 100).

Opportunities:

Community Agency Director
Consumer Affairs/Services Specialist
Consumer Education Specialist
Consumer Information Specialist to media, corporations, manufacturers, other business
Consumer Credit Counseling Services Director
Consumer Interest Lobbyist
Consumer Journalist
Consumer Product/Services Response Investigator
Consumer Research Developer
Consumer Technology Specialist
Family Service Center Director
Financial Planner
Fundraiser
Governmental Consumer Affairs Specialist
Family and Consumer Sciences Educator
Human Systems Analyst
Life Management Consultant
Senior Adult Center Director
Technical Writer for Consumer Products/Services
Note: Refer to the Dictionary of Occupational Titles (DOT) or your campus career information center for additional job titles and information.

Future Outlook

Knowledge of the principles of Life Management will become more essential as the choices related to contemporary living become more complex. The changing nature of society, structure of families, increased life span, economic pressures, technological advances and environmental quality create stress and conflict, as well as opportunities which individuals must be educated to manage. Life Management skills are applicable for individuals in all areas of their lives regardless of gender, age, culture or economic status.

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 technology 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. Data on current employment opportunities should be utilized as a resource for projecting current and emerging jobs and placement potential. Labor Market Information (LMI) data is available at each California community college.

CURRICULUM: PROGRAMS AND COURSES

The Life Management curriculum is designed to prepare students for a variety of entry level jobs and career advancement. Students can also prepare for transfer to a four-year college with a Family and Consumer Sciences or related major. Those students not pursuing a certificate or a degree can select courses within the Life Management Program to provide knowledge and skills which enhance the quality of life. Departmental designation and unit value may vary among institutions.

Programs

It is recommended that the following two program options be made available to students: Resource Management and Consumer Affairs.

Course Classifications

TOP Classification: The TOP (Taxonomy of Programs) Code classification for Life Management is:

1304.00 Life Management
Consumer and homemaking aspects as they apply to the occupation of homemaking (useful) and life management and
careers in resource management, financial management and consumer affairs.

**Vocational:** Courses included in the Life Management program are considered to be vocational and occupational.

**Transfer:** Courses included in the Life Management program may be equivalent courses when offered at the lower division level of a four-year college or university.

The following courses have been identified with the University of California and the California State University system and have been granted a California Articulation Number (CAN).

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<td>Principles of Foods</td>
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<td>Family Relationships</td>
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<td>Life Management</td>
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<td>20</td>
<td>Fashion Selection</td>
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**Lifelong Learning, Continuing and Adult Education:** All the courses within the Life Management program provide knowledge and skills that enhance the quality of life and develop better consumer behavior and decision making. These courses may be offered to students seeking vocational training or with general interest in the subject area.

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 Life Management program. These levels were explained in the *Career Opportunities* section. Courses for each level are indicated on the *Life Management Programs and Courses Matrix*, page 100.

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

**Work Experience/Internship:** Occupational students benefit from having actual "on-the-job" experiences within their subject area. Students are encouraged to participate in work experiences to gain a deeper understanding of the relationships between classroom theory and practical application.

**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 specific course of study and a 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.

Interdisciplinary: Although a Life Management major is identified in this Program Plan as part of the Family and Consumer Sciences curriculum, it is conceivable that other avenues are available for students to study via other educational delivery systems. As this subject matter overlaps other disciplines, it is essential for continued success of the program that Family and Consumer Sciences Departments and colleges develop strong interdisciplinary connections with Business, Marketing, Management, Counseling, Math, Environmental Sciences, Psychology, Sociology, Health, Economics, Art, Communications, Computer Technology and other college departments.

Curriculum Integration and Implementation

To utilize this Family and Consumer Sciences Program Plan, faculty need to take the Curriculum: Programs and Courses and the Course Description and Core Components sections and personalize them to their college and community. In the development of the course content, the topical outline, measurable objectives, evaluation methods and assignments for the course, certain national educational issues must be addressed. Some of these issues 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.

SCANS: Published by the U.S. Department of Labor, the Secretary's Commission on Achieving Necessary Skills (SCANS Report) was the result of one and one-half years of interviews with business, industry and labor.

This federally commissioned study identified five "competencies" of generalized abilities required for an individual to work and function successfully in the workplace of today and the foreseeable future. Effective workers must be able to productively use resources, interpersonal skills, information, systems and technology. In addition foundation skills are needed which include basic skills focusing on the ability to read, write, speak, listen and perform computations; thinking skills including creative thinking, decision making, problem solving, seeing things in the mind's eye, knowing how to learn and reason and personal qualities that help students take responsibility for their own behavior and work constructively in group situations.
As classes are developed by faculty, curriculum must be planned to include learning and assignments which implement these SCANS skills and evaluation systems which will measure the students success/mastery of them. The Life Management course includes many of the SCANS skills; therefore, by including this course in every program, a college can facilitate the development of these competencies in students.

All Aspects of the Industry: Students must have a broad view of the industry in which they will work. The Carl Perkins Vocational and Applied Technology Education Act (VATEA, P.L. 101-392, 1990) 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.

Integrated Academics: VATEA guidelines clearly identify the need to have an educational curriculum which integrates academic and vocational learning. Many Tech Prep projects within California have developed courses and programs which 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 vocational courses, team teaching a singular course which combines the learning of the vocational and the academic competencies, certifying a vocational course as to its content and competencies meeting the academic criteria, learning communities and honors programs.

As courses and assignments are developed, Life Management faculty should work closely with the academic faculty to be creative in addressing the learning of the traditional "general education" competencies within the vocational programs. Applied academics are key skills needed for success in Life Management curriculum. Life Management 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 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, field work placement, job shadowing and mentoring. Faculty also have the opportunity to experience work based learning through grants which allow their return to a work site for a limited period of time.

**Articulation/Communication:** This *Program Plan* includes an Articulation section which identifies the importance of creating the "seamless" curriculum which 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 and 2+2 agreements expand, it is critical that Family and Consumer Sciences courses clearly state competency outcomes for students.

Community college Life Management programs should follow the articulation guidelines identified in this *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.

One educational trend gaining in importance is "distance learning." There are many modalities of this, the most common being the transmission of course sessions through a television program. This and other methods allow for students to learn at time schedules which meet their needs. As distance learning is not limited by traditional geographical boundaries, articulation becomes more important extending beyond the immediate institutions in a college community.

Communication is a key component to successful articulation. Community college faculty should utilize the technological advances in communication systems. Modems and fax machines make electronic mail (e-mail) and electronic bulletin boards an efficient and cost effective means of communication.

Now that California Community Colleges' electronic messaging systems such as Infonet and CAVIX have internet connectivity, the barriers to electronic communication are being eliminated. With the emergence of the World Wide Web, access to the internet is now "user friendly." Yet, the effectiveness of e-mail is dependent upon the entire profession utilizing it. Inservice training should be available for community college faculty unfamiliar with communicating electronically so that they can experience the thrill of accessing an astonishing array of world-wide resources via the internet.

**Regionalization:** With resources becoming scarce and some of the Life Management programs having limited enrollment, regionalization or having identical programs within neighboring educational institutions allows for students to move from college to college without duplication of education. Articulation and
collaboration among participating institutions is paramount to its success. Regionalization also allows for the pooling of resources both in staffing and physical equipment. A California Community College Chancellor's Office special project provided funding for a model for six California community college districts to develop a regional curriculum and do collaborative scheduling. This is being expanded to include two four year institutions to allow for transfer and completion of the four year degree. See the Interior Design/Merchandising section of this Program Plan for additional details.

**Equal Access and Learning Success:** Life Management programs must focus on recruitment of students and ensure that equal access is provided to all. This includes students who are underrepresented such as academically and economically disadvantaged, limited English proficient, culturally diverse, disabled and students in gender imbalanced programs. Faculty must ensure that bias in instruction and instructional materials has been avoided and that all students have the opportunity to succeed.

Faculty need to work cooperatively with college student support programs. These include GAIN, JTPA, EOPS, CARE, Reentry Centers and LEP. Inservice training is critical to allow faculty to learn strategies which complement students success in learning. Collaborative assignments, multimedia presentations, self paced learning, module learning are just a few of the teaching modalities which are important to today's classroom. Recruitment and marketing materials should also address these issues.
LIFE MANAGEMENT PROGRAMS AND COURSES MATRIX

(FOR ADVISING & COUNSELING)

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<th>COURSES</th>
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<td>Core Courses</td>
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<td>Consumer Issues</td>
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<td>Family Financial Planning</td>
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<td>Gerontology</td>
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<td>Human Development</td>
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<td>Interior Design Fundamentals</td>
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<td>Work Experience</td>
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*LEVELS:
IA  Entry: Useful
IB  Entry: Occupational Certificates
II  Technical: AA/AS Degrees
III Professional: BA/BS Degrees

**PROGRAMS:
Courses required may vary depending on student occupational objectives. Department designation and unit value may vary among institutions.

RM  Resource Management - resources and financial management, credit and investing
CA  Consumer Affairs - consumer economics, consumer issues
COURSE DESCRIPTION AND CORE COMPONENTS

The following course descriptions and core components delineate the content of the courses, identified in the Programs and Courses Matrix (See page 100). The core components were compiled from course objectives. The course entitled Life Management is the foundation for this program area and consequently is listed first. Courses are clustered into two categories: core courses and supportive courses.

CORE COURSES

LIFE MANAGEMENT

Changing conditions in society which influence life management, including family structure, diversity, values conflicts, multiple roles, the global economy and technology. The approach will include application of values clarification, the decision-making process and systems theory (CAN H EC 16).

Core Components

Values, goals and standards
Ethics
Resource identification and allocation
Self esteem
Motivation/procrastination
Conflict resolution
Communication
Time and energy management
Delegation
Work simplification
Impact of home based businesses
Managing environmental resources
Career opportunities in Life Management
CONSUMER ISSUES

Investigates current issues of special importance to the consumer. Explores channels for addressing grievances and organizations established to protect the consumer; includes information necessary to assist the consumer with making decisions in the marketplace.

Core Components

Marketing and advertising tactics
Consumer recourse
Consumer groups
Consumer “Bill of Rights”
Credit
Consumer fraud
Product safety-cost/benefit analysis
Risk management
Consumer and the legal system
Health care issues
Ethics related to technology
Consumer ethics
Privacy issues
Eco-consumer
Consumer advocacy
Equitable access to technology
Career opportunities

FAMILY FINANCIAL PLANNING

Provides information for financial planning. Focuses on insurance, savings, pensions, wills, estates and current technology.

Core Components

Goals
Budgeting
Credit
Income tax
Life insurance
Health insurance
Social security
Property and liability insurance
Economic cycles and inflation
Basic investment principles
Savings
Retirement plans
Stocks and bonds
Mutual funds
Real estate
Other investments
Estate planning
Wills/Trusts
Career opportunities

FINANCIAL MANAGEMENT

Management of income and expenditures for the individual and the family throughout the life cycle. Advertising, consumer protection, buymanship skills and consumer laws as they apply to use of credit, housing, technology, risk protection, health care, food, clothing and transportation. Topics include budgeting, institutional savings and checking services, investments, taxes and estate planning, impact of inflation, business cycle and other current issues.

Core Components

Values clarification
Development of goals
Decision-making
Consumerism
Credit
Budgeting
Buymanship
housing
technology
child care
insurance
clothing
food
transportation
Banking
Taxation
Investments
types
selection
Investment fraud
Financial planning
Retirement and estate planning
Rights, responsibilities, law, redress and advocacy
Career opportunities
SUPPORTIVE COURSES

FAMILY RELATIONSHIPS

The family and its interpersonal relationships, mate selection, adjustments within the family, the family life cycle, parenthood, marriage enrichment and contemporary family issues (CAN H EC 12).

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
- 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

FASHION SELECTION

A study and application of the elements and principles of design as related to apparel for the individual (CAN H EC 20).

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
- Apparel lifestyle
- Wardrobe planning and budgeting for diverse lifestyles
Apparel for diverse populations
Care of apparel
Terminology

GERONTOLOGY

Overview of social, economic, physiological and psychological functions which relate to older adults as their roles in family change. Investigation of problems 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 of old age
Physiological, 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
HUMAN DEVELOPMENT

Integrates the physical, social, psychological, emotional and cognitive aspects of human development throughout the lifespan. Developmental tasks facing individuals at various points in the life cycle. Exploration of the ways social interaction and cultural institutions shape the development of the individual.

Core Components

- Significance of a lifespan perspective
- Theory, research and applications of human development
- Conception and birth
- Prenatal development
- Infant development
- Development during early childhood
- School age development
- Adolescent development
- Early adult development
- Mid-life development
- Late adult development
- Death and dying
- Influences of heredity and environment
- Self esteem and quality of life at each stage

INTERIOR DESIGN FUNDAMENTALS

Application of 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 (CAN H EC 18) (Regional Curriculum, ID 100 Fundamentals of Interior Design, Level I).

Core Components

- Color coordination
- Design elements and principles
- Cultural, physiological, psychological and environmental factors
- Space planning and floor plan evaluation
- Furniture selection and arrangement
- Residential building construction and support systems
- All components
- Communication skills client analysis presentation to client
written concept statements
universal design
codes and legal requirements
Interior furnishings, finishes and materials
all components
Accessories and enrichment

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 nutrition analysis (CAN H EC 2).

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
Nutrition and wellness
Dietary planning for weight management and eating disorders
Critical evaluation of various "fad" diets
Special dietary considerations
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 safety and nutrient preservation
Nutrition misinformation
Computer diet analysis
PRINCIPLES OF FOODS

Basic knowledge of food science principles and food preparation techniques. Emphasis on ingredient interaction, technique and production standards, food safety, sanitation, nutrient values and food presentations (CAN H EC 8).

Core Components

- Food science principles
- Food preparation terminology and techniques
- Standards of product evaluation and quality control
- Selection and use of food equipment and utensils
- Food storage
- Sanitation and safety
- Nutrient retention techniques
- Labeling and consumer information
- Alternative cultural ingredients
- Cost analysis

TEXTILES


Core Components

- Historical background
- Fiber classification, theory and identification
- Textile legislation, labeling, import regulation, consumer protection and environmental issues
- Yarn structure and construction
- 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
WORK EXPERIENCE

Supervised field experience in one or more areas of Life Management.

Core Components

- Paid work experience/ volunteerism
- Business/industry
- Governmental agencies
- Community
- Work-related objectives

PROGRAM DEVELOPMENT AND REVIEW

Professional Standards

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

Faculty must meet hiring requirements (AB 1725) as established by the State of California. Hiring faculty must follow the Chancellor's Office, California Community Colleges, guidelines. An MA/MS Degree in Family and Consumer Studies, Life Management/Home Economics or a BA/BS in either of 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. The document, Minimum Qualifications for Faculty and Administrators in California Community Colleges identifies hiring criteria.

Professional development should include postgraduate work in life management, 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 between faculty, counselors, placement, other support staff and the business community enhance the services to Life Management students on campus.

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

Colleges and faculty have the obligation to keep programs current and relevant. One tool developed for the Life Management courses and programs is the Family and Consumer Sciences (FCS) Self-Study and Assessment system. This process allows local colleges to assess program strengths and to target areas for improvement. It may be utilized at the local level as an evaluation tool for program review and development or enriched through validation by a visiting team of objective, outside professionals. The computerized program, available from Diablo Valley College, aligns with the format of this Program Plan section. Results can be shared with staff, advisory committee members, governing boards and students to ensure program content validation.

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 Program Plan.

Some prominent professional organizations related to Life Management are:

- ACCI - American Council on Consumer Interest
- AAFCS - American Association of Family and Consumer Sciences
- AAFCS-CA - American Association of Family and Consumer Sciences - California Affiliate
- ASA - American Society on Aging
- BHE - Business Home Economists, Business Section of AAFCS
- AVA - American Vocational Association
- CAVE - California Associations of Vocational Educators
- CARCH - California Association of Residential Care Homes
- CFA - Consumer Federation of America
- GU - Generations United
- HETAC - Home Economics Teachers Association of California
- IAFP - International Association of Financial Planners
- NAVHET - National Association of Vocational Home Economics Teachers
- NCCE - National Coalition for Consumer Education
- NCOA - National Council on Aging
- RCS - Residential Care Society
- SOCAP - Society of Consumer Affairs Professionals in Business
- WR-HMFEE - Western Region Home Management Family Economic Educators

Student membership in professional organizations encourages student involvement with consumer surveys, consumer protection agencies, newsletters and consumer fairs. Student chapter affiliations are possible with some groups.
Advisory Committee

The advisory committee is very important to a Life Management program. Committees should include representation from secondary schools, 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 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 Life Management 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 needed for Life Management are primarily in the lecture and discussion mode, but adequate classroom facilities and laboratories for the specialized areas of Life Management should include state-of-the-art equipment.

Marketing and Recruitment

Marketing and recruitment of Life Management can accomplish the following:

- Describe and illustrate the benefits of Life Management to both traditional and non-traditional student populations.
- Promote the contribution of the Life Management 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 Life Management majors.

Techniques for marketing and recruitment include the following:

- Offering “free sample” presentations to classes and organizations
- Developing and distributing “Career Briefs”
- Utilizing student success stories
- Producing flyers and newsletters as linkages with community agencies and their clientele
- Initiating outreach with college faculty, counselors, staff, high schools, community agencies and organizations
- Using distance learning and other media
- Creating a home page on Internet
• Utilizing Life Management advisory committee as well as advisory committees of other disciplines
• Participating in local and regional forums
• Writing columns for local printed media
• Collecting data to support and validate program.

Placement and Follow-Up

It is the college's responsibility to educate students. That responsibility extends to making certain the education provides job skills necessary in the profession and that transfer courses are articulated with four-year institutions.

Life Management faculty should work closely with the placement services available on individual campuses and should utilize every opportunity to publicize their programs 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 Program Plan.

Accountability is important in order to assure that the program is accomplishing its purpose. Job placement data and articulation agreements are two ways to measure results. Questionnaires or surveys also serve this purpose and can be administered to students upon completion of the program or at a specified time after completion. Data covering job placement and relevancy of program should be collected. The Life Management instructional staff should cooperate in collecting 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 which are a useful resource for tracking former students and for promoting programs.

The Life Management program provides awareness of and preparation for a variety of careers in Resource Management (including Financial Management) and Consumer Affairs. On-the-job training will enhance the marketability of students. In addition, the curriculum is essential for preparing individuals to balance personal, family and work responsibilities throughout the life cycle. Life Management introduces many of the SCANS competencies to help people enjoy a productive, satisfying life and to help companies be competitive in the global marketplace.
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A Section of: California Community College Family and Consumer Sciences Program Plan, 1996
STATEMENT OF PURPOSE

The task of providing educational leadership within the Lifespan areas of Child Development, Family Studies, Gerontology should be the responsibility and function of California community colleges. The majority of community colleges within California currently offer programs related to Child Development, Family Studies and Gerontology. The variety and scope of the programs speak to the ability of the community colleges to respond to the ever-changing needs of children, families and the elderly within society. Society is changing rapidly, diversity is increasing, multiculturalism is wide-spread and the population is aging. Educators must be prepared to lead students, families and communities into the future with necessary basic skills, workplace and life-long competencies necessary for survival and success.

Lifespan instruction and services offer a blend of general education, vocational and occupational training, certificate, transfer and degree programs while also providing an important service to students, families and communities. The content of California Community College Comprehensive Guidelines for Child Development and Early Childhood Education Instruction and Services (Sacramento 1995) is supported and expanded in this document to include Family Studies and Gerontology. Implementation of the recommendations contained in the Guidelines document is urged.

The responsibility to provide quality instructors and training in Lifespan areas of Child Development, Family Studies and Gerontology should include a long range commitment of human and material resources.

Goals

The goals of the Lifespan (Child Development, Family Studies, Gerontology) program are to:

- Maintain high academic standards through supporting methods of instruction, personnel and programs.
Goals, continued

- Provide programs which remain flexible and responsive to changing community needs and the dynamics of the workplace.

- Provide support services to improve access, retention and transfer to enable students to complete their educational goals.

- Promote collaborative activities through regional and statewide cooperation among community colleges in relevant educational programs in all Lifespan areas.

- Promote statewide articulation between secondary programs, community colleges, four-year institutions and other educational/training agencies.

- Provide information about the status of programs through ongoing program review.

- Provide programs that incorporate regulatory changes and legislative mandates as well as build advocacy skills.

CAREER OPPORTUNITIES

Career Paths

Students studying Lifespan areas of Child Development, Family Studies, Gerontology at California community colleges may proceed through a career path to various levels of employment and learning. Though the entry level (Level I) does enable a student to be employed, it is recommended that the student proceed to an AA/AS degree to facilitate upward mobility on the career ladder. Some of the following careers may not have established educational requirements.

- Entry: Occupational Certificates (Levels IA, IB) - The entry/certificate levels provide students with basic skills and knowledge in Lifespan leading to employment in child development, family studies, gerontology.

  Level IA— Entry: Primarily for preparing individuals for immediate employment. At least two or more courses from the Lifespan areas of Child Development, Family Studies and Gerontology. Courses identified in Matrix under Level IA (See page 129).

  Opportunities:
  Child Development
  Family Child Care Provider
  Nanny
Special Education Aide
Teacher Aide or Assistant in Early Childhood Programs

Family Studies
Family Service Worker
Foster Care Provider
Volunteer Services

Gerontology
Intergenerational Aide
Residential Care Administrator/Licensee
Volunteer Services
Elder Care Provider

Level IB— Entry: Occupational Certificate Program. Completion of four core courses or more from area of specialization (Child Development, Family Studies, Gerontology) which leads to a Certificate in a Lifespan area. Courses identified in Matrix under Level IB (See page 129).

Opportunities:
Child Development
Associate Teacher in Early Childhood Program
infant/toddler; preschool; school age
Special Education Aide

Family Studies
Childbirth Educator
Cruise/Resort Child Care
Family Child Care Provider
Home Health Aide

Gerontology
Geriatric Aide
Home Care Specialist
Home Health Aide
Intergenerational Care Provider
Nurse’s Aide
Professional Caregiver
Social Services Director

- Technical: AA/AS Degree (Level II) - The AA/AS Degree provides students with skills and knowledge for paraprofessional jobs in Child Development, Family Studies, Gerontology. It also provides the requisite foundation for transfer to a four-year college or university.

Level II—Technical: AA/AS Degree. Completion of a community college AA/AS degree in a Lifespan area of Child Development, Family Studies or Gerontology may require a
minimum of 60 semester credit hours, of which at least 24 semester credits are specific to the major field of study and include a supervised field/work experience. Programs designed to meet requirements for the Child Development Permit are appropriately placed at this level even though an AA/AS degree is not stipulated. Courses are identified in Matrix under Level II (See page 129).

Opportunities:

Child Development Permit*
- Master Teacher/Mentor Teacher in Early Childhood Programs, or
- Site Supervisor in Early Childhood Programs, or
- Teacher in Early Childhood Programs

*Differing levels are outlined in the Child Development Permit Matrix summarized on page 157.

Child Development (other)
- Resource and Referral Specialist

Family Studies, Gerontology
- Case Manager
- Community Activity Planner
- Community Services Worker
- Recreation Specialist
- Senior Citizen Director
- Senior Supportive Services
- Substitute Homemaker

• Professional: BA/BS Degree (Level III) - The BA/BS Degree provides students with skills and knowledge for professional positions within Child Development, Family Studies, Gerontology.

Level III - Professional Level: BA/BS Degree. Completion of a four-year bachelor's degree in Lifespan areas of Child Development, Family Studies, Gerontology or related subject with specific emphasis on understanding and developing skills related to working with people across the age span. May include education beyond degree level and/or field experience. Courses identified in Matrix under Level III (See page 129).

Opportunities:

Child Development
- Career Coordinator
- Child Development Consultant
- Childbirth Educator
- City/County Child Care Coordinator
- Elementary Education Teacher
Mentor Teacher  
Parent Education Teacher  
Program Director of Early Childhood Programs  
Resource/Referral Director  
Special Education Teacher  

**Family Studies, Gerontology**  
Agency Director of Family Services  
Career Coordinator  
Case Manager  
Child and Family Welfare Researcher  
Family Resources Consultant  
Housing Alternative Consultant  
Industry Consultant  
Retirement Planning Specialist  
Social Services Director  
State or Federal Government Administrator

- Post Professional Degrees (Level IV) - Advanced degrees provide students with the qualifications for more advanced employment.

**Level IV**  
Post Professional: MA/MS or Advanced Degrees. Completion of a masters or doctorate degree in Lifespan areas of Child Development, Family Studies, Gerontology or related subject.

**Opportunities:**

**Child Development**
- Community College Instructor
- Early Childhood Education Specialist/Consultant
- Elementary School Administrator
- Multi-cultural Specialist
- Nutrition Education Specialist
- Researcher/Theorist
- Special Education Specialist
- Teacher Trainer
- Textbook Author
- Therapist
- University Professor

**Family Studies, Gerontology**
- Child Psychologist
- Community College Instructor
- Counselor
- Family Financial Advisor
- Geriatrician
- Gerontologist
- Lifelong Learning Specialist
Future Outlook

As the career ladder demonstrates, the career opportunities in the Lifespan fields of Child Development, Family Studies and Gerontology are vast. At present, there are opportunities to work with infants, toddlers, preschool children, school-aged children, adolescents, adults, families, the elderly and individuals with special needs. Opportunities in the Lifespan field are largely contingent upon the amount of education acquired. The trend toward corporate and government interest in family issues will provide increased career opportunities. The Lifespan courses (pages 121-122) may lead to transfer majors at four-year colleges and universities in addition to career opportunities with families, children, adolescents, adults and the elderly. 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.

Some limited opportunities are currently available for persons completing less than twelve units in Child Development/Early Childhood Education. An individual with 24 units in Child Development and Family and Early Childhood Education and 16 units of general education plus field experience, may apply for the California Child Development Permit and may be employed in publicly funded programs. These program requirements are often incorporated into an AA/AS degree. The BA/BS degree and higher degrees in Child Development offer a wide choice of careers in teaching and administration of child development programs as well as related health, recreation and social services areas.

The need for child care will increase as family structures adjust in response to societal changes. Parents are becoming increasingly aware of the need for quality educational settings for their children. Employer sponsored child care, disabled and senior care will increase rapidly. As the trend toward two parents in the work force and single working parents continues, the need for services to families (such as infant and toddler, preschool, school-aged child care, home based child care, latch key, adolescent, senior care and special needs programs) will continue to grow.

The need for family support services continues to grow with changing societal patterns. The increase in cross cultural diversity of the population will require educators and programs to address the special needs of multilingual and multicultural families. Infants and children with special needs, as well as their
families, will continue to require services. These services will be needed to varying degrees throughout the life span of these individuals and will necessitate the educational preparation of a wide range of qualified specialists. Single parenthood, multiple marriages, blended families, divorce, substance abuse, teen pregnancy, postponed parenthood, boomerang children, prolongation of maturity, sandwich generation, dual career, senior care, the older old and increased geographic mobility are all factors seriously impacting today's individuals and families.

Dramatic increases in the percentage of the population who can be considered "older" will be a dominant characteristic of the future, providing many opportunities for programs to meet their needs. Programs are urgently needed to address issues such as: retirement planning, housing, health care, companionship, recreation, nutrition, home management, consumerism, in-home support services, consumer protection and elder abuse.

Gerontology is an emerging career field with opportunities available from the certificate through the advanced degree levels. Colleges and universities are increasingly developing programs in Gerontology at all levels.

Increase in the numbers of courses and program offerings will continue to be evident. For examples of topics, see the Core Components of the courses Special Topics in Aging, Special Topics in Child Development and Special Topics in Family Studies.

CURRICULUM: PROGRAMS AND COURSES

The Lifespan (Child Development, Family Studies, Gerontology) curriculum is designed to provide an occupational program of study for students interested in pursuing careers in Child Development, Early Childhood Education, Family Studies and Gerontology. Courses within the curriculum provide course work to meet state licensing requirements to work with individuals across the age span and provide part of the undergraduate requirements necessary for students wishing to transfer to a four-year institution. Selected courses provide students with lifelong learning skills. Departmental designation and unit value may vary among institutions.

Programs

It is recommended that three options be made available to students wishing to study within the Lifespan curriculum area: Child Development, Family Studies, Gerontology.

Child Development Option Core Curriculum

Child Development or Human Development
Child, Family and Community Relations
Each campus should offer additional courses as an extension of the core curriculum in order to complete majors and permit certification, as well as to meet the specific needs of each community and job market.

Child Development instruction programs should include parent education as a fundamental and intrinsic part of the entire curriculum, both in the form of education in preparation for parenting and education about parenting. The parent education component should be planned so that it recognizes and is sensitive to the diversity of family form, values and ethnicity reflected in the California population.

The practicum experience in the Child Development core curriculum should take place in an on-campus child development center. Supervision of student interns should be provided by instructional faculty. Where possible, a second practicum in a community field placement approved by the Child Development program is advised. It is strongly recommended that the combined instruction and service
model for Child Development programs developed by the *California Community College Comprehensive Guidelines for Child Development and Early Childhood Education Instruction and Services*, 1995 be maintained.

The practicum experience in the Gerontology component should take place in a senior center, retirement apartment complex, adult day care center or other appropriate site. Instructional staff should approve sites and provide supervision of the student interns, focusing on topics of working with the elderly included in the core components of the curriculum.

**Course Classifications**

**TOP Classification:** The TOP (Taxonomy of Programs) Code classifications for Lifespan and the areas of Child Development, Family Studies, Gerontology are:

- **1305.00** Lifespan (Child Development, Family Studies, Gerontology)
  - Nature, functions and significance of human relationships in the family and society; and the study of individuals and their physical, mental, emotional and social growth and development.
- **1305.10** Child Development
- **1305.20** Exceptional Child
- **1305.30** Gerontology
- **1305.40** Nanny Training

Recommended changes to the Lifespan TOP (Taxonomy of Programs) Code are to change the titles of 1305.20 to Family Studies and 1305.40 to Parent Education and add a new code of 1305.50, Foster Care.

**Vocational:** Courses included in the Lifespan program are considered to be vocational and occupational.

**Transfer:** Transfer courses have a course content that is either currently articulated as an equivalent course at a four-year transfer institution or perceived to be a potential equivalent course.

The following courses have been identified with the University of California and the California State University system and have been granted a California Articulation Number (CAN).

- **CAN H EC 2** Nutrition
- **CAN H EC 12** Family Relationships
- **CAN H EC 14** Child Development
- **CAN H EC 16** Life Management
Lifelong Learning, Continuing and Adult Education: Many of the courses within the Lifespan program provide knowledge and skills which enhance the quality of life. These courses are offered to students seeking vocational training or with general interest in the subject area.

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 four levels identified for the Lifespan areas of Child Development, Family Studies, Gerontology programs. These levels were explained in the Career Opportunities section. Courses for each level are indicated on the Lifespan Programs and Courses Matrix, page 129.

Electives: Courses listed under programs other than what the students are following could be used as elective courses within their program. Electives are recommended courses from which students might select, to complement their study for a degree or certificate or to develop job specific skills.

Field Experience: Occupational students benefit from having actual "on the job" experiences within their subject area. Students should be required to participate in, where possible, field experience whereby they gain a deeper understanding of the relationship between classroom theory and practical application.

General Education: California community colleges' philosophy supports the belief that in granting an associate degree, the college certifies that the recipient has acquired a level of competency in a specific course of study and a 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.

Interdisciplinary: Although a major in the Lifespan areas of Child Development, Family Studies, Gerontology is identified in this Program Plan as part of the Family and Consumer Sciences curriculum, there are other avenues available for students to study this subject via other educational delivery systems. As this subject matter overlaps other disciplines, colleges should develop strong interdisciplinary ties. It is imperative to initiate collaborative processes between disciplines regarding skills in the areas of:

- Interpersonal relations/team building
- Developing broader perspectives of career options
- Grant writing/accountability
Marketing/research/values
Planning for underserved, changing and diverse populations
Basic skills
Literacy in arts and sciences.

Collaboration can be accomplished by utilizing methods such as:

- Team teaching
- Cross listed courses
- Dividing costs between disciplines
- Collaborative development of courses
- Cooperative publicity.

These interdisciplinary efforts are complimentary to incorporating these concepts into the existing curriculum and do not replace delivery within the traditional department. All interdisciplinary approaches must be implemented with a sensitivity to the needs of current and future populations.

Licensing: Licensing of child development and child care centers in the state of California and credentialing persons who work in these programs have become a primary concern to individuals who have contact with child development/child care programs. For information on standards regarding these concerns, see Professional Standards on page 155 and Program Standards on page 156.

Curriculum Integration and Implementation

To utilize this Family and Consumer Sciences Program Plan, faculty need to take the Curriculum: Programs and Courses and the Course Description and Core Components sections and personalize them to their college and community. In the development of the course content, the topical outline, measurable objectives, evaluation methods and assignments for the course, certain national educational issues must be addressed. Some of these issues 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.

SCANS: Published by the U.S. Department of Labor, the Secretary's Commission on Achieving Necessary Skills (SCANS Report) was the result of one and one-half years of interviews with business, industry and labor.

This federally commissioned study identified five "competencies" of generalized abilities required to work and function successfully in the workplace of today and the foreseeable future. Effective workers must be able to productively use resources, interpersonal skills, information, systems and technology. In addition foundation skills are needed which include basic skills focusing on the ability to read, write, speak, listen and perform computations; thinking skills including creative
thinking, decision making, problem solving, seeing things in the mind's eye, knowing how to learn and reason and personal qualities that help students take responsibility for their own behavior and work constructively in group situations.

As classes are developed by faculty, curriculum must be planned to include learnings and assignments which implement these SCANS skills and evaluation systems which will measure the students success/mastery of them. The Life Management course includes many of the SCANS skills. By including this course in every program, a college can facilitate the development of these competencies in students.

All Aspects of the Industry: Students must have a broad view of the industry in which they will work. The Carl Perkins Vocational and Applied Technology Education Act (VATEA, P.L. 101-392, 1990) 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.

Integrated Academics: VATEA guidelines clearly identify the need to have an educational curriculum which integrates academic and vocational experiences. Many Tech Prep projects within California have developed courses and programs which 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 vocational courses, team teaching a singular course which combines the acquisition of vocational and academic competencies, certifying a vocational course as to its content and competencies meeting the academic criteria, learning communities and honors programs.

As courses and assignments are developed, Lifespan faculty should work closely with the academic faculty to be creative in addressing the learning of the traditional "general education" competencies within the vocational programs.

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 transition from school to the workplace. Our 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 which incorporates work based learning, school based learning and connecting activities.

Educational programs can provide work based learning through such methods as cooperative work experience, internships, field work placement, job shadowing and mentoring. Faculty also have the opportunity to experience work based learning through grants which allow their return to a work site for a limited period of time.

Articulation/Communication: This Family and Consumer Sciences Program Plan includes an Articulation section which identifies the importance of creating the "seamless" curriculum allowing students to progress through California's educational system. An overriding goal of articulation has been to eliminate duplication of learnings from course to course, level to level and among and between educational segments. As Tech Prep programs and 2+2 agreements expand, it is critical that Lifespan courses clearly state competency outcomes for students.

Community college Lifespan programs should follow the articulation guidelines identified in this 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.

One educational trend gaining in importance is "distance learning." There are many modalities of this, the most common being the transmission of course sessions through a television program. This and other methods allow for students to learn at time schedules which meet their needs. As distance learning is not limited by traditional geographical boundaries, articulation becomes more important extending beyond the immediate institutions in a college community.

Communication is a key component to successful articulation. Community college faculty should utilize the technological advances in communication systems. Modems and fax machines make electronic mail (e-mail) and electronic bulletin boards an efficient and cost effective means of communication.

Now that California Community College electronic messaging systems such as Infonet and CAVIX have internet connectivity, the barriers to electronic communication are being eliminated. With the emergence of the World Wide Web, access to the internet is now "user friendly." Yet, the effectiveness of e-mail is dependent upon the entire profession utilizing it. Inservice training should be available for community college faculty unfamiliar with communicating electronically so that they can experience the thrill of accessing an astonishing array of world-wide resources via the internet.
Regionalization: With resources becoming scarce and some of the Lifespan programs having limited enrollment, regionalization or having identical programs within neighboring educational institutions allows for students to move from college to college without duplication of education. Articulation and collaboration among participating institutions is paramount to its success. Regionalization also allows for the pooling of "resources" both in staffing and physical equipment. A California Community College Chancellor's Office special project provided funding allowing six California community college districts to develop a regional curriculum and do collaborative scheduling. This model is being expanded to include two four year institutions to allow for transfer and completion of the four year degree. See the Interior Design/Merchandising section of this Program Plan for additional details.

Equal Access and Learning Success: Alternative delivery systems should be employed to make education meaningful and available to as many students as possible. This may involve flexible scheduling, appropriate job site training, distance learning, telecommunications and alternative linguistic delivery. Lifespan programs must focus on recruitment of students and ensure that equal access is provided to all. This includes students who are underrepresented such as academically and economically disadvantaged, limited English proficient, culturally diverse, disabled and students in gender imbalanced programs. Faculty must ensure that bias in instruction and instructional materials has been avoided and that all students have the opportunity to succeed.

Faculty need to work cooperatively with college student support programs. These include GAIN, JTPA, EOPS, CARE, Reentry Centers and LEP. Inservice training is critical to allow faculty to learn strategies which complement students success in learning. Collaborative assignments, multimedia presentations, self paced learning, module learning are just a few of teaching the modalities which are important to today's classroom. Recruitment and marketing materials should also address these issues.
# Lifespan Programs and Courses Matrix

(For Advising and Counseling)

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<td>Parent Education</td>
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<td>Programs and Activities for School Age Children</td>
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<td>Special Topics in Aging</td>
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<td>Special Topics in Family Studies</td>
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**LEVELS:**
- IA: Entry: Immediate Employment
- IB: Entry: Occupational Certificates
- II: Technical: AA/AS Degrees
- III: Professional: BA/BS Degrees

**PROGRAMS:**
- Courses required may vary depending on student occupational objectives.
- Department designations and unit value may vary among institutions.
- CD: Child Development
- FS: Family Studies
- G: Gerontology
COURSE DESCRIPTION AND CORE COMPONENTS

The following course descriptions and core components delineate the content of the courses identified in the Programs and Courses Matrix (See page 129). Due to the extensive listing of courses within this Lifespan section it is imperative that faculty promote ongoing communication between departments and disciplines, as well as within the department, so that overlapping of course content and delivery is identified as relevant. Issues of depth, breadth and extent of topics addressed must be clearly identified. Opportunities for interdisciplinary approaches should be included in all core components. In acknowledgment of the depth and breadth of expertise in the area of Lifespan, the implementation of these collaborative approaches are intended to enhance existing courses rather than to supplant or replace them.

ADMINISTRATION AND SUPERVISION OF EARLY CHILDHOOD EDUCATION PROGRAMS

Required for those who plan to be directors in any child care and development program, both public and private, in the state of California. Principles and practices of program planning, budgeting and personnel administration for agencies servicing children and families.

Core Components

Philosophy and historical perspective of early childhood education
Assessment and goal setting
Parent/teacher relations and education
Marketing
Grant writing
Advocacy
Computer applications
School and community relations
Types of programs
Budgeting, proposal development, funding and financial management
Program and staff evaluation
Licensing and accreditation
Site selection and development
Personnel and staffing
Curriculum and program development
New directions
Recognition, prevention and reporting of abuse
Professional growth
Collaborative relationships  
Health and safety  
Team building and effective interpersonal interactions  
Effective management skills

**ADOLESCENT DEVELOPMENT**

Designed to integrate the physical, social, emotional and cognitive aspects of adolescent development. Important components of the course include critical issues confronting adolescents, their families and the society.

**Core Components**

- Research and theories of development
- Physical development and health
- Cognitive development
- Psycho-social development
- Substance use and abuse
- Functional/dysfunctional families
- Multi-cultural and multi-lingual influences
- Immigrants and refugees
- Adolescent parenting
- Relationship with peers and parents
- Peer pressure
- Gang and cult involvement
- Communication skills
- Suicide
- Drop-outs
- Impact of poverty
- Sexuality
- Postponed adulthood
- Literacy
- Transition to independent living
- Accessing resources
- Career exploration
- Media impact
- Foster care of adolescents
- Eating disorders
ADULT SUPERVISION/WORKING EFFECTIVELY WITH ADULTS

A study of the methods and principles of collaborative learning, with emphasis on supervising adults in early childhood programs. Emphasis is placed on the role of a mentor who functions to guide the teaching team while simultaneously addressing the needs of children, parents and their staff. This course satisfies the adult supervision requirement for receiving a supervising teacher permit from the California Commission on Teacher Credentialing.

Core Components

- Definition and goals of supervision
- Role definition and image of the learner (child, teacher, parent)
- Stages of teacher development
- Collaborative learning model
- Mentor teacher/student teacher relationship
- Observation techniques and data collection tools
- Effective communication/listening skills
- Empowerment: building mutual respect
- Problem-solving and brainstorming solutions
- Team building
- Confrontation: using conflict to promote growth
- Performance evaluation (formal and informal)
- Professionalism and ethical issues
- Developmentally appropriate learning environments
- Leadership and advocacy
- Networking: continued professional development

CAREER EXPLORATION IN HEALTH AND HUMAN SERVICES

Nature of health and human services in the urban community, social problems and society's response. The variety, scope and goals of health and human services, programs and methods used in accomplishing their goals. Offers opportunity and participation in field and clinical work.

Core Components

- Careers in human services
- Knowledge and understanding of special careers that have impact on urban and rural communities
- Individual and group similarities and differences
- Social welfare system
- Small and large group processes
- Internship in clinical setting
- Internship in human service program of special interest
- Methodology and ideology of health and human service programs
CHALLENGES OF AGING

Exploration of the developmental changes and specific needs of the older adult. Investigation of everyday problems with emphasis on consumerism, housing, health, nutrition, community resources and changing family roles. Designed for senior citizens as well as for family, paraprofessionals and others who are interested in working with the older adult.

Core Components

- Financial management
- Health issues
- Nutritional needs
- Service agencies
- The oldest old and caregiving
- Factors related to the aging processes
- Cognitive changes and disorders
- Crisis intervention
- Death and dying
- Social relationships
- Elder abuse
- Consumer protection
- Behavioral issues
- Aging process and effects
- Grandparents as parents
- Stereotypes
- Theoretical frameworks
- Physical health and sexuality
- Work and leisure
- Living environments
- Mental health
- Special problems
CHANGING FAMILY

Survey of the contemporary family with emphasis on changes in form, function and expectations. Common life events experienced by individuals and family members as they move from young adulthood to old age, including mate selection, marriage, child bearing, divorce, remarriage, widowhood, retirement and the later years. Alternative styles including homeless, multicultural, multilingual, sandwich generation, homosexual and single parenting. The future of the family as society moves into the 21st century with implications for the individual, the couple, the extended family and society as a whole.

Core Components

- Changing demographics
- Role expectations
- Marriage/remarriage
- Child bearing
- Divorce
- Widowhood
- Coping skills for managing life events
- Future trends for the family
- Effects of the increasing lifespan on today's family
- Economic impact/poverty
- Family crises
- Diverse family structures
- Societal issues, such as drugs, AIDS, gangs
- Teenage pregnancies
- Grandparents as parents
- Cohabitation
- Violence
- Family support services/resources

CHILD DEVELOPMENT

Growth and development of children from prenatal period through adolescence including individual needs of children (CAN H EC 14).

Core Components

- Method of studying children
- Principles and theories of development
- Genetic and environment influences
- Cognitive, physical, social and emotional development
- Societal and cultural influences on prenatal development
- Birth process and neonatal period
- The infant/toddler
The preschool child
The school age child
The adolescent
Developmental appropriate expectations
Observing children
Parent and family influences
Exceptional development
Child abuse and neglect
Language development

CHILD, FAMILY AND COMMUNITY RELATIONS

Study of influences on the growth and development of the child and the family, including: social-economic class, racial and ethnic factors, age and gender, cultural heritage, education, interaction of family members and awareness of community resources.

Core Components

Socialization over the lifespan
Status of children in society
The family: contemporary, past and future
Family interpersonal relationships
Schools and other educational opportunities
Peer groups
Mass media influences
Racial, cultural, ethnic and socio-economic influences
Diverse family structures and parenting styles
Social challenges related to children and families
Resources for families and children
Special needs children
Child abuse and neglect
Impact of violence on children and families
CHILD HEALTH AND SAFETY

Emphasizes the special needs of preschool children for health and safety.

Core Components

Interrelationship of health, safety and nutrition
Health assessment tools
Conditions affecting children's health
Creating a safe environment
Safety management
Health and safety education experiences for children
Recognition, management and prevention of infectious disease
including immunizations
Management of acute illness
Prevention of childhood injuries
"Universal precautions" and other communicable diseases (AIDS)
Pediatric CPR training including infant
Substance abuse
Pediatric first aid
Emergency preparedness and evacuation
Caring for children with special needs
Identification and reporting of signs and symptoms of child abuse
Children's nutrition
Sanitary food handling
Communication of information and concerns to parents

CHILD HEALTH, SAFETY AND NUTRITION

Emphasizes the special needs of preschool children for health, safety and nutrition. Nutrition issues relating to the basic nutritional needs of children from the prenatal period through adolescence and integration with the overall developmental goals for children. Emphasis on meal planning for various age groups and the cultural and economic diversity in child care facilities.

Core Components

Interrelationship of health, safety and nutrition
Health assessment tools
Conditions affecting children's health
Creating a safe environment
Safety management
Health and safety education experiences for children
Recognition, management and prevention of infectious disease
including immunizations
Management of acute illness
Prevention of childhood injuries
"Universal precautions" and other communicable diseases (AIDS)
Pediatric CPR training including infant
Substance abuse
Pediatric first aid
Emergency preparedness and evacuation
Caring for children with special needs
Identification and reporting of signs and symptoms of child abuse
Children's nutrition
Sanitary food handling
Functions of the basic nutrients
Food pyramid
Food sources
Dietary guidelines for Americans
Nutrition principles from prenatal through adolescence
Nutrition education for parents and children
Cultural food patterns
Local, state, federal laws and regulations for child care facilities
Food safety
Standards for child care food service
Public policy
Guidelines for nutrition programs
Developmental perspectives
Food experiences for children
Communication of information and concerns

CHILD OBSERVATION

Observation of children's behavior and development and interpersonal interactions within child development settings. Introduction and training in the skills and methods of observing and recording behavior as it relates to program planning and meeting the needs of individual children.

Core Components

Value and purposes of observation
Accurate and effective observational techniques
Recording and interpreting behavior
Patterns of behavior
Analysis of teaching and learning strategies/styles
Comparison and contrasts of observation and recording models
Integration of observation and curriculum planning
Assessment techniques and instruments
CHILDREN'S NUTRITION

Nutrition issues relating to the basic nutritional needs of children from the prenatal period through adolescence and integration with the overall developmental goals for children. Emphasis on meal planning for various age groups and the cultural and economic diversity in child care facilities.

Core Components

Functions of the essential nutrients
Food sources
Nutrition principles from prenatal through adolescence
Nutrition education for parents and children
Cultural food patterns
Local, state, federal laws and regulations for child care facilities
Food safety and sanitation
Standards for child care food service
Public policy
Guidelines for nutrition programs
Developmental perspectives
Food experiences for children

CLASSROOM MANAGEMENT AND GROUP RELATIONS: THEORY AND PRACTICUM

Development of curriculum and teaching techniques for the education of children. Supervised laboratory experiences in selected programs will be assigned by the instructor.

Core Components

Guiding the behavior of children 0-12 years
Planning and implementing developmentally appropriate curriculum
Parent involvement and education
Recording the behavior of children
Application of observations to curriculum planning
Providing physical facilities, equipment and materials
Developing the child's self esteem through sensitivity to diversity
Working with special needs children
Philosophy and techniques of working with children
Role of the teacher
Anti-bias curriculum
COMPUTERS IN EARLY CHILDHOOD EDUCATION

Introduction to the basic technology and applications of the computer in Early Childhood Education. Includes computer-assisted instruction (CAI) for program management in areas of record keeping, inventory, newsletters, state reports, mailing lists and budgeting. CAI will allow students to explore applications for children to enhance learning techniques, creativity, problem solving, music, art concepts, literature and language.

Core Components

Computer hardware and software evaluation
Computers to enhance curriculum, program planning and operation
Child’s developmental interactions with computers
Computers to facilitate social cooperation
Computers as facilitators of language development and problem solving
Perceptual motor skill development
Multimedia technology and instruction

CREATIVE EXPERIENCES FOR CHILDREN

Interpretation and integration of the values of culturally sensitive creative experiences for children. Illustrated lectures and class discussions cover such topics as dramatic play, blocks, music, movement, art experiences and crafts. Examines basic principles in planning, developing and implementing of curriculum. Covers environmental design of classroom and its impact on learning.

Core Components

Creativity and the young child
Planning, presenting and supervising creative activities
Aesthetic development in children
Developmental levels in art and music
Expressive movement
Two dimensional media
Three dimensional media
Relationship of art and music to total development
Creative expression with music and art
Integration of culturally diverse materials
CURRICULUM DEVELOPMENT FOR CHILDREN

Integration of theory and practice of working with children. Observation and practice in techniques of working with children; supervised laboratory experience to include curriculum planning and implementation through participation in a campus laboratory center or selected programs for children in the community.

Core Components

- Developmentally appropriate curriculum for 0-12
- Goals of the early childhood program
- Physical environment
- The role of play
- Language arts
- Expressive arts
- Music and movement
- Math and science
- Health and nutrition
- Manipulative materials
- Teacher and child interaction
- Staff and parent relations
- Mainstreaming of curriculum needs
- Application of observation to curriculum planning
- Social and emotional development of the child
- Physical and intellectual development of the child
- Evaluation of teaching and programs
- Becoming a professional in ECE
- Anti-bias curriculum
- Curriculum: relationship of instruction to environment, planning methods

DEATH AND DYING

Exploration of grief and techniques for coping with loss throughout the lifespan for individual coping with grief and loss.

Core Components

- Attitudes and values regarding death and dying
- Stages of death and dying
- Cultural norms, expectations and social behavior
- Rituals related to death and dying
- Bereavement and grief
- Separation and loss
- Support or counseling strategies
- Theories of grief
DIVERSITY/ANTI-BIAS CURRICULUM FOR CHILDREN

General introduction to life styles, values and socioeconomic influences on children from diverse families with special emphasis on the factors that affect the teaching and learning process. Students are introduced to strategies, materials and resources designed to help enhance the sensitivity to and appreciation for diverse populations.

Core Components

- Integrating diversity
- Teaching skills for Limited English Proficient (LEP) children
- Recognizing children’s basic needs
- Identity and self-esteem
- Anti-bias concepts
- Recognition and identification of bias
- Multilingual families
- Diverse families
- Cultural awareness

EARLY CHILDHOOD EDUCATION FIELD EXPERIENCE/PRACTICUM

Provides the student with practical experience in a selected community early childhood program under qualified supervision.

Core Components

- Curriculum planning and implementation
- Classroom management
- Environmental planning
- Problem solving skills
- Observation and assessment
- Staff interaction
- Parent and staff interaction
- Teacher and child interaction
EARLY CHILDHOOD EDUCATION HISTORY AND PROFESSIONAL OVERVIEW

Requirements and career opportunities in the field of Early Childhood Education.

Core Components

Exploration of career paths
Terms and definitions in the field
Historical perspective of children’s programs
Agencies with programs for young children
Licensing regulations and funding
Requirements for personnel in children’s programs
Portfolio development
Legal aspects, liability
Professionalism, ethics and professional associations
Legislation and advocacy
Self assessment for teaching
Philosophy of Early Childhood programs
Types of programs

ELDER CARE

Overview of knowledge and skills needed to work with the elderly. Ethics, responsibilities, medical, social, personal and home management needs of the client; community resources and career options in working with the elderly.

Core Components

Ethics
Confidentiality
Roles and responsibilities
Health and medical needs
Social needs
Cultural diversity
Observation and assessment
Personal care
Basic housekeeping skills
Community resources
Career options
Communication skills
Self esteem building
Balancing client need for dependency and control
Regulations/Americans with Disabilities Act (ADA)
Career
Stress management
Food pyramid
Sanitation and safety
Consumer protection

FAMILY CHILD CARE MANAGEMENT

Prepares and assists persons interested in providing family child care to other people's children and using their own home as a place of business. Includes an understanding of the licensing requirements for family child care and the role of the family child care provider in preparing a safe, stimulating environment for children, relating to parents in a positive way and maintaining a system of records which satisfies the small business requirements of family child care.

Core Components

Small business management
Provider and parent relations
Daily operational issues
Computer applications, record keeping
Licensing and funding resources and agencies
Health and safety practices
Liability
Networking and problem-solving
Policy development
Child nutrition
Pediatric first aid/CPR
Curriculum and environment
FAMILY COMMUNICATION SKILLS

Provides specific techniques and ideas to be used in communicating with other family members in which the needs and feelings of all are respected. Factors considered include communication skills, negotiation of differences and examination of expectations and interaction patterns.

Core Components

Developmental tasks of beginning a family
Family dynamics
Family systems
Self esteem in the family
Parenting skills
Adjusting to new roles and family structures
Values clarification
Communication techniques
Crisis situations, intervention and counseling
Interpersonal relationships
Community resources
Conflict management and resolution strategies

FAMILY RELATIONSHIPS

The family and its interpersonal relationships, mate selection, adjustments within the family, the family life cycle, parenthood, marriage enrichment and contemporary family issues (CAN HE C 12).

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
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

FINANCIAL MANAGEMENT

Management of income and expenditures for the individual and the family throughout the life cycle. Advertising, consumer protection, buymanship skills and consumer laws as they apply to use of credit, housing, technology, risk protection, health care, food, clothing and transportation. Topics include budgeting, institutional savings and checking services, investments, taxes and estate planning, impact of inflation, business cycle and other current issues.

Core Components

Values clarification
Development of goals
Decision-making
Consumerism
Credit
Budgeting
Buymanship
housing
technology
child care
insurance
clothing
food
transportation
Banking
Taxation
Investments
types
selection
Investment fraud
Financial planning
Retirement and estate planning
Rights, responsibilities, law, redress and advocacy
Career opportunities
FOSTER PARENTING

Develops skills to enable foster parents to better understand themselves, the children, the relationships in the family and the legal and social services systems.

Core Components

- Types of foster care
- Values of foster care
- Rights and responsibilities of foster care participants
- Foster children
- Guidelines for foster care, legalities
- Strategies for success
- Foster family interrelations
- Foster parent, biological parent, social worker relations
- Special needs
- Understanding the foster care system
- Guidance and discipline techniques
- Prenatal substance exposed children

GERONTOLOGICAL NUTRITION AND FOOD PRACTICES

Basic nutrition information of successful senior lifestyles in relationship to diet modification and alternative eating practices.

Core Components

- Review of basic nutrition information
- Diet modifications
- Physiological changes of the aging person
- Psychological changes that affect food practices
- Limitations that affect food selection and preparation
- Potential nutrient deficiencies
- Drug/nutrient interactions
- Safety and sanitation
- Effects of exercise on overall health
- Appropriate foods to meet individual needs
- Menu planning
- Nutrition quackery
- Government nutrition programs available
- Cultural foods
- Sociological implications of aging
GERONTOLOGY

Overview of social, economic, physiological and psychological functions which relate to older adults as their roles in the family change. Investigation of problems 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 of old age
Physiological, 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

GERONTOLOGY PRACTICUM

Field experience with geriatric clients in a variety of settings. Practical processes and management skills in working with the elderly.

Core Components

Ethics
Confidentiality
Roles and responsibilities
Physical and medical needs
Personal and social needs
Observation and assessment
Personal care
Basic housekeeping skills
Community resources
Career options
Positive geriatric role models
Family support services
Resources for the family
HUMAN DEVELOPMENT

Integrates the physical, social, psychological, emotional and cognitive aspects of human development throughout the lifespan. Developmental tasks facing individuals at various points in the life cycle. Exploration of the ways social interaction and cultural institutions shape the development of the individual.

Core Components

- Significance of a lifespan perspective
- Theory, research and applications of human development
- Conception and birth
- Prenatal development
- Infant development
- Development during early childhood
- School-age development
- Adolescent development
- Early adult development
- Mid-life development
- Late adult development
- Death and dying
- Influences of heredity and environment
- Self esteem and quality of life at each stage
- Social and cultural influences

HUMAN SEXUALITY

An introductory course concerned with the biological, psychological and social aspects of human sexual behavior. A forum for discussion of ethical issues which encourages students to examine choices rationally and responsibly.

Core Components

- Sexuality in perspective
- Human sexual anatomy
- Sex hormones and sexual differentiation
- Theory and research in human sexuality
- Menstruation and menopause
- Contraception, pregnancy and childbirth
- Sexuality and the life cycle
- Sexual dysfunction
- Ethical and moral issues, attitudes and behavior
- Sex role socialization
- Sexually transmitted diseases
- Sexual response cycle
INFANT-TODDLER CARE AND DEVELOPMENT/PRACTICUM

Principles and philosophy of infant care for children up to two years of age including: growth and development, health and nutritional needs, social and emotional needs, cognitive development, language development, development of a positive self-image, parent education, community resources and cultural and ethnic differences. Students may be assigned to a practicum in an infant-toddler program for supervised experiences.

Core Components

- Developmental principles and appropriate curriculum
- Developmental stimulation
- Language and social development
- Understanding of individual differences and growth rates
- Special needs child
- Environmental management-indoors and outdoors
- Parent education and involvement
- Health and nutritional needs
- Community resources
- Design of program and facilities
- Methods of evaluation

INTERGENERATIONAL CARE PROVIDER

An overview of issues related to caregiving with an emphasis on intergenerational care programs. Students explore careers with children, elders and intergenerational program.

Core Components

- Career opportunities
- Communication skills
- Community resources
- Cultural diversity
- Disturbances in developmental process
- Entrepreneurial skills
- Field work
- Human development across the lifespan
- Intergenerational activities
- Lifestyles for healthful aging
- Nutritional issues
- Safety/emergency procedures
LIFE MANAGEMENT

Changing conditions in society which influence life management, including family structure, diversity, values conflicts, multiple roles, the global economy and technology. The approach will include application of values clarification, the decision-making process and systems theory (CAN H EC 16).

Core Components

Values, goals and standards
Ethics
Resource identification and allocation
Self esteem
Motivation / procrastination
Conflict resolution
Communication
Time and energy management
Delegation
Work simplification
Impact of home based businesses
Managing environmental resources
Career opportunities in Life Management

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 nutrition analysis (CAN H EC 2).

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
Nutrition and wellness
Dietary planning for weight management and eating disorders
Critical evaluation of various “fad” diets
Special dietary consideration
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 safety and nutrient preservation
PARENT EDUCATION

Explores family dynamics, gender roles and communication among family members. The goal is to enhance family functioning and enrich family interaction. Appreciation of the significance of the changing family.

Core Components

- Adjustment to parenthood, parents as first teachers
- Concerns of parenthood, styles of parenting
- Diverse family structures
- Child guidance techniques
- Community resources
- Parent and child communication
- Societal influences
- Siblings
- Rituals and traditions
- Child care alternatives
- Cultural influences
- Sexual and cultural stereotypes
- Relationship of parenting to development of child
- Parenting skills
- Working with parents
- Sex education
PROGRAMS AND ACTIVITIES FOR SCHOOL AGE CHILDREN

Principles and practices of programs for the child of five to twelve years at home not including formal schooling. Based on growth and development including health and nutritional needs, cognitive, physical, social and emotional development. Instruction in programming, curriculum, budgeting and equipment.

Core Components

- Developmental characteristics and needs of school age children
- Developmentally appropriate curriculum
- Staff selection and training
- Environmental design
- Program planning
- Working with schools and community
- Working with families
- Resources
- Program activities and materials
- Transition to independence

SPECIAL NEEDS CHILDREN

Characteristics of special needs children, assessment tools and curriculum design, referral resources and current issues, observation and practice in working with special needs children in classrooms and agencies.

Core Components

- Legal provisions, inclusion
- Educational services for special needs children
- Education of the developmentally delayed child
- Education of the physically challenged child
- The neurologically challenged child
- Other types of special needs children
- Resource services, programs and agencies
- Social, psychological implications of special needs


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SPECIAL TOPICS IN AGING

Introduction of contemporary issues in aging, e.g. the younger old, the older old, effects of aging, Alzheimer's and other diseases and changing roles and relationships. Designed for caregivers, people in helping professions, families and the elderly themselves.

Core Components

- Adult day care
- Aging process
- Caregiving
- Caregiving and the family
- Changing family roles
- Crisis intervention
- Cultural diversity
- Death and dying
- Elder abuse
- Financial management (see Life Management section)
- Grandparents as parents
- Independent living
- Intergenerational programs
- Older old adults
- Resources for families
- Respite care
- Roles and responsibilities
- Scams/frauds/consumerism
- Social needs
- Stress management
- Support services/community resources
- In-home care
- In-hospital care
SPECIAL TOPICS IN EARLY CHILDHOOD

Introduction of contemporary issues: e.g. marriage, separation and divorce, special needs, death and dying, gender stereotyping, sex education and sexuality, self-esteem, cultural and racial pride, hospitalization, child abuse and aging. Designed for parents, people in the helping professions, early childhood education students and interested others.

Core Components

Child development
Recognizing children with special needs
Issues surrounding children of divorced, separated, single parents
The abused child
Ethnicity and bilingualism
Child with life threatening condition
Death in childhood
The growing child and the effect of:
  society
  community and peers
  family structure
Developing positive parenting skills
Helping children develop positive self-concepts
The substance addicted parent and abused child
The HIV positive child
Violence
Kindergarten readiness
Family child care
Health care training for child care providers
Mildly ill child care
Respite child care
Curriculum for cultural and linguistic diversity

SPECIAL TOPICS IN FAMILY STUDIES

Introduction of contemporary issues which impact families including children, parents and grandparents. Designed for parents, students, those in healing professions, older adults and other community members.

Core Components

Abuse in the family
Caregiving and the aging parent
Communication skills
Community resources
PROGRAM DEVELOPMENT AND REVIEW

Professional Standards

Lifespan (Child Development, Family Studies, Gerontology) faculty must meet the hiring requirements (AB 1725) for community colleges as established by the State of California and follow the California Community Colleges, Chancellor's Office guidelines. The document, Minimum Qualifications for Faculty and Administrators in California Community Colleges identifies hiring criteria. In addition, it is strongly recommended that faculty have current work experience directly related to the courses which they teach. Evaluation of faculty should be done on a regular basis, no less than biennially. Faculty should be encouraged to participate in staff development and continuing education activities of professional organizations.

Dedicated, enthusiastic and innovative faculty and child development staff are the major resource in Lifespan (Child Development, Family Studies, Gerontology) education. They provide the education and guidance of students and
direction of programs to meet the challenge of the fast-paced, changing world of the Lifespan areas. In recognition of the importance of the contribution of child development center staff in training students and supporting academic goals, it is strongly encouraged that center staff have the same status and compensation as other full and part-time faculty and meet minimum qualifications.

Program Standards

Community colleges train most of the teachers and directors of preschool, infant and school age programs in the state of California. Course work in Early Childhood Education/Child Development required by state governing agencies presently differs for public and private facilities. It is essential to design programs and courses based upon meeting these requirements.

At present, the licensing agency for all public and private child care facilities is the Department of Social Services, Community Care Licensing. A copy of Child Day Care Licensing Regulations (California Administrative Code [CAC] Title 22, Division 12) is available from the local branch of this agency, or contact: Community Care Licensing, 744 P Street, Sacramento, California 95814, Telephone: (916) 445-0313.

Included in these regulations are the requirements for teachers and directors in private preschool/child care programs (those which operate without public funds). Briefly summarized, these requirements are:

Teacher (no credential awarded)
1. 12 units ECE/CD including courses in child/human growth and development; child, family and community; and program/curriculum and
2. 6 months of experience (at least 3 hours/day for minimum of 50 days in six month period).

Director
1. 12 units ECE/CD including courses in child/human growth and development; child, family and community; and program/curriculum and
2. 3 units in administration or staff relations and
3. Experience. Requirements vary in relationship to education, from four years with a minimum education to one year with a BA/BS degree.

Department of Social Services, Title 22, Division 12 regulations also include specific requirements for school age child care and infant and toddler care. Additional units and/or specific course content are designated for personnel in these programs. All units specified are semester units.
Regulations which govern and specify requirements for staff in public child development programs are found in the *State of California Education Code, Title 5, Chapter 19*. These programs fall under the jurisdiction of the California Department of Education, Child Development Division. Child development permit regulations can be obtained from: State of California, Commission on Teacher Credentialing, 1812 9th Street, Sacramento, CA 95814-7000, or P.O. Box 944270, Sacramento, CA 94244-2700, Telephone: (916) 445-7254. Units indicated on the Child Development permit matrix are semester units. Briefly summarized, these requirements are:

Assistant  
6 units of ECE or CD

Associate Teacher  
12 units ECE/CD including core courses

Teacher  
24 units ECE/CD including core courses + 16 General Education (GE) units

Master Teacher  
24 units ECE/CD including core courses + 16 GE units; + 6 specialization units; +2 adult supervision units

Site Supervisor  
AA (or 60 units) with 24 ECE/CD units (including core); + 6 units administration; +2 units adult supervision

Program Director  
BA (or 126 units) with 24 ECE/CD units (including core); + 6 units administration; + 2 units adult supervision

Teacher (Regular Children's Center Instructional Permit)  
1. 24 units ECE/CE with at least one course in child/human growth and development; child, family and community; and programs/curriculum and  
2. Experience, four options and  
3. 16 units general education.

Supervisor or Director (Children's Center Supervision Permit)  
1. Regular Children's Center Instructional Permit and  
2. 12 units in ECE/CE at an advanced level and  
3. 6 units in administration and supervision and  
4. Experience and  
5. Bachelor’s or higher degree and  
6. CBEST (test of proficiency in basic skills).

Evaluation

Colleges and faculty have the obligation to keep programs current and relevant. One tool developed for the Lifespan courses and programs is the *Family and Consumer Sciences (FCS) Self-Study and Assessment* system. This process allows local colleges to assess program strengths and to target areas for improvement. It
may be utilized at the local level as an evaluation tool for program review and development or enriched through validation by a visiting team of objective, outside professionals. The computerized program, available from Diablo Valley College, aligns with the format of this Program Plan section. Results can be shared with staff, advisory committee members, governing boards and students to ensure program content validation.

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 Program Plan. Journals published by the professional organizations and other publications, e.g. On the Capitol Doorstep are helpful resources to assist faculty and staff to maintain professional growth, augment curriculum and keep current.

Faculty membership and participation in related Lifespan professional/trade organizations is encouraged. These include:

<table>
<thead>
<tr>
<th>Organization</th>
<th>Description</th>
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<tbody>
<tr>
<td>AADECE</td>
<td>American Associate Degree Early Childhood Education</td>
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<tr>
<td>AAMFT</td>
<td>American Association for Marriage and Family Therapy</td>
</tr>
<tr>
<td>AARP</td>
<td>American Association of Retired Persons</td>
</tr>
<tr>
<td>ACEI</td>
<td>Association for Childhood Education International</td>
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<tr>
<td>AAFCS</td>
<td>American Association of Family and Consumer Sciences</td>
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<tr>
<td>AAFCS-CA</td>
<td>American Association of Family and Consumer Sciences - California Affiliate</td>
</tr>
<tr>
<td>ASA</td>
<td>American Society on Aging</td>
</tr>
<tr>
<td>AVA</td>
<td>American Vocational Association</td>
</tr>
<tr>
<td>BHE</td>
<td>Business Home Economics, Business Section of AAFCS</td>
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<tr>
<td>CAEYC</td>
<td>California Association for the Education of Young Children</td>
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<tr>
<td>CAI</td>
<td>Childrens Advocacy Institute</td>
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<tr>
<td>CAMFT</td>
<td>California Association of Marriage and Family Therapists</td>
</tr>
<tr>
<td>CAVE</td>
<td>California Associations of Vocational Educators</td>
</tr>
<tr>
<td>CCCECE</td>
<td>California Community College Early Childhood Educators</td>
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<tr>
<td>CCDAA</td>
<td>California Child Development Administrators Association</td>
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<tr>
<td>CCFR</td>
<td>California Council on Family Relations</td>
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<tr>
<td>CDF</td>
<td>Children's Defense Fund</td>
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<tr>
<td>CDPI</td>
<td>Child Development Policy Institute</td>
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<tr>
<td>CF</td>
<td>Children's Foundation</td>
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<tr>
<td>CSAC</td>
<td>California School Age Consortium</td>
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<tr>
<td>GU</td>
<td>Generations United</td>
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<tr>
<td>NAECTE</td>
<td>National Association for Early Childhood Teacher Educators</td>
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<tr>
<td>NAEYC</td>
<td>National Association for the Education of Young Children</td>
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<tr>
<td>NAFCC</td>
<td>National Association for Family Child Care</td>
</tr>
<tr>
<td>NCA</td>
<td>National Council on Aging</td>
</tr>
<tr>
<td>NCECW</td>
<td>National Center on the Early Childhood Workforce</td>
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</tbody>
</table>
Student membership in and student chapter affiliations with professional organizations should be encouraged.

Advisory Committee

The Lifespan (Child Development, Family Studies, Gerontology) Advisory Committee(s) should include representatives from community agencies and organizations, business and industry, secondary and four year institutions, counseling and placement centers and knowledgeable individuals who are served by the college. Membership should be diverse and reflect the college community. Membership should reflect the needs of community agencies which will utilize student graduates seeking vocational placement and employment. The purpose of the advisory committee is to coordinate, articulate and communicate common needs, current practices and changing opportunities within the college service area. The committee should advise on current curriculum, transfer/access issues, facilities and equipment and other instructional and support services priorities which will meet student and community needs.

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.

Equipment and Facilities

California Community Colleges Chancellor's Office Comprehensive Guidelines for Child Development and Early Childhood Instruction and Services Programs, May 1995 contains specific recommendations for equipment, facilities and instructional resources. A partial list follows:

- An indoor and outdoor physical environment that is safe and appropriate to the age of the children being served.

- A quality indoor facility is one with adequate light, ventilation and acoustics. It is aesthetically pleasing with an atmosphere that is cozy, warm and intimate and which is above all child-oriented. The layout includes adequate storage and space for children, parents and providers of care and it takes into account the functions and needs of the program. The
arrangement of space allows for privacy. Provision is made for the temporary isolation of children during minor illness. The facility adheres to standards of cleanliness.

- Outdoors, the provision of shade, water, sand, grassy areas, storage and fencing are indicators of quality. The outdoor surfaces are appropriate to the activities, age and special needs of the children served. Licensing regulations define minimum space requirements. These are minimums, not optiums and attention should be paid to the best use of the space available.

- In facilities for infants and toddlers, special attention should be paid to the provision of areas for separate functions such as playing, sleeping, diapering and food preparation. Sanitation procedures should include proper diaper disposal, hand washing, food handling, refrigeration and dish washing. Special attention should be paid to the care and cleanliness of the floors. Special care should be taken with water tables and play dough to maintain sanitation.

- For older children the child development facility should serve as a home base where the children can check in with an adult before engaging in after-school activities.

- The elements of safety that relate to quality are: (a) existence of age-appropriate emergency procedures that are properly posted, e.g., fire, earthquake, (b) adults who have current first aid and cardiac pulmonary resuscitation (CPR) training, (c) first aid supplies which are readily accessible to adults but not to children and are periodically replenished, (d) adequate fencing, (e) well thought out traffic patterns and (f) building and playgrounds that are free of hazards.

- Because infants and toddlers may have to be carried, an indicator of quality is the special attention by adults to a procedure for quickly removing very young children in an emergency. Protective barriers or gates indicate attention to safety.

- The equipment and materials used in programs are indicators of quality when they are age and developmentally appropriate and in good repair. Books and other learning materials should be free of gender bias/stereotypes, multicultural, of sufficient quantity and variety for the size of the group and easily accessible to the children.
Marketing and Recruitment

Marketing and recruitment of Lifespan can accomplish the following:

- Describe and illustrate the benefits of Child Development, Family Studies and Gerontology to both traditional and non-traditional student populations.
- Promote the contribution of the Lifespan 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 Lifespan majors.

Techniques for marketing and recruitment include:

- Utilizing student success stories
- Placing "blurbs" in community newspapers about new/ongoing or special classes
- Producing newsletters and flyers as linkages with community agencies
- Initiating outreach within campus community
- Initiating outreach within community including high schools, community agencies and four year institutions
- Using distance learning
- Forming and maintaining active advisory committees
- Participating in local and regional forums
- Writing columns for local printed media
- Developing and distributing career briefs for child development, family studies and gerontology
- Creating a home page on Internet
- Making presentations in the local community
- Supporting students by forming and advising student organizations in child development, family studies and gerontology as feasible
- Networking with local professionals via organizations.

Placement and Follow-up

It is the college responsibility to educate students. That responsibility extends to making certain the education provides job skills necessary for employment including use of resources, interpersonal skills and that transfer courses are articulated at all educational levels.

Industry salaries and benefits vary widely and may account for some trained professionals leaving the field. Faculty must continue to advocate for higher compensation and benefits for all providers.
Lifespan (Child Development, Family Studies, Gerontology) faculty should work closely with the placement services available on individual campuses and should utilize every opportunity to publicize their programs so community employers are aware of potential employees. Faculty should also be aware of articulation agreements between their program, high school and other two- and four-year colleges striving to meet the goals identified in this Program Plan.

Accountability is important in order to assure that the program is accomplishing its purpose. Industry salaries and benefits are variables out of the control of teaching programs and can account for some trained students leaving the field. These factors are irrespective of job satisfaction related to the training issue. Job placement data and articulation agreements are two ways to measure results. Questionnaires or surveys also serve this purpose and can be administered to students upon completion of the program or at a specified time after completion. Data covering job placement and relevance of program can be collected. The Lifespan instructional staff should cooperate in collecting 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 relationship of curriculum to job performance skills.

Many colleges have alumni groups which are a useful resource for tracking former students and for promoting programs. In addition, the student accountability models and MIS data are sources for student follow-up data.

Faculty should work closely with the career and placement centers/services on campus to be aware of opportunities for their students. Efforts should be made to communicate/articulate with child care resource and referral agencies, family service agencies and agencies placing home care aides which might offer opportunities for students.
NUTRITION, FOODS AND HOSPITALITY TABLE OF CONTENTS

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A Section of: California Community College Family and Consumer Sciences Program Plan, 1996
STATEMENT OF PURPOSE

Nutrition, Foods and Hospitality is one of the largest growing industries in California. Nutrition, Foods and Hospitality education programs provide opportunities for many exciting careers. Preparation/specialization may lead to employment in Restaurants and Foodservice Management, Hospital Foodservice Supervision, Nutrition Care, Chef, Culinary Arts, Catering, Food Server, Nutrition, Health and Fitness, Sensory Evaluation, Quality Control and Research.

Nutrition, Foods and Hospitality education in California community colleges provides individuals with an opportunity to acquire and apply knowledge and skills of nutrition principles, food preparation and hospitality. Such programs provide education and training leading to vocational certificates, the AA or AS degree, certification or transfer to upper division institutions.

Nutrition, Foods and Hospitality programs are designed so that performance standards meet employer expectations and enhance employability of students. Emphasis is placed on career education programs and employability of students at all levels in the areas of Nutrition, Foods and Hospitality.

To meet the broad spectrum of careers in the Hospitality industry, future revision of this Program Plan should expand the Hospitality component to include the areas of Lodging/Hotel Management and Travel/Tourism. Intensive professional education for this highly competitive and significant growth industry complements the existing foods, nutrition and culinary programs. Proposed courses will include topics such as business/destination marketing, sales, promotion and marketing of hospitality services, hotel front office and housekeeping management, facilities management, hotel/motel security management, airlines/cruise/adventure travel and event planning. The future outlook for employment in this growth industry is excellent.
Goals

The goals of the Nutrition, Foods and Hospitality program are to:

• Provide a Nutrition, Foods and Hospitality curriculum to prepare students for employment in the private and public sector.

• Provide sequential articulated core courses to facilitate student transfer to other educational institutions.

• Ensure equal access to Nutrition, Foods and Hospitality and specific program areas for all students especially those who are underrepresented: academically and economically disadvantaged, limited English proficient, diverse and/or disabled.

• Promote the integration and cooperation of all 1300 TOP Codes.

• Promote gender balance through recruiting and enrolling nontraditional students and avoiding stereotypes and bias in instruction and instructional materials.

• Increase the development of relevant work skills in students which address SCANS (Secretary's Commission on Achieving Necessary Skills) competencies and lead to job placement. Provide experiences which are consistent with current industry standards.

• Provide lifelong learning, continuing and adult education for career advancement, consumer information and to update Nutrition, Foods and Hospitality employees and professionals.

• Provide an environment which promotes critical thinking, creativity and understanding of social, organizational and technological systems.

• Provide educational opportunities for retraining individuals for re-entry into the job market, utilizing their abilities and identifying transferable skills.

• Provide an educational component for other programs such as health careers, fitness, wellness, lifespan and life management.

• Enhance the partnership between Nutrition, Foods and Hospitality programs and the business community incorporating on-site education and resource sharing.

• Promote nutrition, foods and hospitality courses as options to fulfill a multicultural requirement for the General Education curriculum.
• Promote nutrition and foods courses as options to fulfill science requirement for the general education curriculum (CCC, CSU, UC).

CAREER OPPORTUNITIES

Career Paths

Students studying Nutrition, Foods and Hospitality at California community colleges can proceed up a career ladder to various levels of employment and learning. Although the entry level (Level I) may enable a student to be employed, it is strongly recommended that the student proceed toward an AA/AS degree. The following is a partial listing of potential employment or career opportunities. Opportunities and requirements may vary from one community to another.

• Entry: Useful (Level I A) - The entry level provides students with a general knowledge in Nutrition, Foods and Hospitality enabling them to work in the industry, meeting specific needs. In some communities an agreement has been made between an employer and the community college which requires satisfactory completion of one or more designated courses as a prerequisite for employment.

Level IA—Entry: Immediate Employment. One or more Nutrition, Foods and Hospitality course designed to meet specific employment needs. Courses identified in Matrix under Level I A (See page 180).

Opportunities:

Services

Busperson
Cafeteria Worker
Catering Assistant
Counter Worker
Dining Room Attendant
Food Preparation Worker
Food Server
Foodservice Worker
Host or Hostess
Housekeeping
Wait Staff

Production

Baker Assistant
Beverage and Bartender Assistant
Cook's Helper
Cook: Short Order, Fry, Line, Private
Dietary Aide
Dietary Worker
Pantry Worker
Tray Line Checker

- Entry: Occupational Certificate (Level I B) - The certificate level provides students with the minimal basic skills and knowledge leading to employment in a Nutrition, Foods or Hospitality related job. The number of units will vary according to individual college program requirements.

Level IB- Entry: Occupational Certificate Program. Completion of a minimum group of specific courses which lead to a Certificate in Nutrition, Foods or Hospitality. Courses identified in Matrix under Level I B (See page 180).

Opportunities:

Services
Appliance and Equipment Demonstrator
Caterer (Entrepreneur)
Head Food Server
Counter and Pantry Supervisor
Foodservice Supervisor
Host or Hostess
Test Kitchen Assistant
Food Consultant
Recipe Development Technician
Fitness Instructor
Weight Management Counselor

Production
School Cafeteria Head Cook
Kitchen Supervisor
Hotel or Restaurant Cook
Short Order Cook
Pantry Worker
Cook Helper
Private Cook
Food Products Tester
Dietary Aide
Bartender
Broiler Cook
Sauté Cook
Line Cook

Management
Health Care and Commercial Foodservice
Assistant Manager
Catering Manager
Food Concession Manager
Dietetic Service Supervisor

- Technical: AA/AS Degree (Level II) - The AA/AS Degree provides students with the option for a career or the requisite foundation for transfer to a four-year college or university.

Level II—Technical: AA/AS Degree. Completion of a community college AA/AS degree in Nutrition, Foods or Hospitality requiring a minimum of 60 semester credit hours. Courses identified in Matrix under Level II (See page 180).

Opportunities:

Services
- Foodservice Supervisor
- Food Merchandising Supervisor
- Food Product Sales Representative

Production
- Sous Chef
- Chef
- School Cafeteria Head Cook
- Kitchen Supervisor
- Food Technician
- Research Technician
- Product Development Technician
- Taste Panel Coordinator
- Recipe Developer
- Baker
- Menu Planner
- Caterer
- Quality Assurance Technician
- Sensory Technician

Management
- School Lunch Manager*
- Cafeteria or Restaurant Manager*
- Industrial Cafeteria Manager
- Flight Kitchen Manager
- Foodservice Manager*
- Food Production Manager
- Dietetic Technician in hospitals, clinics and institutions for the care of infants, children and the aged
- Food/Sales Technician
- Culinary Technician

*Experience usually required in addition to degree.
• Professional: BA/BS or Advanced Degree (Level III) - Advanced courses and other professional level work leading to the Baccalaureate, other Degree or Technical Degrees at four-year colleges or universities or training institutes; provides students with qualifications for professional employment.

Level III – Professional Level: BA/BS or Advanced Degree. Courses identified in Matrix under Level III (See page 180).

Opportunities:

Dietetics, Clinical (Therapeutic)
  Hospitals, Clinics, Board and Care Institutions
  Consulting

Dietetics, Foodservice Systems (Management and Administration)
  Hospitals - federal, state, local, convalescent
  School Foodservice
  Colleges and Universities
  Restaurants, Cafeterias and Coffee Shops
  Hotels, Motels and Resorts
  Airlines, Steamships, Railroads
  Business and Industrial Companies
  Department Stores
  Retirement Homes
  Penal Institutions

Community Nutrition
  State, county and city education and health departments
  Federal agencies in the U.S. and abroad e.g. VISTA, WIC, Peace Corps, WHO

Mass Media
  Magazines, newspapers, radio, television

Culinary Arts
  Sommelier
  Master Chef

Food Science and Technology
  Business and Industry
  Food and equipment manufacturers, public utility companies, grocery chains, advertising agencies
  Test Kitchens
  Recipe Testing and Development
  Product Development
  Quality Assurance
  Sales Promotion
  Sales Representative

- 170 -
Food Broker
Advertising Specialist
Food Stylist
Consultant
Importer/Exporter
Public Relations
Food Editor or Writer for newspapers, magazines or broadcasting
Food Styling and Photography
Public Relations Representative for food or equipment company
Consumer Education
Research

Education
K through 12, ROC/Ps
Community Colleges and four-year colleges and universities
Undergraduate, graduate programs
Extension
Adult Education
Medical Centers - hospitals and clinics
Health and Welfare Agencies
Commercial Companies - food, products and equipment

Research
Colleges and Universities
Federal Agencies - agriculture, education, health and welfare
Hospitals
Business and Industry

Note: Refer to the Dictionary of Occupational Titles (DOT) or your campus career information center for additional job titles and information

Future Outlook

Future trends and labor predictions indicate that individuals with education and training in Nutrition, Foods and Hospitality will have a wide range of career opportunities through the 1990s. With over 60% of women now in the work force, Americans are currently spending 50% of their disposable food budgets in restaurants or for meals prepared outside of the home. This is a trend the National Restaurant Association (NRA) expects to continue. Americans are living longer and the public is becoming increasingly aware of the importance of a culturally healthful diet and concerned with good health and wellness. The population continues to become more culturally and age diverse. Growing numbers of elderly persons
increase the need for special care and special diets. As health costs soar, the private and public sector are looking for preventive means to ensure health and wellness. This growing interest points to an increased need for professionals in this area.

As with all segments of the service industry, the hospitality field is ever changing in its needs for trained, customer service oriented employees. The wide range of career opportunities in service and management are almost limitless with transferable skills to many related fields. Lodging, travel, catering, event planning and recreation attractions are only a small group of career possibilities with many subgroups for each area that are available in the Hospitality industry.

Future positions cover a wide scope from the health care setting to business and industry. Education and training for such positions, by necessity, will be dictated by the level of expertise required. Professionals need to be versatile. Future positions will be multi-dimensional often calling for job sharing, cross training and familiarity with cultural variations and languages.

Future jobs for fitness instructors, certified physical trainers, nutrition, food and weight management professionals and wellness counselors will increase. Basic nutrition, food preparation, sanitation and other classes will be a core component of these jobs. Individuals with Nutrition, Foods and Hospitality skills will be qualified to provide valid and accurate information.

Food Manufacturing is the third largest industry in the U.S. Education in Food Science leads individuals to high paying jobs in a growing industry. The long term trend is toward consumption of more highly processed foods. Federal programs such as HACCP (Hazard Analysis Critical Control Point) will require more people trained in quality assurance. As the industry becomes more automated more jobs will open for individuals trained at the technician level and for individuals who transfer to 4-year programs.

The Nutrition, Foods and Hospitality industry continues to grow and offer job opportunities to individuals trained in these areas. In an ever changing fast paced environment, it will be critical that graduates are flexible and that their skills are easily adaptable to multi-tasking and cross-training. Diverse knowledge of language and cultures is an important facet of preparation to meet this need.

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.
The Nutrition, Foods and Hospitality curriculum is designed to provide economic and career development programs in foods, culinary arts, foodservice, lodging, travel and tourism, nutrition, wellness and health. Selected courses within the curriculum meet requirements for entry level employment, certification, AA degrees and provide part of the undergraduate requirements for students who wish to transfer to a four-year college or university for an advanced degree. Courses also provide students with lifelong learning knowledge and consumer skills. Departmental designation and unit value may vary among institutions.

Programs

Nutrition, Foods and Hospitality include the following programs: Culinary Arts, Restaurant and Foodservice Management, Dietetic Service Supervision, Dietetic Technician, Pre-Dietetics, Chef and Institutional Cook, Catering, Nutrition Education, Health and Wellness, Food and Equipment Demonstration and Food Science.

Course Classifications

TOP Classification: The TOP (Taxonomy of Programs) Code classifications for Nutrition, Foods and Hospitality are:

1306.00 Nutrition and Food
Principles and techniques of food preparation, food management, food production services and related technologies, and the fundamentals of nutrition and nutrition care affecting human growth and health maintenance.

1306.10 Restaurant and Foodservice Management
1306.20 Dietetics
1306.30 Culinary Arts (Chef, Catering, Food Server)
1306.40 Nutrition, Health and Fitness
1306.50 Food and Equipment Demonstration
1307.00 Hospitality
Organization and administration of hospitality services, management and training of personnel, including hotel/motel management.

Recommended changes to the Nutrition and Food and the Hospitality TOP Codes are to change title from Nutrition and Food to Nutrition and Foods. Add:

1306.60 Food Science
1307.10 Hotel Management
1307.20 Travel and Tourism
Vocational: Courses included in the Nutrition, Foods and Hospitality program are considered to be vocational and occupational.

Transfer: Transfer courses have a course content that is either currently articulated as an equivalent course at a four-year or transfer institution or perceived to be a potential equivalent course.

The following courses have been identified with the University of California and the California State University system and have been granted a California Articulation number (CAN).

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<tr>
<th>CAN H EC</th>
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<tr>
<td>2</td>
<td>Nutrition</td>
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<tr>
<td>8</td>
<td>Principles of Foods</td>
</tr>
<tr>
<td>16</td>
<td>Life Management</td>
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</tbody>
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It is recommended that the CAN System consider adding Introduction to Hospitality and Sanitation and Safety to the CAN listing.

Lifelong Learning, Continuing and Adult Education: Courses within the Nutrition, Foods and Hospitality program provide knowledge and skills which enhance the quality of life and develop better consumerism in students. Continuing education hours are currently required by a number of professions for registration/certification requirements. These courses provide professionals with continual updating of techniques, skills and knowledge to stay abreast of a rapidly changing workplace.

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 levels for the Nutrition, Foods and Hospitality program. These levels were explained in the Career Opportunities section. Courses for each level are indicated on the Nutrition, Foods and Hospitality Programs and Courses Matrix, page 180.

Electives: Courses listed under a program different from what students are following could be used as elective courses within their program. Electives are recommended courses from which students might select to complement their study for a degree or certificate.

Work Experience: Occupational majors benefit from having actual “on-the-job” experiences within their subject area. Students are encouraged to participate in the field in order to gain a deeper understanding of the relationships between classroom theory and practical application. These may include: apprenticeship, internship, externship.
Supervised Practice: Dietetic programs approved or accredited by the American Dietetic Association or California State Department of Health Services are required to have a specific number of hours of supervised clinical laboratory field experience.

General Education: California community colleges' philosophy supports the belief that in granting an associate degree, the college certifies that the recipient has acquired a level of competency in a specific course of study and a competency in a broad general knowledge of the physical world and its inhabitants, the achievements of humankind and a clear and logical manner of thinking and 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 may be encouraged to have the general education courses certified by the community college.

The core Nutrition course currently satisfies a General Education requirement for the Associate in Arts/Science degree at a number of California community colleges and for certification and transfer to four-year institutions. On some campuses the course satisfies the science requirement while at others it has been accepted under lifelong understanding and self-development. Food Science may also meet a college's general education science requirement. Cultural and ethnic courses within Nutrition, Foods and Hospitality may satisfy the cultural diversity requirement in General Education packages.

Interdisciplinary: Within the Nutrition, Foods and Hospitality programs, interdisciplinary courses will be those academic articulated credit courses designed to complement and support a major education/industry discipline. Due to the scope of the subject matter, courses in Science, Psychology, Communications, Ethnic Studies, Health, Math, Physical Education, Business, Business Law and Computer Science and Applications will become a part of either certificate, AA/AS degrees, or degrees in higher education. Within the Family and Consumer Sciences discipline, courses in Life Management and Human Development should also be completed.

Courses which can be linked to other disciplines or lend themselves to team teaching situations are: Nutrition (Science, Health), Gerontological Nutrition and Food Practices (Sociology), Cultural Foods (Sociology, Cultural Anthropology, Ethnic Studies), Culinary Arts (Business and Ethnic Studies) and Nutrition and Wellness (Physical Education and Health). Content delivery will be enhanced through innovative partnerships including grant writing, resource sharing and participation in advisory committees. Computer applications and technology, communications and math skills need to be incorporated into each of these. Family and Consumer Sciences programs and colleges have developed strong interdisciplinary ties.
Curriculum Integration and Implementation

To utilize this Family and Consumer Sciences Program Plan, faculty need to take the Curriculum: Programs and Courses and the Course Description and Core Components sections and personalize them to their college and community. In the development of the course content, the topical outline, measurable objectives, evaluation methods and assignments for the course, certain national educational issues must be addressed. Some of these issues 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.

**SCANS:** Published by the U.S. Department of Labor, the Secretary's Commission on Achieving Necessary Skills (SCANS) Report was the result of one and one-half years of interviews with business, industry and labor.

This federally commissioned study identified five "competencies" of generalized abilities required to work and function successfully in the workplace of today and the foreseeable future. Effective workers must be able to productively use **resources, interpersonal skills, information, systems and technology.** In addition, foundation skills are needed which include **basic skills** focusing on the ability to read, write, speak, listen and perform computations; **thinking skills** including creative thinking, decision making, problem solving, seeing things in the mind's eye, knowing how to learn and reason and **personal qualities** that help students take responsibility for their own behavior and work constructively in group situations.

As classes are developed by faculty, curriculum must be planned to include learning and assignments which implement these SCANS skills and evaluation systems which will measure the students success/mastery of them. The Life Management course includes many of the SCANS skills. By including this course in every program, a college can facilitate the development of these competencies in their students.

**All Aspects of the Industry:** Students must have a broad view of the industry in which they will work. The Carl Perkins Vocational and Applied Technology Education Act (VATEA, P.L. 101-392, 1990) 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.

**Integrated Academics:** VATEA guidelines clearly identify the need to have an educational curriculum which integrates academic and vocational experiences. Many Tech Prep projects within California have developed courses and programs which 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 vocational courses, team
teaching a singular course which combines the acquisition of vocational and
academic competencies, certifying a vocational course as to its content and
competencies meeting the academic criteria, learning communities and honors
programs.

As courses and assignments are developed, Nutrition, Foods and Hospitality
faculty should work closely with the academic faculty to be creative in addressing
the learning of the traditional "general education" competencies within the
vocational programs.

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 transition from school to the workplace. Educational systems
must ensure that students are prepared 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, field work placement, job
shadowing and mentoring. Faculty also have the opportunity to experience work
based learning through grants which allow their return to a work site for a limited
period of time.

Articulation/Communication: This Family and Consumer Sciences Program Plan
includes an Articulation section which identifies the importance of creating the
"seamless" curriculum which allows students to progress through California's
educational system. An overriding goal of articulation has been to eliminate
duplication of learnings from course to course, level to level and among and
between educational segments. As Tech-Prep programs and 2+2 agreements expand,
it is critical that Nutrition, Foods and Hospitality courses clearly state competency
outcomes for students.

Community college Nutrition, Foods and Hospitality programs should follow
the articulation guidelines identified in this Program Plan and develop closer links
with the other educational systems in their area. Only through the continued effort
of all faculty to work collaboratively with those from other educational institutions
and systems can articulation be developed, expanded and made to benefit the
student in their progress toward an educational goal.
One educational trend gaining in importance is "distance learning." There are many modalities of this, the most common being the transmission of course sessions through a television program. This and other methods allow for students to learn at time schedules which meet their needs. As distance learning is not limited by traditional geographical boundaries, articulation becomes more important extending beyond the immediate institutions in a college community.

Communication is a key component to successful articulation. Community college faculty should utilize the technological advances in communication systems. Modems and fax machines make electronic mail (e-mail) and electronic bulletin boards an efficient and cost effective means of communication.

Now that California Community Colleges' electronic messaging systems such as Infonet and CAVIX have internet connectivity, the barriers to electronic communication are being eliminated. With the emergence of the World Wide Web, access to the internet is now "user friendly." Yet, the effectiveness of 3-mail is dependent upon the entire profession utilizing it. Inservice training should be available for community college faculty unfamiliar with communicating electronically so that they can experience the thrill of accessing an astonishing array of world-wide resources via the internet.

Regionalization: With resources becoming scarce and some of the Nutrition, Foods and Hospitality programs having limited enrollment, regionalization or having identical programs within neighboring educational institutions allows for students to move from college to college without duplication of education. Articulation and collaboration among participating institutions is paramount to its success. Regionalization also allows for the pooling of "resources" both in staffing and physical equipment. A California Community College Chancellor's Office special project provided funding allowing six California community college districts to develop a regional curriculum and do collaborative scheduling. This model is being expanded to include two four year institutions to allow for transfer and completion of the four year degree. See the Interior Design/Merchandising section of this Program Plan for additional details.

Equal Access and Learning Success: Nutrition, Foods and Hospitality 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, disabled and students in gender imbalanced programs. Faculty must ensure that bias in instruction and instructional materials has been avoided and that all students have the opportunity to succeed.

Faculty need to work cooperatively with college student support programs/services. These include GAIN, JTPA, EOPS, CARE, Reentry Centers and LEP. Inservice training is critical to allow faculty to learn strategies which complement individual student success in learning. Collaborative assignments,
multimedia presentations, self paced learning, module learning are just a few of teaching modalities which are important in today's classroom. Recruitment and marketing materials should also address these issues.

### Tourism

Travel and tourism is a significant source of jobs in California. Spending by tourists and business travelers was $54 billion in 1991, generating an estimated 730,000 jobs.

Tourism is not an industry group like electronics and aerospace, but an activity that benefits businesses throughout the economy. Travel arrangements, lodging and transportation account for only 40 percent of total travel spending.

Nearly half of travel spending went to the retail trade sector. This spending generated 260,000 jobs in restaurants and other eating and drinking places and 120,000 jobs in retail stores. Spending by travelers on recreation generated a further 100,000 jobs in a wide variety of businesses, ranging from theme parks in the state's major tourist areas to fishing outfitters and marinas in the state's rural counties.

California's industry grew rapidly in the 1980s. Between 1981 and 1991, constant dollar travel spending grew by 45 percent and travel-generated jobs increased by half.

### Manufacturing

Food processing is of major importance, providing 180,000 jobs. About one third of these jobs are in bakeries, dairies and other businesses serving the California population, but most of the remainder form part of California's economic base by processing California agricultural products for sale in other states and other countries.

# NUTRITION, FOODS AND HOSPITALITY PROGRAMS AND COURSES MATRIX (FOR ADVISING AND COUNSELING)

<table>
<thead>
<tr>
<th>COURSES</th>
<th>LEVELS*</th>
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<td>IA</td>
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<tr>
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**LEVELS:**
IA Entry: Immediate Employment
IB Entry: Occupational Certificates
II Technical: AA/AS Degrees
III Professional: BA/BS Degrees or Technical Degrees

**PROGRAMS:**
Courses required may vary depending on student occupational objectives. Department designation and unit value may vary among institutions.
1. Restaurant and Foodservice Management
2. Dietetic Service Supervision
3. Dietetic Technician
4. Pre-Dietetics
5. Chef and Culinary Arts
6. Catering
7. Food Server
8. Nutrition, Health and Fitness
9. Food and Equipment Demonstration
10. Nutrition and Food
11. Food Science
COURSE DESCRIPTION AND CORE COMPONENTS

Course descriptions and core components delineate the content of the courses identified in the Programs and Courses Matrix (See page 180). In acknowledgment of the depth and breadth of expertise in the area of Nutrition, Foods and Hospitality, the implementation of these collaborative approaches is intended to enhance existing courses rather than supplement them. Core components may reflect individual instructors' and institutional needs.

ADVANCED NUTRITION CARE

Application of the principles of nutrition care planning to interventions in the health care setting. Individualize menus and counsel clients according to their nutritional needs.

Core Components

Nutritional interventions
  children
  pregnancy
  lactation
  adolescents
  adults
  seniors

Instructional materials

Computer support
BAKING AND PASTRY

Baking and pastry theory and techniques designed for advanced and commercial application. Emphasis is placed on high quality ingredients, safety, sanitation principles and gourmet specialties, for commercial use.

Core Components

- Baking ingredients, quality, selection and measurement
- Properties of ingredients
- Calculating formulas
- Quality products analysis
- Errors in production analysis
- Production of high quality products
- Production techniques
- Presentation techniques
- Bake shop equipment
- Sanitation
- Commercial business operation
- Marketing of product

BASIC NUTRITION

Fundamental aspects of nutrition for the individual or the family. Basic concepts of normal nutrition, good health, quality of food supply, consumer aspects of nutrition, diets and weight control, health food controversies and environmental food problems.

Core Components

- Essential nutrients, their functions and food sources
- Food labeling
- Evaluating diet quality
- Nutrient needs at various stages of the life cycle
- Cultural food patterns
- Issues in food safety
- Nutrition concerns with substance abuse
- Computer support of diet analysis
- Dietary guidelines and current recommendations

CHILDREN'S NUTRITION

Nutrition issues relating to the basic nutritional needs of children from the prenatal period through adolescence and integration with the overall developmental goals for children. Emphasis on meal planning for various age groups and the cultural and economic diversity in child care facilities.
Core Components

- Functions of the essential nutrients
- Food sources
- Nutrition principles from prenatal through adolescence
- Nutrition education for parents and children
- Cultural food patterns
- Local, state, federal laws and regulations for child care facilities
- Food safety and sanitation
- Standards for child care foodservice
- Public policy
- Guidelines for nutrition programs
- Developmental perspectives
- Food experiences for children

CONTEMPORARY ISSUES IN NUTRITION AND FOODS

Identifies contemporary health issues. Emphasis on modification of dietary selections and practices based on current knowledge of nutrition.

Core components

- Nutritional issues of cardiovascular disease, obesity, diabetes, malnutrition, eating disorders
- Food preparation techniques to reduce fat, cholesterol, sodium, sugar
- Methods of increasing fiber
- Environmental issues such as pesticides and irradiation
- Vegetarian diets
- Light cuisine to reduce caloric intake
- Modification of current diet selections
- Correcting nutrition misinformation
- Computer evaluation of diet and body composition
- Body composition analysis

CULTURAL AND ETHNIC FOOD

Regional, ethnic, cultural, religious, historical and social influences on food patterns and cuisines. Experience with food from many cultures.

Core Components

- Regional, ethnic, cultural, religious, historical and social influences
- Traditional foods of selected cultures
- Geographic basis
- Food safety
- Commercial and professional applications
DIETETIC EDUCATION

Overview of the profession of dietetics and the role of the dietetic technician and dietetic service supervisor. Application of the principles of nutrition education to community groups.

Core Components

Nutrition education for community groups
Resource development
Ethnic, cultural and religious influences on food
Professional standards of practice
History of dietetics
Professional code of Ethics
Professional organizations
Certification

DINING ROOM SERVICES

Orientation and training to the vital importance of customer services, interpersonal relations and communications for dining room/front of the house staff and the successful acceptance of the business enterprise. Explores the working relationship and interactive skills between dining room staff and the importance of functioning as a team.

Core Components

Service attitude – the customer as “guest”
Interpersonal skills and relations with:
  Customers, co-workers, management
Developing team concepts
Empowering of dining room services staff
Preparation, placement and coordination of guest orders for timely delivery and presentation
Sanitation and personal hygiene
Menu terminology and descriptions
Communication skills and conflict resolution
Cash handling and accounting procedures, calculating menu costs
Physical inventory, needs and record keeping
Marketing
Computer skills
FOOD AND BEVERAGE PURCHASING AND CONTROL

Techniques for purchasing food, beverages and supplies used in hotels and restaurants.

Core Components

- Ethical practices
- Quality specifications
- Purchasing methods
- Receiving and storage practices
- Computer usage
- Cost and inventory control
- Safety and sanitation
- Payment practices
- Security systems
- Integration with other professionals

FOOD PRODUCTION MANAGEMENT

Organization and management of foodservice operations, occupational levels and responsibilities. Quantity food preparation with emphasis on food production management and effective management of time and equipment.

Core Components

- Ethical practices
- Responsibilities of food production manager
- Management process:
  - planning, organizing, communicating, decision-making
- Computer usage
- Production scheduling
- Forecasting
- Handling emergencies
- Ordering
- Coordination of foodservice systems
- Menu writing and costing
- Portion control
- Operational layout of equipment and facilities
- Principles of sanitation
FOOD SCIENCE

Exploration of food processing and how it affects the color, flavor, texture, aroma and nutritive quality of the foods we eat. Commercial and home methods of food preservation are compared and contrasted. Additional topics include government regulation of processing and labeling as well as related laboratory experiences.

Core Components

- Sensory evaluation
- Scientific method
- Water
- pH and acidity
- Thermal processing (canning)
- Freezing
- Nutritional labeling
- Packaging
- Dispersion systems: solutions, colloidal suspensions and suspensions
- Enzyme reactions
- Dehydration and rehydration
- Food additives
- Dairy products
- Starch

FOODSERVICE MARKETING

Information systems and marketing research methods to assist foodservice operations in planning. Discussion of hospitality consumers and their behavior. Advertising, promotion, group sales strategies, menu design.

Core Components

- Marketing strategies
- Feasibility studies
- Market segmentation
- Trends in consumer behavior
- Promotional media
- Menu design
FOODSERVICE RESOURCE MANAGEMENT

Principles of management of resources in foodservice including selection, evaluation and training of personnel; financial statements, cash and budget control.

Core Components

- Responsibilities of the supervisor
- Goals, objectives and budgets of various operations
- Personnel recruitment, selection and management
- Management functions and theories
- Cost-control components and budget guidelines
- Computer usage
- Professional associations
- Employee training and evaluations
- Techniques of communication and effective listening
- Sensitivity to diverse populations
- Concept of authority and leadership
- Theory of motivation
- Job descriptions using performance standards
- Employee discipline and documentation
FOODSERVICE SANITATION AND SAFETY

Basic concepts of personal and institutional sanitation and application to food preparation, storage, service; prevention of food contamination; dish washing and housekeeping materials and procedures; garbage and refuse disposal; pest control; OSHA regulations; safety procedures and programs; fire prevention and control; concepts of safety and sanitation related to the selection, layout and use of equipment.

Core Components

- Personal hygiene
- Potentially hazardous foods
- Food borne illness: types, causes and prevention
- Cleaning and sanitizing agents
- Regulations, public health laws and inspection procedures
- Accident prevention
- First aid
- Fire safety
- Pest control
- Safe food handling techniques
- Characteristic growth habits and control of bacteria, molds, viruses and yeast
- Temperature control of food supplies
- Contamination of food by physical or chemical means
- Safety principles of receiving and storage
- Sanitary facility and equipment design
- Proper use and cleaning of equipment
- HACCP (Hazard Analysis Critical Control Point)
- Sanitation certification

FOODSERVICE SUPERVISION

Assist employees and employers in understanding human behavior in social institutions, business and industry, including leadership, responsibility, communication, status, decision making, motivation, personnel problems.

Core Components

- Review principles of sanitation and safety
- Leadership qualities and theories
- Motivation
- Productivity
- Delegation
- Discipline
- Communications
giving instructions
constructive criticism
Orientation and training
Employee evaluation
Multicultural implications
Assertiveness
Responsibility
Work assignment: scheduling and job rotation

GARDE-MANGER AND BUFFET CATERING

Decorative techniques in garde-manger work employing a diversity of food products. Includes buffet presentations, centerpieces and culinary showpieces, techniques of ice carving and sculpture.

Core Components

Buffet food production
  canapés
  hors d’oeuvres
  molds
  jellies
  chaud froids
  patés
  marinades

Catering

Equipment and tools
Banquet planning
Buffet presentation skills
Portion control and cost control
Sanitation certification
Table service
Quality evaluation
GERONTOLOGICAL NUTRITION AND FOOD PRACTICES

Basic nutrition information of successful senior lifestyles in relationship to diet modification and alternative eating practices.

Core Components

Review of basic nutrition information
Diet modifications
Physiological changes of the aging person
Psychological changes that affect food practices
Limitations that affect food selection and preparation
Potential nutrient deficiencies
Drug/nutrient interactions
Safety and sanitation
Effects of exercise on overall health
Appropriate foods to meet individual needs
Menu planning
Nutrition quackery
Government nutrition programs available
Cultural foods
Sociological implications of aging

INTRODUCTION TO NUTRITION, FOODS AND HOSPITALITY CAREERS

Exploration of the Nutrition, Foods and Hospitality industry including trends, future projection and employment opportunities. Explores all aspects of this multifaceted industry.

Core Components

Career exploration and opportunities – local, regional, national and global
Assessment of self potential and matching with specific jobs
Employability characteristics
Skill standards
Domestic and foreign markets
Job requirements
Certification and licensing
Continuing education requirements
Labor research
Social and economic forces influencing the hospitality industry
Organizational structure
LEGAL ASPECTS OF THE HOSPITALITY INDUSTRY

Laws as they relate to the hospitality industry. An overview, which includes legal aspects of management, employment and guest issues. The goal of this course is to train managers to anticipate possible legal problems, to deal with them and to prevent their recurrence.

Core Components

- History of contemporary law
- Legal research and the trail procedure
- Licensing and regulation
- Relationship between guest and patron
- Rights of the hotel keeper and restaurateur
- Liabilities and rights
  - civil rights as they impact hotels, restaurants and other service industries
  - responsibility for guests' loss of property
  - obligation for guests' safety
  - Americans with Disabilities Act
- Emerging areas of concern for the hospitality industry

LIFE MANAGEMENT

Changing conditions in society which influence life management, including family structure, diversity, values conflicts, multiple roles, the global economy and technology. The approach will include application of values clarification, the decision-making process and systems theory (CAN H EC 16).

Core Components

- Values, goals and standards
- Ethics
- Resource identification and allocation
- Self esteem
- Motivation/procrastination
- Conflict resolution
- Communication
- Time and energy management
- Delegation
- Work simplification
- Impact of home based businesses
- Managing environmental resources
- Career opportunities in Life Management
MEAL MANAGEMENT

Principles of meal planning and the scientific and aesthetic principles of food selection and preparation. Includes equipment usage, food preparation methods, meal planning, the serving of food, as well as effective management of time, energy and money.

Core Components

New techniques, equipment and material in food preparation
Time scheduling in planning meals
Nutritional modifications of recipes
New product use
Budgeting for food preparation
Cultural awareness
Computer usage in menu planning

MENU PLANNING

Principles of menu planning for a variety of foodservices. Emphasis on development, types and uses, the organization and significance of the menu, cost and pricing of menu items.

Core Components

Menu development
    appearance
    format
    promotion
    coordination of equipment and personnel
Quality standards
Selling price
Nutritional considerations of food choices
Safety and storage
Computer applications
Menu as a management technique
MODIFIED DIETS

Basic principles of therapeutic nutrition. Emphasis on diet rationale and modifications for patient's condition.

Core Components

Pathology as basis of disease
Abnormal physical conditions
Planning therapeutic diets
Rationale for diet modifications
Charting
Patient interviews
Nutrition assessment
Patient care planning
Nutrient data bases/computer applications
Cultural food patterns

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 nutrition analysis (CAN H EC 2).

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
Nutrition and wellness
Dietary planning for weight management and eating disorders
Critical evaluation of various "fad" diets
Special dietary considerations
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 safety and nutrient preservation
Nutrition misinformation
Computer diet analysis
NUTRITION AND FITNESS

Designed for the physically active person interested in the role of nutrition to increase energy and enhance performance. Nutrient needs before, during and after exercise evaluated for effect on optimal health. Methods of determining body composition.

Core Components

- Prevention/wellness
- Body composition and analysis
- Nutrient needs
- Energy nutrients
- Carbohydrate loading to maximize glycogen stores
- Weight management
- Substance abuse
- Supplements/herbs/vitamins
- Heat and hydration
- Maximizing performance
- Exercise physiology
- Fitness throughout the life cycle
- Cardiovascular fitness
- Computer applications with food intake, body composition and exercise
- Stress Management
- Ergogenic aids
- Eating disorders
- Body composition analysis

NUTRITION AND WEIGHT MANAGEMENT

Principles of nutrition as they relate to weight management. Evaluation of weight control methods and investigation of basic nutritional needs, current research, fad diets and possible intervention including exercise and behavior modification techniques. Understanding of eating disorders, including compulsive overeating, anorexia nervosa and bulimia.

Core Components

- Diet evaluation based on nutritional adequacy
- long term effects
- Health problems of underweight overweight obesity
Facts and fads of nutritional interventions
Exercise and weight management and effective intervention techniques
Behavior modification and other possible interventions
Somato typing
Body composition analysis
Eating disorders
diagnostic criteria
psychological, sociological and nutritional considerations
appropriate treatment approaches
Computer applications

NUTRITION DELIVERY SYSTEMS

Introduction to nutrition delivery systems and institutional menu modification for various age groups and illnesses. State and federal guidelines for foodservice.

Core Components

Facilities
function
costs
licensing
certification
Facility organization components
Legal standards and regulations
Charting
Members and roles of health care teams
Service of institutional menus for schools and health care facilities
Budget/cost analysis
Computer applications
NUTRITION EDUCATION FOR THE PROFESSIONAL

Provides nutrition information and educational strategies for pre-school and K-12 educators, health educators, home care and child care providers and fitness instructors. Includes information on current nutrition controversies, application for educators, development of a resource package and identification of nutrition support agencies.

Core components

Overview of basic nutrition
Current nutrition issues and evaluation of information
Lifespan nutritional needs and individual application
Role of nutrition in public health
Identification of nutrition education resources
Application of nutrition education strategies in the classroom or the community
Development of resource materials
Cultural diversity
Computer applications

NUTRITION FOR FOODSERVICE PROFESSIONALS

Practical approach to the study of nutrition for foodservice professionals. Includes elements of normal nutrition and common modified diets. Emphasis placed on recipe adaptation and menu planning for more healthful menu offerings.

Core Components

Nutrients - functions, food sources and changes in cooking
Trends in the diet
Guideline for improving the diet
Healthful menu design
Techniques to reduce fat and salt
Nutritious menu selections
Recipe revision to improve nutrition
Cultural diversity
Computer applications
Food guide pyramid
Standard portion sizes
"Nutrition Facts" food label
Principles of weight control, weight loss and weight gain
Nutrition throughout the life cycle
NUTRITION LABORATORY

Laboratory techniques that relate nutritive value to the function of foods in the human body. Includes effects of digestive juices on proteins, carbohydrates and lipids, litmus tests, tests for skin fold thickness, computer use for dietary changes, dietary analyses for sodium, fiber, cholesterol and polyunsaturated/saturated ratios.

Core Components

- Scientific method of investigation
- Analysis of personal food intake
- Computer diet analysis and other computer applications
- Analysis of laboratory tests
- Development of individual nutrition experiments
- Anthropometric assessment

PRINCIPLES OF FOODS

Basic knowledge of food science principles and food preparation techniques. Emphasis on ingredient interaction, technique and production standards, food safety, sanitation, nutrient values and food presentations (CAN H EC 8).

Core Components

- Food science principles
- Food preparation terminology and techniques
- Standards of product evaluation and quality control
- Selection and use of food equipment and utensils
- Food storage
- Sanitation and safety
- Nutrient retention techniques
- Labeling and consumer information
- Alternative cultural ingredients
- Cost analysis
QUANTITY FOOD PREPARATION

Techniques of preparing all categories of food in quantity. Emphasis on recipe standardization, determination of need and procurement of supplies, organization of work stations, effective use of equipment, presentation and sanitation.

Core Components

- Quantity food preparation skills
- Standards of quality and product evaluation
- Ingredient selection including ingredients from other cultures
- Cost analysis
- Workplace communications and responsibilities
- Time management
- Teamwork and workplace pride
- Presentation skills
- Foodservice equipment
- Menu planning
- Computer applications

SUPERVISED PRACTICE (CLINICAL LABORATORY)

Supervised practice is work experience in a community agency or long term acute care medical facility. Includes rotation through the various job responsibilities. Successful completion of established skills and competencies are required to pass this course. This course meets the accreditation standards of the American Dietetic Association for Clinical Practice (CAADE) or California State Department of Health Services.

Core Components

Attendance at a weekly seminar covering issues affecting the profession. Depending on placement experiences may include:

- Planning and implementing Nutrition Education programs
- Writing brochures and articles
- Food demonstrations
- Screening and assessment
- Diet modification
- Diet instruction
- Nutritional analysis

WORK EXPERIENCE

Supervised on-the-job voluntary or paid learning experience involving expanded responsibilities for students employed in a job related to their major (apprenticeship, internship, externship).
Core Components

Practical applications associated with work issues under supervision of Registered Dietitian
On-site experiences with evaluation of performance
Job search
Job experience in foodservice
Job related objectives
Résumé writing
Preparing for the interview
Mentoring/shadowing
Stress management
Cross cultural experiences

PROGRAM DEVELOPMENT AND REVIEW

Professional Standards

Dedicated, enthusiastic and innovative full-time faculty are the major resource of Nutrition, Foods and Hospitality education. They must provide the education and guidance for students and direction of programs to meet the challenge of this fast-paced, changing profession.

Nutrition, Foods and Hospitality faculty must meet hiring requirements (AB 1725) for community colleges as established by the State of California. In addition, it is strongly recommended that faculty have a minimum of two years of current full time work experience directly related to the courses which they teach. It is also recommended faculty be a member of a professional organization directly related to the area in which they teach. Evaluation of faculty should be done on a regular basis, and faculty should be encouraged to participate in staff development and continuing education activities.

Close working relationships between faculty and counselors, placement and other support staff enhance the services to Nutrition, Foods and Hospitality students on campus.

Faculty are encouraged to participate in staff development and continuing education activities of professional organizations in order to remain current in their fields. These include:

- Attending local, state and national conventions, workshops and inservice training in Family and Consumer Sciences or individual disciplines.

- Participating in continuing education courses or programs to maintain current knowledge or skill, or to learn new or related techniques or skills.
Some organizations, e.g. the American Dietetic Association, American Culinary Federation require completion of a minimum number of Continuing Education (C.E.) hours per year to retain registration or certification.

- Retraining, considering the benefits of shadowing within the industry.

Faculty/industry exchanges are encouraged to help link instruction to industry standards and practices. The use of part-time instructors from industry is encouraged in order to keep the curriculum current based on standards developed in AB 1725.

The needs of California's diverse population must be considered in preparation and selection of instructors for these courses and programs. Hiring faculty must follow the California Community College Chancellor's Office guidelines. Requirements of the minimum qualifications for full-time positions in these programs as identified in the Chancellor's Office Minimum Qualifications for Faculty and Administrators in California Community Colleges document.

Program Standards

Many of the programs listed in the Nutrition, Foods and Hospitality section relate to organizations which establish curriculum, competencies and accreditation requirements. When designing/developing new programs, these organizations/agencies should be contacted to ensure curriculum reflects the current requirements. Some of these organizations are:

- American Culinary Federation (ACF) – requires knowledge and competencies for professionals working in Culinary Arts.

- Council on Hotel, Restaurant and Institutional Educators (CHRIE) – maintains a list of qualified programs. New competencies in this area were developed in 1995.

- Institute of Food Technologists – standards of education for the graduates of four-year programs in Food Science. New programs in Food Science should articulate with existing four-year programs.

- Vocational-Technical Education Consortium of States – Food Science duty and task list, performance objectives, performance steps, enabling competencies and related academic skills, instructional activities and instructional resources.

- Commission on the Accreditation and Approval of Dietetic Education (CAADE) – sets standards and accredits all dietetic education.
Accreditation became mandatory for Dietetic Technician Programs in 1988.

- The American School Food Service Association (ASFSA) – provides information on career advancement requirements for Child Nutrition Program (School Food Service) staff.

Evaluation

Colleges and faculty have the obligation to keep programs current and relevant. One tool developed for the Nutrition, Foods and Hospitality courses and programs is the *Family and Consumer Sciences (FCS) Self-Study and Assessment* system. This process allows local colleges to assess program strengths and to target areas for improvement. It may be utilized at the local level as an evaluation tool for program review and development or enriched through validation by a visiting team of objective, outside professionals. The computerized program, available from Diablo Valley College, aligns with the format of this Program Plan section. Results can be shared with staff, advisory committee members, governing boards and students to ensure program content validation.

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 Program Plan.

Faculty membership and participation in related Nutrition, Foods and Hospitality professional/trade organizations is encouraged. These include:

- AAFCS - American Association of Family & Consumer Sciences
- AAFCS-CA - American Association of Family & Consumer Sciences - California Affiliate
- ACF - American Culinary Federation
- ADA - American Dietetic Association
- AVA - American Vocational Association
- BHE - Business Home Economists, Business Section of AAFCS
- CAVE - California Associations of Vocational Educators
- CDA - California Dietetic Association
- CHRIE - Council on Hotel, Restaurant and Institutional Education
- CNC - California Nutrition Council
- CRA - California Restaurant Association
- DMA - Dietary Managers Association
- EFNRA - Educational Foundation of the National Restaurant Association
- IFSEA - International Foodservice Executive Association
Known professional organizations which offer student chapters include:

<table>
<thead>
<tr>
<th>Organization</th>
<th>Qualifications for Student Membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACF</td>
<td>Chef apprentice in ACF approved program.</td>
</tr>
<tr>
<td>ADA/CDA</td>
<td>Current enrollment in a dietetic program approved or accredited by the American Dietetic Association.</td>
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<tr>
<td>AAFCS/CA-FCS</td>
<td>Enrollment in a Home Economics program.</td>
</tr>
<tr>
<td>IFT</td>
<td>Enrollment in Food Science program.</td>
</tr>
<tr>
<td>NACE</td>
<td>Full-time enrollment in hospitality/hotel management or catering program.</td>
</tr>
<tr>
<td>CRA</td>
<td>Enrollment in Nutrition and Foods program</td>
</tr>
</tbody>
</table>

Advisory Committee

Advisory committees are very important to Nutrition, Foods and Hospitality programs. Advisory committees involve community members, businesses and professionals in developing programs which are based on the real needs of the community and which prepare students for meaningful and productive careers.

Nutrition, Foods and Hospitality advisory committees should draw members from a broad spectrum of professionals to include but not be limited to: professors of Nutrition, Foods and Hospitality from four and two-year institutions, representatives from secondary schools, state and local placement services, industry, professional organizations, California Department of Health Services, administrators of health care organizations and community leaders. Advisory committee membership should also reflect the ethnic and cultural composition of the community.

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. The committee should reflect the diversity of the community and the Nutrition, Foods and Hospitality community.
Equipment and Facilities

Courses in the field of Nutrition, Foods and Hospitality are taught in lecture and discussion, laboratory and work experience modes. Therefore, it is imperative that programs have adequate classroom and laboratory facilities with equipment comparable to that used within industry. Facilities, support services and equipment include:

- Lecture classrooms
- Laboratory classrooms equipped with home-size food preparation equipment
- Laboratory classrooms equipped with commercial, large quantity food production equipment
- Operational college cafeteria
- Computer lab
- Nutrition lab
- Library with print and video support
- Learning resource centers
- Consumer and institutional food markets/suppliers
- Food equipment supply establishments
- Foodservice establishments
- Equipment instruction/user manuals, equipment specifications
- Microcomputers and peripherals
- Microcomputer software
- Laser disc and other current technological equipment

Marketing and Recruitment

Marketing and recruitment of Nutrition, Foods and Hospitality can accomplish the following:

- Describe and illustrate the benefits of Nutrition, Foods and Hospitality to both traditional and non-traditional student populations.
- Promote the contribution of the Nutrition, Foods and Hospitality 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 and the employment potential for Nutrition, Foods and Hospitality majors.

Techniques for marketing and recruitment include the following:
- Offering “free sample” presentations to classes and organizations
- Developing and distribution of “Career Briefs”
- Utilizing student success stories
• Producing flyers and newsletters as linkages with community agencies and their clientele
• Initiating outreach with college faculty, counselors, staff, high schools, community agencies and organizations
• Using distance learning and other media
• Creating a home page on Internet
• Utilizing Nutrition, Foods and Hospitality advisory committee as well as advisory committees of other disciplines
• Participating in local and regional forums
• Writing columns for local printed media
• Collecting data to support and validate program.

Placement and Follow-Up

It is the college's responsibility to educate students. That responsibility extends to making certain the education provides job skills necessary in the profession and that transfer courses are articulated with four-year institutions. Approval by accrediting organizations such as ADA and ACF is critical so that graduates are eligible for registration or certification.

Nutrition, Foods and Hospitality faculty should work closely with the placement services available on individual campuses and should utilize every opportunity to publicize their programs 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 Program Plan.

Accountability is important in order to assure that the program is accomplishing its purpose. Job placement data and articulation agreements are two ways to measure results. Questionnaires or surveys also serve this purpose and can be administered to students upon completion of the program or at a specified time after completion. Data covering job placement and relevancy of program can be collected. The Nutrition, Foods and Hospitality instructional staff should cooperate in collecting 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 which are a useful resource for tracking former students and for promoting programs.
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A Section of: California Community College Family and Consumer Sciences Program Plan, 1996
DEFINITION OF ARTICULATION

Articulation is the collaboration through which the providers of education define and delineate roles, responsibilities, relationships and interrelationships for each level of instruction, programs and services for the institution and for students. The agencies involved in articulation may include, but are not limited to, secondary schools, regional occupational centers/programs (ROC/Ps), community colleges, colleges and universities, private colleges and universities, business and industry and community based educational agencies.

Articulation may occur among programs as well as between specific courses and services. Program articulation identifies the courses and the sequence of courses which enable students to achieve their educational goals. Course articulation is the development of agreements between two institutions to accept courses completed at a sending institution as meeting specific course requirements at a receiving institution.

RATIONALE

Successful transition from level to level is vital to the realization of goals, transition, retention and future education of students in California.

Factors which support the need for articulation include:

- Growing number of students who complete secondary requirements and continue with advanced education at either community colleges or four-year colleges and universities including advanced placement and college credit for secondary course work.

- Growing number of students who enter the community college system prior to transferring to the four-year colleges and universities.

- Growing number of individuals who seek to reenter the educational system.

- Complexity of the system for students who transition from one segment to another.

- Increased demands on available financial resources at all levels.
Legislative mandates for increased accountability at all levels of the educational system.

Changing conditions in the national economy and specifically California's economic and societal conditions, which have resulted in greater emphasis and demand for occupational training.

Mobility of individuals and families.

New and emerging occupations resulting from increased technology.

Recognition of community based educational agencies.

Regionalization of curriculum.

Shared intersegmental resources.

A system which overcomes barriers and strategically garners the resources of collaboration is of benefit to everyone involved.

GOALS

In order to provide the most effective articulation process for students, the following goals should be established:

General Goal:

Assist students in the achievement of their Family and Consumer Sciences educational goals by improving articulation between the secondary program, including ROC/Ps and adult education, community colleges, four-year colleges and universities, private colleges and universities, business and industry and community based educational agencies.

Specific Goals:

Simplify the transfer process between educational levels, enabling students to make a transition in an organized and sequential manner without duplication from course to course, program to program, level to level and among and between segments.

Advise students into courses appropriate to their level of competency, educational career goal and learning style.

Encourage and assist students to pursue post secondary educational and/or advanced occupational training opportunities.
• Provide students with training which matches current and projected needs of the job market.

• Assess the progress of students through the systems to better evaluate the effectiveness of the articulation process.

RESPONSIBILITY FOR ARTICULATION

To accomplish the goals, articulation must be future oriented, organized, consistent and documented. The following actively support and facilitate articulation.

• The Intersegmental Coordinating Council serves to facilitate the transfer of students among the segments of secondary and post secondary education in California and to resolve broad issues related to articulation. Contact: 560 "J" Street, Room 390, Sacramento, CA 95814. Telephone: (916) 324-8593.

• Representatives of the California Department of Education; the Chancellor's Office, California Community Colleges; California State University System; University of California System and Private Colleges and Universities meet formally and informally to work on issues relating to transfer or acceptance of courses. Funds for articulation model projects have been administered through these groups.

• The American Association of Family and Consumer Sciences - California Affiliate (AAFCS-CA) sponsors the Articulation Liaison Committee for Family and Consumer Sciences and includes it as a standing committee. Members represent segments of education involved in 2+2+2 articulation (high school, ROC/P, adult school to community college to four-year college and university). The Liaison Committee reviews and recommends policy related to Family and Consumer Sciences articulation issues and potential CAN courses, provides a forum for discussion of articulation concerns and serves as a vehicle for promotion. Terms of committee members are staggered to provide for continuity.

• The Carl D. Perkins VATEA authorizes and provides supplemental funding for programs to support the development and operation of four-year programs (high school/post secondary). "These programs are envisioned as combining non-traditional school-to-work technical education programs using state-of-the-art equipment and appropriate technologies. The Act also calls for the establishment of systematic technical articulation agreements between secondary schools and postsecondary educational institutions."
Professional organizations which actively participate in the process include the American Association of Family and Consumer Sciences and its California affiliate, American Vocational Association, California Associations of Vocational Educators, Home Economics Teachers Association of California, California Community College Early Childhood Educators, California Association for Education of Young Children, National Association for Education of Young Children, American Society of Interior Designers, Foundation for Interior Design Education and Research, American Dietetics Association, Council on Hotel, Restaurant and Institutional Education, Institute of Food Technologists, American Culinary Federation and the California Community College Association of Occupational Education. These organizations represent many thousands of professionals in family and consumer sciences related areas.

There is an ongoing relationship between education and business, industry and professional organizations through advisory committees which meet to review curricular programs and course materials.

Foundations and boards are increasing their provision of external funding and validation of articulation activities.

CALIFORNIA ARTICULATION NUMBER (CAN) SYSTEM

The CAN system was developed to identify commonalities of concepts and competencies in basic subject matter courses to enhance articulation efforts statewide.

- A basic premise of CAN is that courses are accepted "in lieu of" each other, not necessarily, as "equivalent" or "identical" in content.

- Use of CAN denotes faculty-approved articulation, that the criteria to qualify each course have been met and the college has affirmed its commitment to articulation and CAN.

- The CAN system is not a common numbering system. Each campus retains and uses its own course number, prefix and title.

- Any two or four-year accredited institution of higher education in the state of California may qualify a course to participate in the intersegmental system.
Family and Consumer Sciences courses currently in CAN are:

CAN H EC 2 Nutrition
CAN H EC 4 Principles of Design
CAN H EC 6 Textiles
CAN H EC 8 Principles of Foods
CAN H EC 10 Principles of Clothing Construction
CAN H EC 12 Family Relationships
CAN H EC 14 Child Development
CAN H EC 16 Life Management
CAN H EC 18 Interior Design Fundamentals
CAN H EC 20 Fashion Selection
CAN H EC 22 Fashion Industry and Marketing

Note: The Directory of Family and Consumer Sciences and Related Program Areas and Program Coordinators included with this Program Plan includes CAN H EC courses which each college articulates and the generic and college title and course number. This information is listed on the individual college directory page if it was provided in response to the survey.

- The CAN Guide, Candid Notes and the CAN Catalog of Courses provide comprehensive information and instructions on the system.

- For additional copies of the CAN Guide, CAN Catalog of Courses, to be placed on the mailing list for Candid Notes, or assistance, contact: California Articulation Number System Office, 650 University Avenue, Suite 102D, Sacramento, CA 95825 (916) 929-2629.

PROCESS OF ARTICULATION

High Schools To Community College

- Develop competency based instruction which qualifies students for credit or higher placement into community college programs/courses as a result of high school instruction (See Chart, page 215).

- Explore ways to develop student recruitment and program promotion materials and to sponsor activities appropriate for the secondary level students.

- Conduct regular articulation meetings on a local and regional basis for secondary, community college and four-year college and university programs.

- Participate on advisory committees.
• Work cooperatively to develop a program-to-program articulation agreement.

Regional Occupational Centers and Programs (ROC/Ps) To Community Colleges

• Develop competency based instruction which qualifies students for credit, or higher placement into community college programs/courses as a result of the ROC/P instruction (See Chart, page 215).

• Explore ways to develop better student recruitment.

• Establish regular meetings with the faculty of both levels to improve interchange of focus, ideas and discussion of mutual concerns.

• Form joint advisory committees for related occupational programs.

• Share resources, instructors and facilities when feasible.

• Work cooperatively to develop a program-to-program articulation agreement.

VATEA Tech Prep Programs To Community Colleges

• Develop liaisons to establish Tech Prep Programs in the six program areas of Family and Consumer Sciences in California community colleges.

• Identify Tech Prep Programs funded by Carl D. Perkins VATEA. Cooperate as requested.

• Develop competency based instruction which qualifies students for credit or higher placement into community college programs/courses as a result of the high school and ROC/P instruction (See Chart, page 215).

• Replicate appropriate models.

• Utilize Tech Prep staff to advise on the development of local Tech Prep consortia.

• Work cooperatively to develop a program-to-program articulation agreement.
Community College To Community College

Through the guidelines of the *California Community College Family and Consumer Sciences Program Plan*, standards are suggested for programs and core courses. These facilitate ease of transfer from one college to another.

- Standardize course offerings and numbers to expedite student transfer through adoption of the CAN system.
- Utilize professional standards and matrices of specific content areas when available.
- Use the career paths for all areas of Family and Consumer Sciences developed in this *Program Plan* (See Chart, page 215).
- Project future needs of students in order to prepare curriculum to meet these needs.
- Promote the implementation of the *California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds: 1994-96*, spelling out the scope for instruction at each level.
- Develop a regionalized curriculum/program where appropriate which enables ease of student completion of program and pooling of college resources.
- Work cooperatively to develop a program-to-program articulation agreement.

Community College To Bachelor Degree Granting Institutions

- Use the forum of the AAFCS-CA sponsored Articulation Liaison Committee for Family and Consumer Sciences to conduct regular meetings to address articulation issues.
- Participate in regional and statewide meetings which include the representatives of community college, CSU, UC and postsecondary and private college systems.
- Communicate, market or promote articulation information with students.
- Utilize the CAN system.
- Work cooperatively to develop a program-to-program articulation agreement.
Community College To Community Agencies

Community based training programs meeting educational standards are recognized as part of the articulation process. These agencies may be broad or narrow in scope, private or publicly funded. Some examples of community agencies which provide educational opportunities in Family and Consumer Sciences related areas are University of California Cooperative Extension, Extended Nutrition Education Programs; American Red Cross; Salvation Army.

- Exchange faculty to broaden understanding and expose students to a variety of viewpoints.

- Include representatives from agencies on statewide and local California community college advisory committees when appropriate and relevant.

- Establish networks through participation in professional and community organizations.

- Establish standards for instructional staff and curriculum.

- Work cooperatively to develop a program-to-program articulation agreement.
California Community College Family and Consumer Sciences Program Plan


1300.00 Consumer Education and Home Economics Content Area

**Consumer Home Economics Specialization**
Grades 11-12 & Adult

- Child Development & Guidance
- Clothing & Textiles
- Consumer Education
- Family & Individual Health
- Family Living & Parenthood Education
- Foods & Nutrition
- Housing & Home Furnishings


RELATIONSHIP BETWEEN CDE HOME ECONOMICS CAREERS & TECHNOLOGY K-12/ADULT & COMMUNITY COLLEGE CONSUMER EDUCATION AND HOME ECONOMICS
Articulation... Design For Successful Transition

Articulation is the collaboration through which the providers of education define and delineate roles, responsibilities, relationships and interrelationships for each level of instruction, programs and services for the institution and for students. The agencies involved in articulation may include, but are not limited to, secondary schools, regional occupational centers/programs (ROC/Ps), community colleges, colleges and universities, private colleges and universities, business and industry and community-based educational agencies.

Articulation may occur among programs as well as between specific courses and services. Program articulation identifies the courses and the sequence of courses which enable students to achieve their educational goals. Course articulation is the development of agreements between two institutions to accept courses completed at a sending institution as meeting specific course requirements at a receiving institution.
SCANS
Secretary's Commission On Achieving Necessary Skills

Integrating SCANS Competencies into:
Fashion
Interior Design/Merchandising
Life Management
Lifespan (Child Development, Family Studies, Gerontology)
Nutrition, Foods and Hospitality

A Section of: California Community College Family and Consumer Sciences Program Plan, 1996
This report is made pursuant to agreement number 95-0163 awarded to Mt. San Antonio College and to agreement number 95-0164 awarded to Long Beach City College by the Chancellor's Office, California Community Colleges. These projects are supported by Carl D. Perkins Vocational and Applied Technology Education Act, P.L. 101-392, Title II, Part A and Title III, Part B funds.

"The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred."

"No person shall, on the grounds of sex, race, color, national origin or handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under this project."
The Secretary's Commission on Achieving Necessary Skills (SCANS) Report, published by the U.S. Department of Labor, was the final result of a commissioned study and interviews over a one and one-half year period with business and industry leaders, public employees, managers, workers and union leaders. The result was a comprehensive report on the skills that workers must have if they are to enjoy a productive, satisfying life and to help companies be competitive in the global marketplace.

**SCANS REPORT CRITICAL SKILLS**

**Five Competencies**
- **RESOURCES**
  - Allocating time, money, materials, space and staff
- **INFORMATION**
  - Acquiring and evaluating data, organizing and maintaining files, interpreting and communicating and using computers to process information
- **INTERPERSONAL SKILLS**
  - Working on teams, teaching others, serving customers, leading, negotiating and working well with people from culturally diverse backgrounds
- **SYSTEMS**
  - Understanding social, organizational and technological systems, monitoring and correcting performance and designing or improving systems
- **TECHNOLOGY**
  - Selecting equipment and tools, applying technology to specific tasks and maintaining and trouble-shooting technologies

**Three Foundation Skills**
- **BASIC SKILLS**
  - Reading, writing, arithmetic and mathematics, speaking and listening
- **THINKING SKILLS**
  - Thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn and reasoning
- **PERSONAL QUALITIES**
  - Individual responsibility, self-esteem, sociability, self-management and integrity

In each subject matter section of this Program Plan, emphasis is placed on the importance of integrating SCANS skills into classrooms. The SCANS Report underscores the importance of changing the way we teach. A table comparing the conventional classroom with the SCANS classroom is shown on the next page.

The SCANS through Consumer Home Economics (CHE) Project housed at Long Beach City College is developing strategies to help prepare students to be effective participants in the workforce. In Spring 1996, Design Team members are pilot testing the strategies they have developed to integrate SCANS competencies and foundation skills into Family and Consumer Sciences subject matter. Products developed through the pilot test will be sent to colleges/individuals who have received copies of this Program Plan for insertion into this SCANS section. If you do not receive the materials, please contact:

Lynne Miller  
Long Beach City College  
4901 East Carson Street, Long Beach, CA 90808  
(310) 599-8123, (310) 599-7990 (fax)
<table>
<thead>
<tr>
<th><strong>Conventional</strong></th>
<th><strong>SCANS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher knows answer.</td>
<td>More than one solution may be viable and teacher may not have it in advance.</td>
</tr>
<tr>
<td>Students routinely work alone.</td>
<td>Students routinely work with teacher, peers and community members.</td>
</tr>
<tr>
<td>Teacher plans all activities</td>
<td>Students and teacher plan and negotiate activities.</td>
</tr>
<tr>
<td>Teacher makes all assessments. Information is organized, evaluated, interpreted and communicated to students by teacher.</td>
<td>Students routinely assess themselves. Information is acquired, evaluated, organized, interpreted and communicated by students to appropriate audiences.</td>
</tr>
<tr>
<td>Organizing system of the classroom is simple; one teacher teaches 30 students.</td>
<td>Organizing systems are complex. Both teacher and students reach out beyond school for additional information.</td>
</tr>
<tr>
<td>Reading, writing and math are treated as separate disciplines; listening and speaking often are missing from curriculum.</td>
<td>Disciplines needed for problem-solving are integrated; listening and speaking are fundamental parts of learning.</td>
</tr>
<tr>
<td>Thinking is usually theoretical and &quot;academic.&quot;</td>
<td>Thinking involves problem-solving, reasoning and decision making.</td>
</tr>
<tr>
<td>Students are expected to conform to teacher's behavioral expectations; integrity and honesty are monitored by teacher; students' self-esteem is often poor.</td>
<td>Students are expected to be responsible, sociable, self-managing and resourceful; integrity and honesty are monitored within the social context of the classroom; students' self-esteem is high because they are in charge of their own learning.</td>
</tr>
</tbody>
</table>
Fashion

COURSE: History of Fashion
Activity: Search for Historical Facts
Scans Competency Area(s): Interpersonal Skills, Information
Scans Foundation Skills: Thinking Skills
Description: Students are divided into groups of four - each group needs to find from the chapter on the Renaissance five facts of historical nature important enough to be made into newspaper headlines for the era.

Student Behavior Outcomes: Students on the whole worked diligently to search the text for historical headlines.
What Worked? We came up with 28 really good historical facts - in about 40 minutes rather then the five I usually gave them.
What Did Not Work? Some of the students just copied facts from the time line printed at the beginning of the chapter.
Recommended Changes: Assign a recorder and reporter for each group.
| COURSE: | Fashion Show Production |
| Program Plan Reference: | Fashion Promotion Coordination, page 32 |
| Activity: | Teamwork/Committees |
| Scans Competency Area(s): | Resources, Interpersonal Skills, Systems, Technology |
| Scans Foundation Skills: | Thinking Skills, Personal Qualities |
| Description: | Fashion Show Production is divided into the different responsibilities. Each group of responsibilities has a committee of students with a chairperson. These committees are responsible for that part of producing the show. Students try to pick areas that sound interesting for their own experience and expertise. Students have three months to complete all phases of production with a budget. |
| Student Behavior Outcomes: | Students learn how to delegate responsibility and break down overwhelming tasks into manageable ones and teamwork. Decision making vs. always being told what to do and how. |
| What Worked? | One strong committee emerges to organize and carry through theme. |
| What Did Not Work? | A. As students drop, the committee suffers. B. Some groups are strong and self-starters and work on their own while others don't seem to get anything done. C. Sometimes it is hard for the instructor to trust and “let go.” |
| Recommended Changes: | If it’s a large class have more people on each committee. Hand pick committee chairs. Require weekly committee chair meetings with instructor. |

| COURSE: | Fashion Show Production |
| Program Plan Reference: | Fashion Promotion Coordination, page 32 |
| Activity: | Reception Committee |
| Scans Competency Area(s): | Resources, Interpersonal Skills, Information, Technology |
| Scans Foundation Skills: | Thinking Skills, Personal Qualities, Basic Skills |
| Description: | Four members from this committee create a reception that carries through the theme of the show. The following steps must be completed by show date: |
Student Behavior Outcomes:

What Worked?

A great party that gave the students a supervised event to celebrate in!

What Did Not Work?

A mature person with entertaining experience as committee head.

Recommended Changes:

Some types of buffet service.

Always have two sided buffet table service.

---

Interior Design/Merchandising

COURSE

Interior Design Careers

Program Plan Reference:

Interior Design Careers, page 72

Activity:

Write a Resumé

SCANS Competency Area(s):

Information

SCANS Foundation Skills:

Basic Skills, Thinking Skills

Description:

How to write a resumé: A resumé is required at the end of the semester, but I allow the students to rewrite their resumé as many times as they want before the final one is given a grade. I edit the resumé each time they make the effort to rewrite it. I circle incorrect spelling and make suggestions about format, but I do not rewrite it for them. At the end of the semester the resumés are excellent.

In the past the resumés were mostly poor because of poor spelling, form and style, etc. Students were fearful of writing a resumé. The fear has been erased and they correct their own spelling and grammar, take more time using a business format, select quality paper, etc.

What worked?

By helping students individually with the written part, they rewrite the resumé many times and use the dictionary. The new approach makes the student more aware of the importance of the resumé as a real working tool that can help them get a job.

What did not work?

A few students did not take advantage of my offer to edit. Their resumés were inferior to those from the rest of the class.

Recommended changes:

I will require that they rewrite the resumé and have it edited by the instructor or possibly other students.
COURSE: Introduction to Interior Design
Program Plan Reference: Interior Design Fundamentals, page 73
Activity: Cultural Heritage Board
SCANS Competency Area(s): Resources, Information
SCANS Foundation Skills: Basic Skills, Thinking Skills, Personal Qualities
Description: A cultural heritage board was created by each student at the beginning of class (week two or three). Each student was to select items that visually made a statement about their heritage and glue the items onto a 15” x 20” illustration board (pictures of landmarks, food, costumes, colors, textures, etc.). Each presented the board orally to his peers. The boards were displayed in the hallway display cases so other students could see them.

Student Behavior Outcomes: Students worked excitedly and diligently. They were proud of their boards and pleased to answer questions from their peers. Shyness quickly disappeared. The boards generated much interest from students and staff when they were displayed in the hallway.

What worked? Students felt a sense of camaraderie, barriers were broken and new friendships formed among the students. Oral discussions were easier to generate and the students felt they were “part” of the class and less isolated. Students learned about cutting, gluing and basic composition.

What did not work? After the first semester I did not grade the projects, just gave them an X on the grade sheet to be sure each student participated.

Recommended changes: I expanded the “board” idea and some students brought food and even dressed in native costume. I sensed that this was a little intimidating to students who had not given their presentations, so I no longer encourage “additional” cultural enrichment.
COURSE: History of Decorative Arts
Program Plan Reference: History of Interior Architecture and Furniture I, page 70
Activity: Group Project - To "Teach" Peers
SCANS Competency Area(s): Interpersonal Skills, Information
SCANS Foundation Skills: Basic Skills, Thinking Skills
Description: Group Project: It is hard to remember the design features of Louis XIV, XV and XVI furniture, architecture, etc. Students get confused and overwhelmed. Students were divided into three groups. Each group was required to present "their Louis" in an entertaining, unusual and educational way to the class. The project was to be fun and it couldn't be boring.

Student Behavior Outcomes: The students laughed and worked diligently to be more creative than their peers. The presentations reflected the extra energy and enthusiasm to make it "fun" and entertaining. The presentations were the most creative I have ever had in twenty years of teaching. Everyone learned the differences between the three design periods, each student participated in the oral presentation and everyone had fun!

What worked? Students worked well together, brainstorming ideas. The results were creative, i.e., a Rap about Louis XVI, a play about the spoiled Marie Antoinette, Jeopardy with questions/answers relating to Louis XIV and a newspaper from Versailles about life at Court, humorous and complete with line drawings and illustrations.

What did not work? A complete success even though a few shy students held back at the beginning. A "groupie" spirit evolved and students stayed together (at the breaks, etc.) throughout the semester.

Recommended changes: Nothing - a great project.
Life Management

COURSE: Introduction to Life Management
Program Plan Reference: Life Management, page 101
Activity: Research Techniques: Computers versus Traditional Methods
SCANS Competency Area(s): Technology, Information, Interpersonal Skills
SCANS Foundation Skills: Thinking Skills
Description: Find two articles in the library related to family structure using a "traditional" search method such as Readers' Guide to Periodicals, etc. Find two additional articles using a computer database such as Proquest. Compare and contrast these two methods by having one-half of the class list the pros and cons of the "traditional" methods and the other half with the online methods.
Student Behavior Outcomes: Students enjoyed the computer search. Articles located were more closely related to topic than the previous classes.

COURSE: Introduction to Life Management
Program Plan Reference: Life Management, page 101
Activity: Values Conflict
SCANS Competency Area(s): Interpersonal Skills
SCANS Foundation Skills: Basic Skills
Description: Present to the class newspaper articles that illustrate a potential values conflict (finding money or an article belonging to someone else, children turning drug-using parents in to authorities, etc.) Have students work in groups with each group having a different article and identify the values conflict. Present an oral summary to the class.
Student Behavior: Good "ice breaker" activity for early in the semester.
**COURSE:**

**Program Plan Reference:** Introduction to Life Management

**Activity:** Life Management, page 101

**SCANS Competency Area(s):** Goal Setting

**SCANS Foundation Skills:** Systems

**Description:**
After an introductory discussion, have students and teacher work out a flow chart on the blackboard utilizing the seven steps for goal setting. Present this as a systems approach to a situation. Have each student then construct a systems approach flow chart for a goal they have.

**Outcomes**
The concept of a "system" was new to all of the students. This was a hard concept to articulate.

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**COURSE:**

**Program Plan Reference:** Introduction to Life Management

**Activity:** Life Management, page 101

**SCANS Competency Area(s):** Jig Saw Reading I & II

**SCANS Foundation Skills:** Interpersonal Skills, Information

**Description:**
Give out four to six (depending on size of class) different magazine articles on time management. As homework, student will read the article and identify the three to five major points.

- Break students into groups by articles. Have students compare their three to five main points with that of other group members. Synthesize the main points and present to the entire class by writing main points on a transparency.

- Break students into groups with each student in the group having a different article. Have students share their three to five main points. Synthesize the three to five main points from all articles and present to the entire class by writing main points on a transparency.

**Outcomes**
Students liked these activities. They were among the most effective for getting students to be active learners.
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<tr>
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<td>Activity:</td>
<td>Systems Analysis</td>
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<tr>
<td>SCANS Competency Area(s):</td>
<td>Systems</td>
</tr>
<tr>
<td>SCANS Foundation Skills:</td>
<td>Thinking Skills</td>
</tr>
<tr>
<td>Description:</td>
<td>Select a task that is done as part of a work or home routine. Present the way the task is currently being done as a systems approach. Analyze ways in which the task can be done more efficiently.</td>
</tr>
<tr>
<td>Student Behavior Outcomes:</td>
<td>System is a hard concept for students to grasp.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>COURSE:</th>
<th>Introduction to Life Management</th>
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<td>Program Plan Reference:</td>
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<tr>
<td>Activity:</td>
<td>Dealing with Change</td>
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<tr>
<td>SCANS Competency Area(s):</td>
<td>Information</td>
</tr>
<tr>
<td>SCANS Foundation Skills:</td>
<td>Basic Skills</td>
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<tr>
<td>Description:</td>
<td>Have each student interview at least two people who have experienced significant changes in their life. Have students formulate interview questions in a written format, including a question on how that person coped with the change. Have students share the coping mechanisms in a large group discussion and analyze any common themes.</td>
</tr>
<tr>
<td>Student Behavior Outcomes:</td>
<td>Positive student response. Often helped students put their “life traumas” in perspective.</td>
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<tr>
<td><strong>Lifespan</strong></td>
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<tr>
<td><strong>COURSE:</strong> Human Development</td>
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<tr>
<td><strong>Program Plan</strong> Human Development, page 148</td>
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<tr>
<td><strong>Reference:</strong></td>
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<tr>
<td><strong>Activity:</strong> Term Project/Panel Presentation</td>
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<tr>
<td><strong>Scans Competency Area(s):</strong> Information, Resources, Interpersonal Skills</td>
<td></td>
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<tr>
<td><strong>Scans Foundation Skills:</strong> Basic Skills, Personal Qualities, Thinking Skills</td>
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<tr>
<td><strong>Description:</strong> The Term Project consisted of a written report and a panel presentation. Students, working with peers, divide the assigned text chapter by topics or issues. Each student is responsible for a two page written report on their area of the chapter. One additional reference was required. The report included a title page, table of contents, body of the paper, five (5) test questions, and a bibliography. The report was due one week prior to their panel presentation. The panel presentation was one-hour in length. The panel was responsible for thoroughly covering the material in the text and supplementing it when appropriate. Each panel member administered a pretest prior to their presentation and finished their presentation by correcting the test. The panel developed a 10 question quiz which they administered at the conclusion of their presentation.</td>
<td></td>
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<tr>
<td><strong>Student Behavior Outcomes:</strong> Cooperation between panel members seemed to increase because each member was graded individually on written and oral reports. The panel worked together to plan the presentation and supplement the work of panel members. When a panel member would drop prior to presentation, the other members needed to pick up the slack. Their task was to present the chapter in its entirety.</td>
<td></td>
</tr>
<tr>
<td><strong>What Worked?</strong> Students became &quot;experts&quot; on their portion of the text. Because they presented as a group, the student was not &quot;alone&quot;. Students were encouraged to be very creative in the presentation of the material. This was modeled throughout the semester, calling the students' attention to the variety of techniques. Very specific criteria were established for written and oral presentation. Pre- and post-tests were also modeled.</td>
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<tr>
<td><strong>What Did Not Work?</strong> Students need more help in forming test questions. Questions were often very vague.</td>
<td></td>
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</tbody>
</table>
Recommended Changes:

I might make up the test questions and give to the panel with the instructions that they are to make sure this information is stressed. I would also give a final exam formed from the post-tests.

COURSE:

Human Development

Program Plan Reference:

Human Development, page 148

Activity:

Term Report

Scans Competency Area(s):

Resources, Information

Scans Foundation Skills:

Basic Skills, Thinking Skills, Personal Qualities

Description:

The term report consisted of a collection of current articles from journals, magazines and/or newspapers which highlight the aspects of human development covered in the course. Each of the ten (10) articles was to cover a different stage/area of development, be summarized, be referenced to the specific information in text that addresses the topic, note on what points the article agreed with or differed from the text and be photocopied and numbered. All articles were combined using a Table of Contents & Bibliography.

Student Behavior Outcomes:

The articles were due in groups of three (3) thus eliminating the "end of the semester rush". Most students responded well to the due dates and found it relieved some stress. The students were amazed that the information in the text was so relevant to current events and mass media reports. It helped make theory "real".

What Worked?

Students were forced to look at current periodicals with a critical eye. It reinforced their reading and class lectures. They were better able to add to class discussion.

What Did Not Work?

Difficult for professor to handle the quantity of reading due to large class sizes (55-70). Multiple due dates made bookkeeping difficult. Many students need a lot of help with learning how to summarize and not plagiarize.

Recommended Changes:

I might assign three to five specified articles and three to five that they have to locate themselves. When all 10 (x55 = 550) articles are unfamiliar to the professor it impossible to read them all and do the students' efforts justice.
**COURSE:** Child Development

**Program Plan Reference:** Child Development, page 134

**Activity:** Study Groups

**Scans Competency Area(s):** Resources, Interpersonal Skills, Information

**Scans Foundation Skills:** Basic Skills, Thinking Skills, Personal Qualities

**Description:**

1. "On Your Own" activity sheets are available in the teacher's manual from Berger's *The Developing Person Through the Life Span* text. I reproduce copies of the sheet and, after lecturing on that section, distribute them. Students then pair up (their choice) and have five to seven minutes to locate the page number that gives the answer to the question.

   When time was up we reconvened into a large group and tried to come up with a consensus for the page reference. If a discrepancy occurred, we'd all look in the text for the answer.

2. At the end of the first session I invited those students wishing to form a study group to stay after. I encourage them to figure out a time, place and location for their studying.

**Student Behavior Outcomes:**

The in-class study group was great - all students would stay until the end of class, research diligently and learn. The student independent study group was rarely, sparsely utilized.

**What Worked?** Both worked.

**What Did Not Work?** It worked.

**Recommended Changes:** I'm going to request help from the Learning Center in forming independent study groups.
Activity: Restricted Code Activity

Resources, Interpersonal, Skills Information

Basic Skills, Thinking Skills

Using the activity below, students reflected, wrote and verbally shared memories of their preadolescent language.

The purpose of this activity is to illustrate generational use of language.

ACTIVITY: Think about when you were about 12 to 14 years of age. Then answer the following: (students write at their desks for approximately 5 - 10 minutes).

1. What was the word you used to describe something you really liked?
2. What were women/girls called by your age group?
3. What music was popular? What did you call that kind of music?
4. What word(s) did you use to describe a nice looking person?
5. What expression did you use for describing a friend?
6. What other words/expressions can you recall that you and your friends used that were not used by your parents/adults?

LARGE GROUP DISCUSSION: Students respond to the questions in groups, by generations.

They laughed, shared, listened and enjoyed it.

Student Behavior
Outcomes: It all worked. All students got tuned in to the concepts.

What Worked? It all worked.

What Did Not Work? I might use it as homework and share in class if all students came prepared! I’d probably not change it.

Recommended Changes:
COURSE: Scientific Learning
Program Plan Reference: Curriculum Development for Children, page 140
Activity: Activity Kit
SCANS Competency Area(s): Resources, Interpersonal Skills, Information
SCANS Foundation Skills: Basic Skills, Thinking Skills
Description: After seeing several kits being used by preschoolers, students were asked to "make a kit (collection of related materials) for children to use in investigating and exploring a math or science concept on their own." They were to set it up for our class to see, describe how it works, answer any questions and hand in a lesson plan.

Student Behavior Outcomes:
What worked? Most of the students were intrigued with the idea of making something that would add to their own collection of teaching materials. They ranged from very basic and simple, such as matching and sorting activities to electric circuit connecting boxes, magnetic puppets and original board games.

What did not work? Some students brought items that were clearly commercial and that they had not added anything to or used in any unique ways.

Recommended changes: It probably would be helpful for students to be asked to try their kits out with preschoolers and report the results. Many did this on their own but it was not required.
Scientific Learning

COURSE: Scientific Learning
Program Plan Reference: Curriculum Development for Children, page 140
Activity: Finding Science in Preschooler’s Books
SCANS Competency Area(s): Resources, Interpersonal Skills, Information
SCANS Foundation Skills: Basic Skills, Thinking Skills
Description: Students were introduced to the various science concepts children frequently encounter. Then they were assigned to bring to class 15 preschool books dealing with some science concept. They handed in a list of the books and authors and displayed the books. Students were free to ask others why they chose certain books or how they applied to science. These books were often story books that inadvertently involved science, such as Robert McCloskey's *Blueberries For Sale*.

Student Behavior Outcomes: At first students doubted they could find much about science in preschooler's books, but as the semester progressed they broadened their concept of science. This assignment was one of three they could elect to do but most did choose to do it. Some brought in more than the required 15 books.

What worked? Students liked the idea of being able to use regular story books to reinforce and expand children's understanding of science.

What did not work? Students whose native language was not English had a more difficult time but they benefited from seeing what the others did and in hearing their explanations.

Recommended changes: Nothing, at least at this point.
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<th>Food and Nutrition</th>
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<td>Program Plan Reference:</td>
<td>Nutrition, page 193</td>
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<tr>
<td>Activity:</td>
<td>Students Prepare Presentation on Vitamin or Mineral</td>
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<td>Scans Competency Area(s):</td>
<td>Resources, Interpersonal Skills, Information, Technology</td>
</tr>
<tr>
<td>Scans Foundation Skills:</td>
<td>Basic Skills, Thinking Skills</td>
</tr>
<tr>
<td>Description:</td>
<td>Depending on class size, two to three students as a group research a vitamin or mineral. They visit a vitamin store to observe how it is packaged and marketed. They prepare presentation, each being accountable for part of the presentation and record information on transparencies for other students to see. Students also prepare three multiple choice test questions and one true/false (with my assistance) to be used on their examination.</td>
</tr>
<tr>
<td>Student Behavior Outcomes:</td>
<td>1. Students are usually hesitant to work in groups. 2. Each student participates in a presentation versus one doing the whole presentation. 3. Students become more active in a learning process rather than passively listen to a lecture on vitamins and minerals. 4. Students become more accountable for their work.</td>
</tr>
<tr>
<td>What Worked?</td>
<td>Presentations were fun, interesting. Allows students to become actively involved. Preparation of their test questions motivates them.</td>
</tr>
<tr>
<td>What Did Not Work?</td>
<td>Some students will just read information. Some test questions are very difficult; students do not evaluate the information presented very well.</td>
</tr>
<tr>
<td>Recommended Changes:</td>
<td>Allow class time for questions to be developed and reviewed by instructor.</td>
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<tr>
<td>COURSE:</td>
<td>Supervision &amp; Training</td>
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<tr>
<td>Program Plan</td>
<td>Food Service Supervision, page 188</td>
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<tr>
<td>Reference:</td>
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<td>Activity:</td>
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<td>Scans Competency</td>
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<td>Area(s):</td>
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<td>Scans Foundation</td>
<td>Basic Skills</td>
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<tr>
<td>Skills:</td>
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<td>Description:</td>
<td>Following a presentation by a counselor, the students are asked to prepare a rough draft resumé and a corresponding cover letter, using one of the sample layouts provided in the handout package. A week later in class the students are asked to exchange documents and exchange ideas and constructive criticism. Their exchanges are recorded and submitted to me with rough draft resumé.</td>
</tr>
<tr>
<td>Student Behavior</td>
<td>Initially students are timid and apprehensive about critiquing other student’s papers. After some prompting and reinforcement that any paper can be improved, they are more willing to write their constructive criticism.</td>
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<tr>
<td>Outcomes:</td>
<td></td>
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<tr>
<td>What Worked?</td>
<td>The opportunity to submit a rough draft before the final completed resumé. Opportunity to learn during the process rather than after.</td>
</tr>
<tr>
<td>What Did Not Work?</td>
<td>Some students do not have the experience or skill to critique effectively. Most students have prepared at least one resumé, others have not.</td>
</tr>
<tr>
<td>Recommended</td>
<td>Have students type rough draft so they can better visualize how it is presented on paper. Pen or pencil draft is not effective visually for spacing.</td>
</tr>
<tr>
<td>Changes:</td>
<td></td>
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</tbody>
</table>
COURSE: Supervision & Training
Program Plan Reference: Food Service Supervision, page 188
Activity: Role Playing as Manager Interviewing Potential Employee
Scans Competency Area(s): Interpersonal Skills, Information
Scans Foundation Skills: Thinking Skills, Personal Qualities
Description: Students were asked to prepare in advance 10 questions to be used in interviewing an applicant. This followed a lecture on what information is needed to screen potential applicants. At next meeting, students are placed randomly in groups of three. Each student will play the following roles: 1. The interviewer. 2. The interviewee. 3. Observer.
Student Behavior Outcomes: Students cooperated well in the role play. They worked hard at taking this assignment seriously. Many students responded that this assignment gave them some very practical experience. Activity helped them recognize what may be their weak points. Students were able to identify areas for self-improvement.
What Worked? Having each student be an active part in the role play; first, as the person interviewing; second as the person applying for the position and third, observing other students, verbal skills
What Did Not Work? Large number of students in class 35+. Difficult to observe all interactions. Some students finished too quickly; others took the same time and used it well.
Recommended Changes: Directions for the assignment. Some students were confused by the directions.
This course involves preparing students to do short 15-20 minute training sessions for dietary departments. Students must prepare their training session and present it to the class. Their presentation is video recorded onto a VHS tape which they have provided. They are asked to critique at home their own performance. Their self-evaluation is returned along with their report.

Students were very apprehensive about being videotaped. They don't want to do it. Their critiques of themselves are usually harsh. Students find it hard to determine their positive skills and usually only identify many negative skills.

Students do become involved in identifying their strong points as well as their weak points. Observing students also become more involved. It's like "Big Brother" checking on you.

Some students forget to bring a video tape. Some students do not actively listen.

Have students observing do a mini evaluation of each presentation as a way of increasing involvement. Have extra tapes available. Have a student time and give time warnings to presenters for time control.
**COURSE:** Dietetic Seminar  
**Program Plan Reference:** Dietetic Education, page 184  
**Activity:** Client Education Simulation  
**Scans Competency Area(s):** Resources, Interpersonal Skills, Information, Systems, Technology  
**Scans Foundation Skills:** Basic Skills, Thinking Skills, Personal Qualities  
**Description:** Students are to participate in two health fairs. Students can elect to serve as a nutritional counselor at the fairs or develop and provide a presentation (model, handout, computer game, visual aid, etc.). Students work as a class unit in selecting materials to order to be used in client education at the fairs. Amount of materials needed to be estimated and logistics planned as to how fairs will be manned and operated.

**COURSE:** Nutrition for the Culinary Arts  
**Program Plan Reference:** Nutrition for Food Service Professionals, page 196  
**Activity:** Professional Food Preparation Incorporating 7 Major Nutritional Guidelines  
**Scans Competency Area(s):** Interpersonal Skills, Information  
**Scans Foundation Skills:** Basic Skills, Thinking Skills  
**Description:** Present seven major nutritional guidelines:  
1. Moderate calories  
2. Moderate the use of fat and control cholesterol  
3. Increase the use of carbohydrate-rich foods and moderate the use of added sugars  
4. Moderate the use of protein  
5. Moderate the use of salt and sodium  
6. Increase the variety of fresh foods served and moderate the use of processed foods  
7. Offer a wide selection of water and nonalcoholic beverages and serve alcoholic beverages responsibly.  
All seven guidelines work together. Addressing one area will positively help in other areas as well. Culinary Artists should accept and practice these guidelines personally as well as professionally.  
Break class into seven groups, one per guideline, to develop ways chefs can achieve these ideals through professional food preparation. Implications for improving the health of others to be specified. Each group selects a spokesperson to report to entire class.
COURSE: Nutrition for the Culinary Arts
Program Plan Reference: Nutrition for Food Service Professionals, page 196
Activity: Healthy Menu Planning and Cooking Techniques
Scans Competency Area(s): Interpersonal Skills, Information, Systems, Technology
Scans Foundation Skills: Basic Skills, Thinking Skills
Description: View a video illustrating healthy cooking techniques of using monounsaturated fats, low sodium and calorie control by famous chefs. Fat and sodium modification instruction is given the previous two weeks. Lecture cover optimum nutrition and health benefits of low fat, low cholesterol diet including lipoproteins, sodium modification and calorie reduction. Next covered was implementing these nutritional guidelines in the kitchen such as choosing products, modifying culinary techniques, cooking methods, seasoning and enhancing flavors for paying customers.

Break class into groups of five to alter standard restaurant menus. Menus selected are authentic representations from a variety of ethnic and other restaurants and are provided by the instructor. Menus tend to be classically unhealthy and don’t follow the seven guidelines of optimum nutrition. Before and after menu items and cooking techniques are written on overhead transparencies. Computer assessment program may be used or their supplemental text: Composition of Foods to determine nutrient levels of both the items listed on the commercial menus as well as the replacement/improved dish selected by the groups. Overheads are then used to present to class as whole.
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<tr>
<th>COURSE:</th>
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<td>Activity:</td>
<td>Hands-On Final</td>
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<td>Scans Competency Area(s):</td>
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<tr>
<td>Scans Foundation Skills:</td>
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</table>
| Description: | Students discuss and vote as to whether the class final exam will be a written comprehensive final or a hands-on-lab final incorporating principles of entire course. (Class unanimously elects the hands-on final).

Hands-on final: Class is divided into groups. Each group plans, works within budget, orders food and prepares one unhealthy (typically traditional) dish (entree, appetizer, dessert, side dish beverages, etc.) and one nutritionally improved dish incorporating the seven nutritional guidelines. Computerized nutritional analysis is to be performed on each dish for comparison. Entire class taste tests and compares recipes.
Family and Consumer Sciences
Self Study and Assessment

an evaluation tool designed to help a local college assess program strengths and target areas for improvement in Family and Consumer Sciences and the related program areas of...

- Fashion
- Interior Design/Merchandising
- Life Management
- Lifespan (Child Development, Family Studies, Gerontology)
- Nutrition, Foods and Hospitality
This report is made pursuant to agreement number 95-0163 awarded to Mt. San Antonio College and to agreement number 95-0155 awarded to Contra Costa Community College District, Diablo Valley College by the Chancellor's Office, California Community Colleges. These projects are supported by Carl D. Perkins Vocational and Applied Technology Education Act, P.L. 101-392, Title II, Part A and Title III, Part B funds.

"The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred."

"No person shall, on the grounds of sex, race, color, national origin or handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under this project."
Family and Consumer Sciences (FCS) Self-study and Assessment

The Family and Consumer Sciences (FCS) Self-Study and Assessment system is a comprehensive evaluation tool designed for local college use. The Family and Consumer Sciences (formerly Consumer Home Economics) State Advisory Committee identified as a statewide priority the need for the design and development of an objective, flexible self-study and assessment system for local college implementation. The State Advisory Committee guided the design and development of the Self-Study and Assessment system through each phase of its progress.

Following statewide distribution and implementation of the first Program Plan in 1985, the State Advisory Committee recognized the need for program improvement assistance to local colleges. To meet this need, Peer Site Review was initiated and tested with three participating volunteer colleges in 1986. Through this process, a team of professionals visited a college to perform an intensive study of all aspects of the total program or specific components. The Program Plan served as the guideline for desirable program components. The outcome was identification of the college’s program strengths, needs for improvement and suggested action. The 1986 test demonstrated the value and effectiveness of Peer Site Review. To strengthen the system, ensure objectivity and expand application options, the State Advisory Committee recommended and oversaw the development of a Consumer/Home Economics Site Review Procedures Manual in 1991-92 and the design, development and field testing of a self-study instrument from 1993 to the present.

The Self-Study process was developed through a grant awarded to Contra Costa CCD, Diablo Valley College by the Chancellor’s Office, California Community Colleges. The computerized system is in the process of being field tested and further refined during Spring 1996.

The Self-Study Instrument and instructions for local college implementation will be sent to colleges/individuals who have received copies of this Program Plan for insertion into this Self-Study and Assessment section. If you do not receive the materials, please contact:

Pamm Shaw, Project Director
FCS Self-Study and Assessment Project
Diablo Valley College
321 Golf Club Road, Pleasant Hill, CA 94523
(510) 685-1230, ext. 1937, (510) 685-1551 (fax)
What is self-study and assessment?

The Family and Consumer Sciences Self-Study and Assessment is a voluntary process which a college may use in a variety of ways to:

- Plan for long and short term goals and objectives
- Measure compliance
- Identify strengths
- Determine needs
- Facilitate involvement of college staff and business and community representatives in program decisions
- Provide leadership opportunities for students, staff and faculty
- Teach and promote family and consumer science programs.

The self-study provides a means for community college administrators, faculty, staff, students and business/industry/community representatives to take an in-depth look at the college's Family and Consumer Sciences Program and/or related program areas of: Fashion, Interior Design/Merchandising, Life Management, Lifespan (Child Development, Family Studies, Gerontology), Nutrition, Foods and Hospitality. A self-study instrument is used to organize and guide the collection of information, decision making and planning program strategies.

How does the self-study process relate to the Program Plan?

The self-study has been designed to parallel the components of the program areas included in the Program Plan, 1996. The instrument may be used by one or all of a college's family and consumer science programs. Each of the program sections of this Program Plan includes recognition of the Self-Study and Assessment as an evaluation tool.

What is peer site review?

To enrich and validate the self-study, a college may choose to invite a team of qualified professionals to visit the college. Through interviews, observation and review of information/relevant data, the team assesses the accuracy of the self-study and strengths, needs for improvement and appropriate priority action identified by the college. The peer site review team reports its observations to the college. Peer Site Review would operate similarly to college accreditation and costs would need to be covered by the college operational budget.
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A Section of: *California Community College Family and Consumer Sciences Program Plan, 1996.*
INTRODUCTION

Family and Consumer Science programs provide a broad array of opportunities for preparation for four year colleges, job training, lifelong learning and life management skills. Community Colleges have much autonomy in structuring and developing programs to meet the needs of the communities in which they are located. While minimum standards have been put in place by the California Community College Reform Act - AB 1725, the Vocational and Applied Technology Education Act (VATEA), the Secretary's Commission on Achieving Necessary Skills report (SCANS) and the California Community College Family and Consumer Sciences Program Plan (1996), community colleges must have some means by which to measure accountability to these standards.

The Family and Consumer Sciences (FCS) State Advisory Committee (formerly known as the Consumer Home Economics (CHE) Education State Advisory Committee) recognized the need for family and consumer sciences programs to measure their effectiveness in meeting the professional standards for the occupations students are being trained in, identifying program strengths and needs in technology, curriculum or instruction and planning ahead with business and community members to prepare students for the workforce, continued education at a four year institution and/or lifelong learning. In collaboration with the Chancellor's Office of the California Community Colleges, the FCS State Advisory Committee recommended that funding be used to expand upon an existing "peer review" process that some colleges were using. With the implementation of new regulations, all community colleges are now required to complete regular program reviews with annual assessments of their progress.

Diablo Valley College, through a project that has been supported by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, (Title II, Part A and Title III, Part B) P.L. 101-392, funds administered by the Chancellor's Office, California Community Colleges, has developed this self-study instrument and manual for program use. The assessment instrument can be used in a variety of ways to:

- plan for long and short term goals and objectives
- measure compliance
- identify strengths
- determine needs
• facilitate involvement of administration and community members in program decisions
• provide leadership opportunities for students, staff and faculty
• teach and promote family and consumer science programs

From 1994-1996, ten community colleges participated in field testing the Self-Study Instrument. Schools were chosen based upon their diversity - including geographic (representing North, South and Central California); size (small, medium and large); urban/rural/suburban; nature of program (single FCS program vs. comprehensive); as well as ethnic, linguistic and economic diversity. Each college chose to use the instrument in different ways. Because of their dedication and insight into reviewing their own programs honestly and sharing that information, improvements were made in the instrument and the design of this manual based upon this input.

The Self-Study Process is one that can be used as an annual “evaluation” or check to determine compliance with the standards as well as a forum to bring advisory committees, faculty, staff, students and administrators together to talk about the program strengths, areas of need and develop long and short term planning strategies. Some campuses are using the instrument as part of the whole college program review process. Others are using it as a planning tool.

The areas included in this self-study instrument parallel those identified in the Program Plan: Fashion, Interiors, Life Management, Lifespan (Child Development, Family Studies and Gerontology), and Nutrition, Foods and Hospitality. The instrument is meant to be a flexible tool that can be used to review one or more of the family and consumer sciences subject matter areas, and to benefit individual community colleges/districts in their pursuit of a successful and innovative program. The instrument is easy to use and does not require specific technical training to complete.

The self-study instrument and assessment process can be used in the following ways:

1. Self Review

Faculty, staff, students and community representatives of family and consumer science programs can use this instrument to conduct a review of their programs and use the results to set program goals. The self-study is useful to staff for continuous program improvement and as needed in preparing for a formal review.

2. A Teaching Tool

For local community college governing boards, administrators, faculty and
staff this instrument is designed to serve as a step-by-step approach for assessing the quality of the program.

3. Program Quality and Program Improvement

FCS programs can use the self-study as a basis for evaluating program goals. The indicators can be used to assist administration, faculty, staff, students, community, business and industry participants in establishing priorities and defining those activities necessary to strengthen those areas needing improvement.

If a program has rated itself low or as not meeting the majority of quality indicators in each of the areas, it can be indicative of areas needing improvement. Similarly, if a program meets or exceeds the majority of indicators, this can be indicative of a program's strengths.

The program quality indicators are identified through:

- **Observation** The team will observe and make a judgement based upon that observation.

- **Interviews or dialogue** The team will talk with administrators, faculty, staff, students, support staff, etc. and make judgements based on the results of those conversations.

- **Records or other written material** The team will rely upon written documentation for making judgements. These will include program and college plans, goals and objectives, written programmatic materials, written correspondence, minutes of meetings, agendas, newsletters, flyers and administrative files.

Once the Self-Study is completed and analyzed, a meeting is held with all of the team members to plan how the information will be integrated into the existing planning process of the program.

**STATEMENT OF PURPOSE**

The goal of the FCS Self-Study is to develop "in-house" expertise in program evaluation and provide individual community colleges a vehicle for measuring the quality of Family and Consumer Sciences programs.

The results of the Self-Study will assist a college in strengthening its Family and Consumer Science offerings by providing insight into directions for growth and improvement.
In order for the self-assessment to be a fully inclusive process the following occurs:

- a group of people representing a variety of program areas participate on the team.
- administration, counseling, students, advisory committees, community leaders and organizations and businesses are involved.
- the process becomes integrated into the annual review and planning for the FCS program, as well as part of the three year college wide review process.

THE SELF-STUDY PROCESS

Based upon results of the field testing, the following is presented as a suggested framework from which to work when you begin your self-study.

First, you need to determine if the self-study will be done. This could come from administration - "YOU WILL DO THIS SELF-STUDY" or from a staff discussion "Let's do this Self-Study and see how well we're doing" or for lack of anything better to do......

The following steps were taken by most of the colleges:

1. Selection of faculty "team leader" who is willing to:
   - facilitate and schedule meetings
   - make sure all team members are notified
   - liaison with the program, department, administration and other areas within the college
   - has good organizational and people skills

2. Identify several key people on campus and off who will volunteer to be a part of this process.
   - need for administrative support to collect materials and data from other departments
   - Inform college personnel and related persons of the Self-Study and their function in its success

3. Have a "meeting" - call it a "party" ....
   - send notice to potential team members
   - review the self-study instrument
   - confirmation and/or commitment letters from team members
   - determine roles and responsibilities
   - review Materials Checklist (attached)
4. Identify team roles and responsibilities
   - members accept responsibilities and commitment of Self-Study process
   - members review Self-Study Procedures Manual and instrument for knowledge of process
   - Team members will:
     - Retain confidentiality of information and materials received during Self-Study
     - Assume responsibilities and carry them through
     - Comply with time frame established for Self-Study
     - Remain flexible, stay within confines of visit environment, remain helpful—not judgmental, this is especially important for "outsiders" to know what the "unspoken culture" of the school is.

5. Develop timeline for tasks and completion dates
   - set up a series of meetings
   - dates and times, deadlines for tasks

6. Collects data through observation, interview and review of records as appropriate to the need under consideration.

7. Conduct exit meeting with all persons participating and any others who may be interested to report on summary of findings and Team recommendations.

8. Prepare a written report and disseminate to all team members, and others as appropriate.

9. Complete the Program Planning Strategies form, with a timeline to develop a plan of action in response to review outcomes.

10. Implement planning strategies with ongoing evaluation of progress.

Keys to Success:
- Follow up within a specified time period.
- Share the work amongst all who are involved and recruit new staff, faculty, students and/or advisory committee members to help.
- Share self-study report and outcomes with college participants, program consumers, other faculty and staff (especially program strengths - let them know how great you are!!
- Report your findings to the governing board.

Key people include:
- Administrators—President, Vice President, Vocational Education Dean, Division Dean, Department Chair(s)
For advisory committee members, students and other community persons participating in the Self-Study

Arrangements are made to:
- Identify a Message Center/person
- Provide campus maps, identifying location(s) of meeting(s)
- Provide parking arrangements
- Provide finalized schedule

USE OF THE SELF-STUDY INSTRUMENT

The instrument can be used in a number of ways. We encourage you to ask yourself the following questions or look for the information while going through the review process. Each number corresponds to the question in the Self-Study Instrument.

Purpose/Mission

1. Refer to your program or college mission statement to determine if it agrees with or has language consistent with the program plan.
   - Is it current and accurate?
   - Who was involved in creating or revising the statement?
   - How has your mission changed?

2. Check your college and department articulation agreements.
   - Does/should your program have articulation agreements in areas that your college does not?
   - Are the agreements in writing?
   - Are they current?

3. The Program Plan outlines five levels of career path opportunities.
   - How does your program provide students with information about these opportunities?
   - Where is that information located?
   - Is it easily accessible to students?
Future Outlook

4. How is this data obtained and what process is used to collect it?
   • What documentation do you have?

SCANS

5. Outlines the five competencies that are needed for solid job performance.
   • Is your program teaching these competencies in an integrated fashion
     that reflects the workplace contexts in which they are to be applied?

6-10. Where would compliance with the competencies be found?
   • Course syllabi?
   • How are you measuring student success?

Curriculum Programs and Courses

11. What does it mean to have all one (courses only) or the other (certificate)?
    • What does having only courses say about your program according to
      the Program Plan?
    • How in-depth is your program?
    • Does your program offer courses in all of the areas that current or
      potential students express interest?
    • Are you creating new or expanding old programs based upon current
      interest, industry needs and meeting the guidelines of the program
      plan, VATEA...?

12. These classifications are outlined in the Program Plan.
    • Does your program offer classes that fall under these?
    • Review your college catalog, are the classes specified?
    • How can one tell that a class meets criteria for licensing or other
      professional standards?

13. Information regarding classes should be both in the course outline as well
    as in the schedule of classes, or college catalog.
    • Where else might this information be found?

14. How do students know which classes are articulated with four year
    colleges or high schools?
• Review copies of articulation agreements. Who negotiates them? What information is available to students? Can Advisory Board members help?

15. If catalog course descriptions do not correspond to the Program Plan, do they need to be updated?
   • When were they last updated?
   • Who participated in the process?
   • By whom will the update/revision be done?

16. Courses that are listed in the catalog should be referenced in the schedule of classes. How can that be accomplished?

17. Does your program provide instruction in these program areas?

Evaluation, Assessment and Accountability

18. When was your five year plan created?
   • Where is it located?
   • Is it accessible?

19. These are important elements to your plan.
   • Can those currently included be added?

20. How are the AB 1725 hiring requirements being met?
   • How is it documented?
   • How is shared decision making being implemented?

21. Where are current resumes of faculty? What is the role of the personnel department vs. the program regarding current work experience?

22. Faculty evaluations or evaluation dates are needed.
   • Are they done regularly?
   • What is the policy regarding evaluations?
   • Where is that policy written?
   • What system is in place for input, feedback and follow up with staff and/or faculty?

23. Check your Program Plan for additional information.
   • Are staff/faculty involved in professional organizations, continuing education, attend conferences, etc.? How is this documented?
   • Check with personnel, department meeting minutes, reports from staff/faculty.
24. How are students informed about and encouraged to participate in professional trade organizations?
   - Is this information available campus wide or only in the department or program area?
   - Is this listed in course syllabi?
   - In the campus newspaper?
   - In the department newsletter?
   - Are there subsidies for students available?

Advisory Committee

25-27. Provide a roster of advisory committee members and how they fill these categories.
   - How are advisory committee members solicited?
   - Are they involved in community groups?
   - Are they clear on what their role is? How is this documented?
   - What documentation is kept regarding the advisory committee?
   - How often do they meet? Are minutes kept of meetings?
   - Do they share in decision making practices for the programs?

Placement and Follow Up

28. How do students get information about field study programs?
   - Can it be found in the college catalog?
   - Class schedule?
   - Posted in the department?
   - Counseling staff?

29. Where is this information clearly communicated, and how?
   - College catalog?
   - Class schedule?
   - Posted in the department?
   - Counseling staff?

30. What role does the program play in helping its' students find employment?
   - How are students informed about job opportunities?
   - Is there a connection or relationship or communication system in place between community employers and your program?
31. Documentation for placement and follow up services?

Resources

32. What does it mean if you are not able to access a significant number of the resources/equipment listed?
   - Provide documentation of your response - eg. CPR training for Child Development personnel, or emergency procedures. Are child development program NAEYC accredited? Is child care available for students, faculty and/or staff? (full day, part day, subsidies, etc.)
   - How is it determined if students' needs are met by the program offered?

33. Does the department supply these instructional facilities? Does the college?

34. Are these services in place?
   - Where are they located?
   - How do students find out about them?
   - Who provides them? Are they offered during the evening or weekends as well as days?

Faculty, Counselors, Administration

35. Is diversity training required?
   - During FLEX time, workshops?
   - Check personnel records.
   - Faculty ethnicities and student population demographics - do they match?
   - Faculty employment status - full vs. part time? How many part timers are there?
   - Are there written articulation agreements?
   - How do you document faculty/staff involvement with the campus and/or district budget process?
   - Is there a written procedure for textbook selection?

Equity/Access/Vatea Requirements

36. How do you determine if instruction is bias free?
   - Course syllabi?
   - Check resource materials?
   - Counseling activities?
37. Enrollment statistics, admissions and records, demographic statistics must be reviewed.
   - Does your college/program enrollment reflect the demographics of the community?
   - Are you doing outreach to specific populations?

38. If these services are available how are students informed?
   - Posted in admissions area?
   - College catalog?
   - Course schedules?
   - Tape message at admissions and records?

39. Enrollment statistics, graduation statistics. Look at your program!

   The instrument can be a guide, but should not be seen as the be-all and end-all for your self-study. It is essential that a team of people from various and varied backgrounds have an opportunity to identify both program strengths as well as needs.

   Once the instrument and review are completed, the team will meet to discuss the results. A report will be written reflecting the results of the review as well as the process which was used to complete the review. Any strategies for future planning should also be included.
Sample note to Team Members and/or campus faculty/staff

Please return by: __________________________

Name: ___________________________ Title: __________________________
Phone: ___________________________ e-mail: __________________________

Our Program is ready to conduct a Self-Study. The content areas of our FCS program that we want to consider for this process will include: (Explain any specific concerns. Check all that apply.)

☐ Fashion
☐ Lifespan
☐ Child Development
☐ Family Studies
☐ Gerontology
☐ Interiors
☐ Life Management
☐ Nutrition and Food
☐ Other __________________________

_____ The areas indicated are our complete FCS program.
_____ The areas indicated are only a part of our total FCS program.

Prepare as many copies of all of your materials so packets for each of the members of the Team are available.

Sincerely,
MATERIALS CHECKLIST

Information may include, but is not limited to:

☐ Advisory Committee Roster/Minutes
☐ Articulation Agreements
☐ Brochures/Flyers/Promotional Materials
☐ Budget
☐ District
☐ VATEA
☐ Grants
☐ FCS-VATEA Application/Plan
☐ Class Schedules--Fall, Spring, Summer
☐ College Catalog
☐ Course Outlines/Syllabi (sample)
☐ Demographics of Campus, Community
☐ Enrollment Data
☐ Number of students
☐ ADA (ADE)/WSCH
☐ Graduates/Certificates
☐ Map of campus, community
☐ Matriculation/Counseling
☐ Program Requirements
☐ Program History

Other materials necessary to complete self-study:

*Program Plan For California Community College Home Economics Revised 1996.*

*California State Plan for Vocational Education.*

This plan should be available on each campus. Otherwise it may be secured from the California Community Colleges Chancellor's Office.

AB 1725

Available on each campus.

Other district criteria specific to an individual campus.
FAMILY AND CONSUMER SCIENCES PROGRAM SELF-STUDY PROCESS EVALUATION

Completed by Each Self-Study Team Member

NAME: ____________________  POSITION/ROLE: _______________

1. How do you rate the Self-Study process? (Check One)
   ____ Excellent (Exceeds my expectations)
   ____ Helpful to me as a professional (Meets my expectations)
   ____ Not very helpful (Does not meet my expectations)

   Briefly explain:

2. Which program(s) was/were reviewed? (Check all that apply)
   □ Fashion
   □ Lifespan
   □ Child Development
   □ Family Studies
   □ Gerontology
   □ Interiors
   □ Life Management
   □ Nutrition and Food
   □ Other ____________________

3. Were requested materials and/or identified materials made available to you?
   □ Which materials did you receive?
   □ Which materials did you wish to receive but did not?
   □ Which materials did you request but the college/program(s) did not have?

4. How were your days scheduled during the Self-Study?
   □ Was there an orientation meeting?
   □ Were you able to make visitations?
   □ Were you able to interview key/interested people?
   □ Was there an exit interview?
   □ With whom were appointments made? (List name and title/position)
   □ Were you able to speak with students? with Advisory Committee members? If so, how many and from what programs? (Include their comments)

SSA-16
5. What was most helpful about this Self-Study?

6. What was least helpful about this Self-Study?

7. Which areas did you focus on?

8. What unanswered questions, areas of concern, or undeveloped issues remain? Identify areas that you feel the team should have focused on, but didn't.

9. Have plans been made to implement any suggestions and recommendations in the report? If so, please specify.

10. Did the team conduct the visit in a professional manner?

11. Additional comments:
Family and Consumer Sciences

SELF-STUDY INSTRUMENT

- Fashion
- Interiors
- Life Management
- Lifespan
- Nutrition, Foods & Hospitality

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ACKNOWLEDGEMENTS:

This project would not have been possible without the vision of the FCS State Advisory Committee and all its members for their support and willingness to try anything!

And especially to: Rick Ida, Peggy Olivier, Shirley McGillicuddy, Stacy Thompson, Eric Gold and Vincent Wong, and to all the colleges who “field tested” the self-study instrument - this never would have happened without all of you.

Pamm Shaw, Project Director
June 1996
PURPOSE/MISSION

1. Check the career areas included in your program:

FASHION PROGRAMS
- Apparel
- Fashion Merchandising
- Textiles
- Fashion Design
- Fashion Production
- Other ________

INTERIORS PROGRAMS
- Design
- Merchandising
- Environment
- Other ________

LIFE MANAGEMENT PROGRAMS
- Consumer Affairs
- Resource Management
- Financial Management
- Other ________

LIFESPAN PROGRAMS
- Child Development
- Gerontology
- Family Studies
- Other ________

NUTRITION, FOODS AND HOSPITALITY PROGRAMS
- Culinary Arts/Food Technology
- Dietetics
- Food Service
- Wellness and Health
- Other ________

2. Check all the areas that your program has articulation agreements with:

- Secondary schools
- Regional Occupational Centers
- Regional Occupational Programs
- Other Community Colleges
- Four Year Colleges/Universities
- Business and Industry

CAREER PATH OPPORTUNITIES

3. Students have access to information for the following career path opportunities:

Level I: Entry. Completion of one or more courses which lead to self-improvement and immediate employment in career opportunities in a specific program.

Level II: Occupational Certificate Program. Completion of a minimum group of specific courses which lead to a certificate in this or a related area.

Level III: Technical: AA/AS Degree. Completion of a minimum of 60 semester credit hours. Provides option to transfer to four year college or university.

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FCS Self-Study Instrument

Level IV:  Professional/Academic level: BA/BS Degree. Completion of a four-year bachelor’s degree in this or a related subject area. Provides students with qualifications for professional employment.

Level V:  Post Professional. Advanced degree, certificate, or training.

FUTURE OUTLOOK

4. Which of the following information sources are utilized to plan for programs?

☐ County data  ☐ Employment Development Dept.
☐ Professional Groups  ☐ Research data
☐ Other


☐ Yes (continue with questions #6 - 10)  ☐ No (go to question #11)

6. What parts of Competency 1 - Resources (identifies, organizes, plans and allocates resources) has your program implemented?

☐ Time - selects goal relevant activities, ranks them, allocates time, and prepares and follows schedule.
☐ Money - uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
☐ Material and facilities - acquires, stores, allocates, and uses materials and space efficiently.
☐ Human resources - assesses skills and distributes work accordingly, evaluates performance and provides feedback.

7. What parts of Competency 2 - Interpersonal (works with others)?

☐ Participates as member of a team - contributes to group effort.
☐ Teaches others new skills - helps others understand new concepts and tasks.
☐ Serves clients/customers - works to satisfy customers’ expectations.
☐ Exercises leadership - communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
☐ Negotiates - works toward agreements involving exchange of resources, resolves divergent interests.
☐ Works with diversity - works well with men and women from diverse backgrounds.
8. What parts of Competency 3 - Information (acquires and uses information)?

- Acquires and evaluates information - able to identify, assimilate, and integrate information from diverse sources.
- Organizes and maintains information - able to prepare, maintain, and interpret quantitative and qualitative records.
- Interprets and communicates information - able to convert information from one form to another and are comfortable conveying information, orally and in writing.
- Uses computers to process information - able to interact with computer equipment both to access and input information.

9. What parts of Competency 4 - Systems (understands complex inter-relationships)?

- Understands systems - knows how social, organizational, and technological systems work and operates effectively with them.
- Monitors and corrects performance - distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions.
- Improves or designs systems - suggests modifications to existing systems and develops new or alternative systems to improve performance.

10. What parts of Competency 5 - Technology (works with a variety of technologies)?

- Selects technology - chooses procedures, tools, or equipment including computers and related technologies.
- Applies technology to task - understands overall intent and proper procedures for setup and operation of equipment.
- Maintains and troubleshoots equipment - prevents, identifies, or solves problems with equipment, including computers and other technologies.

CURRICULUM: PROGRAMS AND COURSES

11. Programs (a group of courses designed for formal completion that may lead to a certificate) are available in the following areas (check all applicable):

FASHION PROGRAMS

<table>
<thead>
<tr>
<th>Courses only</th>
<th>Certificate</th>
<th>Courses only</th>
<th>Certificate</th>
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<tr>
<td>☐</td>
<td>☐ Computer design</td>
<td>☐</td>
<td>☐ Fashion merchandising</td>
</tr>
<tr>
<td>☐</td>
<td>☐ Cosmetic specialist</td>
<td>☐</td>
<td>☐ Fashion stylist</td>
</tr>
<tr>
<td>☐</td>
<td>☐ Costume design</td>
<td>☐</td>
<td>☐ Image and color</td>
</tr>
</tbody>
</table>
- FCS Self-Study Instrument

- Fashion communications
- Fashion consultant
- Fashion design/production
- Fashion dressmaking and alteration
- Modeling
- Video merchandising
- Visual merchandising
- Other ____________

**INTERIOR PROGRAMS** meet FIDER guidelines in the following areas:

<table>
<thead>
<tr>
<th>Courses only</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic design</td>
<td>Technical knowledge</td>
</tr>
<tr>
<td>Business practice</td>
<td>Theory</td>
</tr>
<tr>
<td>History</td>
<td>Visual communication</td>
</tr>
<tr>
<td>Interior elements</td>
<td>Other ____________</td>
</tr>
</tbody>
</table>

**LIFE MANAGEMENT PROGRAMS**

<table>
<thead>
<tr>
<th>Courses only</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumer Affairs</td>
<td>Equipment and Housing</td>
</tr>
<tr>
<td>Consumer Economics</td>
<td>Financial Management</td>
</tr>
<tr>
<td>Consumer Issues</td>
<td>Resource Management</td>
</tr>
<tr>
<td>Credit and Investing</td>
<td>Other ____________</td>
</tr>
</tbody>
</table>

**LIFESPAN PROGRAMS**

<table>
<thead>
<tr>
<th>Courses only</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration/Supervision</td>
<td>Human Development</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>Infant and Toddler Care</td>
</tr>
<tr>
<td>Family Day Care</td>
<td>Respite Senior Care</td>
</tr>
<tr>
<td>Family Life Education</td>
<td>School Age Child Care</td>
</tr>
<tr>
<td>Foster Parenting</td>
<td>Special Education</td>
</tr>
<tr>
<td>Gerontology</td>
<td>Other ____________</td>
</tr>
<tr>
<td>Multilingual/Multicultural Education</td>
<td></td>
</tr>
</tbody>
</table>

**NUTRITION, FOODS AND HOSPITALITY PROGRAMS**

<table>
<thead>
<tr>
<th>Courses only</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catering</td>
<td>Food Server Training</td>
</tr>
<tr>
<td>Chef/Institutional Cooking</td>
<td>Nutrition and Food</td>
</tr>
<tr>
<td>Dietetic Service Supervision</td>
<td>Nutrition, Health &amp; Fitness</td>
</tr>
<tr>
<td>Dietetic Technician Training</td>
<td>Pre-Dietetics</td>
</tr>
<tr>
<td>Food and Equipment Demonstration</td>
<td>Restaurant/ Food Service Management</td>
</tr>
<tr>
<td>Food Server Training</td>
<td></td>
</tr>
<tr>
<td>Nutrition and Food</td>
<td></td>
</tr>
<tr>
<td>Nutrition, Health &amp; Fitness</td>
<td></td>
</tr>
<tr>
<td>Pre-Dietetics</td>
<td></td>
</tr>
<tr>
<td>Restaurant/ Food Service Management</td>
<td></td>
</tr>
</tbody>
</table>

**12.** Course classifications include which of the following?

- adult education
- elective credit
- general education
- continuation education
- field experience/internship
- interdisciplinary
13. Course credit for work experience/internship in business/industry is found in:
   - Course outlines
   - Schedule of classes

14. Courses are identified and can tie in with articulation agreements as:
   - Academic: BA/BS or advanced degrees
   - Entry
   - Technical: AA/AS degrees
   - Advanced degree, certificate or professional training
   - Occupational certificates

COURSE DESCRIPTIONS AND CORE COMPONENTS

15. Catalog course description and core components correspond to those identified in the Program Plan.
   - Yes
   - No

16. Courses in the catalog and schedule of classes are cross referenced so that students can identify the program requirements.
   - Yes
   - No

17. Students receive instruction in the following areas:

   FASHION PROGRAMS
   - construction/production
   - merchandising
   - RTW design
   - other ____________________
   - costume &/or theater design
   - promotion and/or consulting
   - sales and services

   INTERIORS PROGRAMS
   - commercial design
   - housing
   - residential design
   - environment
   - merchandising
   - other ____________________

   LIFE MANAGEMENT PROGRAMS
   - changing nature of society
   - financial management
   - structure of families
   - other ____________________
   - environmental quality
   - resource and equipment management
   - technological advances

SSA-24
LIFESPAN PROGRAMS
☐ adolescents
☐ elderly
☐ infants
☐ school aged children
☐ other ________________

NUTRITION, FOODS AND HOSPITALITY PROGRAMS
☐ commercial food service
☐ cultural variations and practices
☐ hospital and health care
☐ other ________________

EVALUATION, ASSESSMENT AND ACCOUNTABILITY

18. A five year plan is in place and on file for programs.
   ☐ Yes
   ☐ No

19. The five year plan includes (check those which apply):
   ☐ activities and timelines
   ☐ annual progress review
   ☐ evaluation of program progress
   ☐ identification of resources needed
   ☐ long range goals
   ☐ program specific objectives
   ☐ short term goals
   ☐ identification of implementer

20. The college meets AB 1725 hiring requirements.
   ☐ Yes
   ☐ No

21. Faculty have current work experience related to the courses they teach.
   ☐ Yes
   ☐ No

22. Evaluation of all faculty is completed at least every two years.
   ☐ Yes
   ☐ No

23. The college supports and faculty participate in staff development, continuing education and membership in professional associations in the following ways:
   ☐ are members of professional (trade) associations
   ☐ attend conferences/workshops
   ☐ enroll in continuing education
   ☐ keep current with needs/latest developments through work experience
   ☐ meet to share information
   ☐ participate in professional (trade) organization activities
24. Students participate and/or are encouraged to participate in:

- activities with allied professions
- professional associations
- other ____________
- developing relationships with industry
- professional workshops & conferences

**ADVISORY COMMITTEE**

25. The Advisory Committee is composed of representatives from the following areas:

- administration
- community agencies & organizations
- faculty
- individuals served by the college
- secondary institutions
- students
- business/industry
- community members
- counseling & placement centers
- four year institutions
- political representatives
- staff
- other ____________

26. The Advisory Committee:

- Has members who are diverse in job skills and job titles, gender and culture.
- Is representative of the communities served.
- Keeps agendas and minutes of meetings on file.

27. The Advisory Committee assists programs by providing and/or advising on the following:

- career opportunities
- course offerings
- equipment purchases
- innovative practices
- quality indicators/oversight
- transfer/access issues
- community relations
- curriculum goals
- focus on instructional services
- job placement assistance
- resource allocation
- other ____________

**PLACEMENT AND FOLLOW-UP**

28. Student-supervised field work includes a minimum of one semester of:

- college sponsored and supervised program
- selected community/industry internship
- college sponsored industry program
- none required
29. The following information is clearly communicated to potential students:

☐ assessment services  ☐ background of program success
☐ entrance requirements  ☐ financial aid
☐ graduation requirements  ☐ potential employment opportunities
☐ procedures for advanced standing  ☐ remedial and other assistance

30. Placement services include the following:

☐ Job placement is available on campus.
☐ Faculty work with placement services available on campus.
☐ Programs are publicized so community employers are aware of potential employees.
☐ Other ____________________

31. Program accountability is documented by:

☐ Articulation agreements with four year institutions
☐ Articulation agreements with secondary institutions
☐ Business partnerships
☐ Campus program review
☐ Employer surveys
☐ Job placement data
☐ MIS data
☐ Student surveys & questionnaires
☐ Student transfer data
☐ Tracking of former students
☐ Other ____________________

RESOURCES

32. Adequate equipment/resources are available in the following areas and include the following:

FASHION MERCHANDISING
☐ art supplies
☐ basic tools for measuring, cutting & attachment
☐ computers & related software
☐ display areas and display prop storage area
☐ fabric inventory
☐ fashion forecasting services
☐ light fixtures
☐ locking display windows
☐ mannequins, forms and costumers
☐ newspapers/fashion magazines
☐ paint box and paint supplies
☐ props
☐ racks, rounders, t-stands, grids
☐ ramps for modeling
☐ tool box
☐ work & prop room
☐ other ____________________

FASHION DESIGN, FASHION PRODUCTION
☐ buttonhole machine
☐ cutting knife or saw
☐ demo. table with mirror
☐ CAD &/or CAM lab & computers
☐ cutting table
☐ dress forms
### INTERIORS PROGRAMS

- Dressing room
- Full length 3-way mirrors
- Half-scale demo forms
- MacBeth noon day lighting
- Pattern drafting tools
- Presser
- Sketch drawing boards and supplies

### LIFE MANAGEMENT PROGRAMS - N/A

- Adequate fencing exists.
- Adequate first aid supplies are readily accessible to adults, not children.
- Adults have current first aid and CPR training.
- Age appropriate emergency procedures are posted (fire, earthquake).
- Books/materials are non-sexist, multicultural & of sufficient quantity and variety for group size.
- Building and playgrounds are free of hazards.
- Emergency procedures are in place. Protective barriers or gates exist.
- Equipment and materials are age and developmentally appropriate.
- Facility exceeds State of California licensing requirements.
- Indoor/outdoor environment that is safe and developmentally appropriate.
- Infant/toddler area includes sanitation procedures for diapering, hand washing, proper refrigeration and dish washing, etc.
- Materials are accessible to the children.
- Outdoor space provides shade, water, storage.
- Outdoor space has a variety of surfaces (grass & sand).
- Outdoor space is appropriate to age and special needs of children served.
- Program offered meets needs of students (eg. Full day vs. Part day programs; costs).
- School-age care provides appropriate adult supervision.
- Space is provided for privacy (solitary play).
FCS Self-Study Instrument

☐ Temporary isolation area for ill children.
☐ Traffic patterns are well thought out.
☐ Other ____________________________

NUTRITION, FOODS AND HOSPITALITY PROGRAMS
☐ Equipment manuals, equipment specifications
☐ Food equipment supply establishments
☐ Food markets
☐ Food service establishments
☐ Laboratory classrooms equipped with commercial, large quantity food production
☐ Laboratory classrooms equipped with home-size food preparation equipment
☐ Microcomputer software
☐ Microcomputers and peripherals
☐ Nutrition lab
☐ Operational college cafeteria
☐ Other ____________________________

33. Adequate instructional facilities and supports exist including:

☐ Audio visual equipment (VCR, camera, monitor)
☐ Classroom and facilities for specialized areas with state-of-the-art equipment
☐ Computer lab with microcomputers, peripherals and software
☐ Equipment manuals, equipment specifications
☐ Laboratories with representative equipment
☐ Learning resource centers
☐ Lecture classrooms with lectern podium
☐ Library with print and video support; periodicals & other reference materials
☐ Media Center
☐ Opaque projector, overhead projector, slide projector
☐ Other ____________________________

34. Programs have the following student support services:

☐ Computer center
☐ Counselors, placement and other support staff
☐ Interpreting
☐ Media center
☐ Remedial instruction/learning center
☐ Tutoring (departmental and/or school-wide)
☐ Up-to-date library reference materials
☐ Other ____________________________
FACULTY/COUNSELORS/ADMINISTRATION

35. The following is true for faculty:

☐ Counselors and administrators are familiar with the goals, objectives, activities, enrollment policies, career paths and employment potential for programs.
☐ Faculty are aware of existing articulation agreements.
☐ Faculty get training to eliminate bias based on gender, age, race or disability.
☐ Faculty reflects the ethnic and cultural diversity of the student population.
☐ Faculty/staff participate in the budget process for the campus/district.
☐ Full time faculty are employed in the program.
☐ Individual faculty determines course textbooks, materials and curricula.
☐ Part time faculty are employed in the program.

EQUITY AND ACCESS

36. The following areas are free from bias and stereotypes concerning age, gender, disability and race:

☐ Counseling activities and materials
☐ Learning environment
☐ Entrance requirements
☐ Instruction
☐ Resource materials

37. Minority enrollments reflect district demographics for:

☐ African American
☐ Caucasian
☐ Native American
☐ Multiracial
☐ Asian
☐ Hispanic/Latino
☐ Pacific Islander
☐ Other _________________

38. College registration procedures support open access and convenience for potential students through the following:

☐ Flexible schedules exist.
☐ Innovative delivery systems are available including: distance learning, compressed video, teleconferencing, etc.
☐ Program materials are available in languages other than English.
☐ Registration is available by computer.
☐ Registration is available by telephone.
☐ There is a balance of day/evening classes.
☐ Other __________________
39. Persons from special population groups (as defined by VATEA):
   - Are equitably represented in the enrollment.
   - Have retention and graduation rates which do not vary significantly
     from the rate for all students in the program.

40. What are the program's strengths?

41. What aspects of this program need improvement?

42. What changes would you like to see in the program?
<table>
<thead>
<tr>
<th>ACTION TO BE TAKEN</th>
<th>SUPPORTS/RESOURCES NEEDED</th>
<th>PERSON(S) RESPONSIBLE</th>
<th>TIMELINE</th>
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</table>
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An Appendix to: *California Community College Family and Consumer Sciences Program Plan, 1996*
Revision of the...

California Community College  
Family and Consumer Sciences Program Plan

Directory of Professional and Trade Organizations

Directory of California Community College  
Family and Consumer Sciences and  
Related Program Areas and Program Coordinators

was an intensive effort which was accomplished only through the commitment and participation of hundreds of professionals from all educational levels, business and industry, community agencies and the public sector.

Careful analysis and scrutiny of the 1992 issue of these publications spanned three years. Curriculum and course content, industry needs and practices, economic and societal issues and trends and California priorities for vocational education were thoughtfully addressed. The 1996 revised publications are the culmination of these efforts.

Sincere appreciation is expressed to each individual, organization and institution which contributed. A partial list of participants is shown on the following pages. Their gratification and yours will come through the implementation and improvement of these guidelines for standards of excellence in California Community College Family and Consumer Sciences Programs and the related program areas of:

Fashion  
Interior Design/Merchandising  
Life Management  
Lifespan (Child Development, Family Studies, Gerontology)  
Nutrition, Foods and Hospitality
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1993-94

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Betty Camp, Ohlone College
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Representatives of groups listed above indicated with * plus
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California Community Colleges
Fitting The Pieces Together

Teaming Up To Succeed

Shaping The Future

A Plan For The Year 2000
GLOSSARY

A definition and/or description of terms and acronyms used in the California Community College Family and Consumer Sciences Program Plan, 1996
GLOSSARY

AA/AS Degree  Associate in Arts Degree, Associate in Science Degree. Organized plan and list of courses for the sole purpose of synthesizing all classes for the two-year lower division degree.

access  Access is identified by evaluating the percentages of special populations students enrolled in vocational education programs as compared to the percentage of all vocational education students and in comparison to the total campus/district population. (Source, California State Plan for Carl D. Perkins VATEA Funds; 1994-1996).

accountability  A careful plan developed by the staff to establish criteria of successful teaching and planning; account for the utilization of resources to achieve prescribed goals.

accreditation  The process by which the institution and program of preparation have been evaluated by an agency established for that purpose by the profession and have been certified as meeting its standards of competence and accountability.

ADA  Americans with Disabilities Act of 1990, legislation designed to enforce fair practices in all aspects of society for individuals with disabilities.

adult education  Instruction designed to develop skills, understanding and attitudes, encompassing knowledge and information needed by adults or out-of-school youth over 16 years old; a process by which men and women, either alone or in groups, try to improve themselves by increasing their knowledge, skills or attitudes.

advisory committee  A group of individuals selected to facilitate functional relationships between education and employers, labor unions, community agencies and related organizations as well as establish appropriate academic and occupational program standards.

all aspects of the industry  As stated in the Carl Perkins VATEA, 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.

apprenticeship training program  Program registered with the U.S. Department of Labor (U.S.D.O.L.) or the state apprenticeship agency which is conducted or sponsored by an employer, or a joint apprenticeship committee representing
both employers and a union, and which contains conditions for the qualification, recruitment, selection, employment and training of apprentices.

**articulation** Collaborative process through which the deliverers of vocational/occupational Family and Consumer Sciences Education in California define and delineate roles, responsibilities, relationships and interrelationships for each level of instruction; may include but not be limited to secondary schools, regional occupational centers/programs (ROC/Ps), community colleges, colleges and universities, business and industry and community based organizations.

**BA/BS Degree** Bachelor in Arts Degree, Bachelor in Science Degree.

**boomerang children** Grown children living at home with their parents.

**California Articulation Number System (CAN)** An intersegmental number system designed to identify courses most commonly transferred to meet lower division major preparation requirements and simplify the transfer process.

**California Plan for Career-Vocational Education** *Part I: Policy Directions, January 1989,* identifies priorities for vocational education K through postsecondary. *Part II: Implementation Strategies, March 1990,* delineates strategies to be addressed by all partners in vocational education. Sponsored by the California State Department of Education, Career-Vocational Education Division and the Chancellor's Office, California Community Colleges Vocational Education Unit (existing titles at the time).

**California State Plan for Carl D. Perkins VATEA Funds 1994-96** The *California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds 1994-1996* provides a framework upon which to build the kinds of educational programs and services that meet the needs of an increasingly diverse population and those of a dynamic and rapidly changing economy. The plan focuses on the needs and priorities of its citizens in addition to meeting the compliance criteria outlined in the regulations.

**CARE** Cooperative Agency Resource for Education.

**career brief** A one page flyer which identifies a career/job title and includes job description, salary and future need.

**career education** Instruction that is designed to prepare students for entry into and advancement in the work force and includes vocational education, career awareness programs and programs wherein students gain on-the-job experience.
career path  A number of jobs, positions and occupations through which individuals progress professionally; a visual means of identifying vertical and horizontal career opportunities.

CBO  Community based organization.

CDE  California Department of Education.

certificate program  A specific program with varying unit value identified for the special purpose of employment or early completion of academic work; sometimes the core of an AA/AS Degree.

CFCS  Certified Family & Consumer Scientist. A process of remaining current in the professional field through continuing education or professional development units. Validated by AAFCS (American Association of Family and Consumer Sciences).

CHE-HERO program  Consumer & Home Economics – Home Economics Related Occupations. The two-fold secondary education programs and career paths.

CIP  Classification of Instructional Programs. CIP is the second revision of the United States Department of Education’s standard educational program classification system. This version supersedes all previous editions of the CIP, and will be used by the USDOE as its taxonomies standard for federal surveys and state reporting of institutional data, including program offerings, program financial data, staffing data, enrollments and completions. The 1990 CIP is also the accepted guide for data reported to the federal government by individual institutions and other educational providers. Implementation began with the 1991-92 academic year.

class  One part of a course of instruction.

COCCC  Chancellor's Office, California Community Colleges.

community services  Activities and programs conducted for individuals, institutions and the community as a whole for the maintenance and improvement of learning social experiences.

COMPENDIUM  The California Community College Family and Consumer Sciences (formerly Consumer Home Economics Education) statewide newsletter.

comprehensive core  A group of courses which constitute the main subject matter curriculum for the program, complemented by additional courses for the local college and the community.
consumer  User of resources of the community; buyer of goods and services.

continuing education  The term applied to a form of approved (or required) education, usually part-time, taken by individuals who wish or are required to have additional formal study in the field in which they are employed.

contract education  A mechanism for bringing the expertise of community colleges to businesses, agencies and other organizations. Drawing on diverse vocational and academic divisions, customized education and training is developed. Courses, seminars or workshops are offered economically to employees or members at a time and location convenient to them resulting in improved knowledge, performance and morale.

cooperative work experience education  The combination of college study with on-the-job experience organized and coordinated by a community college to provide learning opportunities for students in business, industry and government. It is designed to develop skills and knowledge and to improve self-understanding by integrating classroom study with planned, supervised work experience.

core classes  The required courses of a specific program.

core components  Integral parts of courses to delineate the scope and sequence of instruction.

credential  Part of a licensing process authorizing a person to engage in specified service. Value given to an academic course.

credits  May be semester or quarter, based on the individual college schedules and a standard which defines number of hours a course contains.

curriculum  A defined course of instruction offered in an area of specialization.

disadvantaged  Individuals (other than individuals with disabilities) who have economic or academic disadvantages and who require special services and assistance in order to enable such individuals to succeed in vocational education programs. Such term includes individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from secondary school.

displaced homemaker  An individual who 1) is an adult; and 2) (i) has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills; (ii) has been dependent on public assistance or on the income of a relative but is no longer supported by such income; (iii) is a parent whose youngest dependent child will become
ineligible to receive assistance under the program for Aid to Families with Dependent Children under part A of title IV of the Social Security Act within 2 years of the parent's application for assistance under this Act; or (iv) is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate, or 3) is a criminal offender.

diverse populations References the educational challenges and opportunities presented by a dramatically changing population in California which reflects enormous diversity. Such diversity may include culture, ethnicity, religious practices, physical and mentally disabled, economic and educationally disadvantaged, individuals whose primary language is not English, gender and gender preferences.

DOT Dictionary of Occupational Titles.

economically disadvantaged family or individual Such family or individual determined to be low income according to the latest available data from the Department of Commerce.

Ed>Net The Economic Development Network of the California Community Colleges is a statewide network established to focus on the training needs of California's workforce.

electives Recommended courses from which students might select to complement their study for a degree or certificate or to develop job specific skills.

emerging careers Occupations and employment opportunities which forecasting, long range planning and analysis of employment projections identify as those having future employment potential.

entry-level jobs Employment at the primary level, where workers are under direct supervision while gaining experience in a job or trade.

EOP&S Extended Opportunity Program and Services.

ERIC Educational Resources Information Center. An educational information system. The address for the ERIC Clearinghouse for Community Colleges is: UCLA, 3051 Moore Hall, P.O. Box 951521, Los Angeles, CA 90095-1521.

ESL English as a Second Language.

Family and Consumer Sciences At the community colleges, the Family and Consumer Sciences programs are designed to meet the needs of those who desire to work in a wide variety of human service areas. These programs focus
on the relations between the physical, social, emotional and intellectual development of individuals in a variety of settings. Programs in this area include: Fashion, Interior Design/Merchandising, Life Management, Lifespan (Child Development, Family Studies, Gerontology), Nutrition, Foods and Hospitality.

**family and consumer sciences** A discipline that draws from the biological, physical and social sciences, and the humanities; content needed to help people solve problems related to food, clothing, shelter and relationships and that deals with the development of understanding, skills and attitudes essential to the improvement of individuals, families and community groups; enables families to function in their own strength.

**FII** Fund for Instructional Improvement (AB-1173).

"free sample" presentations  Speaking to classes or groups on a topic that is taught in a class. May be used as a recruitment tool.

**FTE** Full-time equivalent.

**full-time student (FTS)** Generally accepted to be a student enrolled in 12 units or more per semester or 15 units or more per quarter.

**GAIN** (Greater Avenues for Independence) A comprehensive effort by the State of California to provide education, job training and support services to eligible welfare recipients.

general education A specific core of courses which covers those phases of learning which are the common experience of men and women; education gained through dealing with the personal and social problems with which all individuals are confronted.

**Goals 2000** Educate America Act, national education reform legislation signed into law in 1994. The act defines eight national education goals that each state must work to achieve.


**Home Economics Careers and Technology** Name for secondary Home Economics programs selected by the CDE to reflect the new focus and directions for secondary programs.

**ICC** Intersegmental Coordinating Council, serves to facilitate the transfer of students among the segments of secondary and post secondary education in California and to resolve issues related to articulation.
individual with disabilities An individual with any disability (as defined in section 3(2) of the Americans with Disabilities Act of 1990).

inservice Teacher education workshops, generally done within the institution; can be directed toward a specific group, a specific skill or discipline.

integrated academics VATEA guidelines clearly identify the need for an education and curriculum which integrates academic and vocational learning. Integrated academics, sometimes labeled applied academics, is an educational system that combines the best in vocational and academic learning, i.e. teaching academic foundation courses in a vocational setting.

interdisciplinary Involves two or more academic, scientific or artistic disciplines.

interior designer One who is qualified by education and experience to identify, research and creatively solve problems related to the function and quality of an individual's environment.

interior merchandising Includes sales and resource knowledge of furnishings, finishes and equipment used in the interior design profession.

JAPC Joint Advisory Policy Council on Vocational Education through 1993 provided articulation and coordination of vocational education by advising the State Board and the Board of Governors on policies, procedures, fund allocations, staff responsibilities, planning and program development. In 1994, Joint Advisory Committee on Vocational Education (JACVE) was created by the State Board of Education and the Board of Governors of the California Community Colleges to provide a forum for discussion of federally funded vocational education programs and services.

JTPA Job Training Partnership Act, legislation to establish programs to prepare youth and unskilled adults for entry into the labor force and to afford training to economically disadvantaged individuals and others facing serious barriers to employment and in need of training to obtain productive employment.

LEP Limited English Proficient.

levels Used in this Program Plan to designate progression of learning/preparation and employment from entry level to technical/certificate/AA/AS degree to BA/BS degree.

license A certificate which is issued by a competent authority certifying that the applicant has completed certain specified requirements.

lifelong learning The acquisition and expansion of new skills and concepts, in view of development which may be considered as a continual and orderly
sequence of conditions that creates actions, new motives for actions and eventual patterns of behavior.

**LMI/SFS Labor Market Information/Statewide Follow-up Study.** A community college project designed to: 1) assess and establish a comprehensive, consistent, common and continuing source of LMI; 2) collect and display LMI data based on a match of occupations or jobs to the instructional programs of the community colleges and 3) develop and implement a student and employer follow-up system which collects classroom student and employer information.

**MA/MS Degree** Master in Arts Degree, Master in Science Degree.

**mini-grant** Competitive bid process for distributing VATEA, Title III, B CHE funds to local college programs when such funds were available. Awards ranged from a minimum of $5,000 to a maximum of $20,000. Mini-Grant applications addressed project specifications. Projects selected for funding were based on recommendations of Review Panels composed of Consumer/Home Economics peers.

**multicultural** A combination of several cultures.

**multilingual** Containing, expressed in, or able to use several languages.

**NCRVE** National Center for Research in Vocational Education, 2150 Shattuck Avenue, Suite 1250, Berkeley, CA 94704, (800) 762-4093, fax: (510) 642-2124, electronic mail: NCRVE@cmsa.berkeley.edu.

**paraprofessional interior design technician** One who is qualified by education or experience to assist an interior designer in illustration, installation, specification, estimating or merchandising; competency may include aspects of drafting, delineation of material or component selection, specification work, office administration or management; the academic training of the paraprofessional interior design technician is typically a two-year program.

**part-time student** A student enrolled for one to 11 units per semester or one to 14 units per quarter.

**PDU** Professional Development Units earned for certification through the American Association of Family and Consumer Sciences (formerly AHEA).

**Carl D. Perkins Vocational and Applied Technology Education Act (VATEA), 1990** Federal legislation designed to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic and occupational skill competencies
needed to work in a technologically advanced society. These federal funds may only be used for program improvement with the full participation of special populations. Funds are to be directed toward improvement of programs at sites serving the highest concentrations of students with special needs or of programs serving the largest number of students with special needs. To meet the requirements of the federal act, each funded program must: "Be of sufficient size and quality to be effective; Integrate vocational and academic competencies; and Provide equitable participation for special populations." And in addition, include strong experience and understanding of all aspects of the industry the students are preparing to enter.

pluralistic society Social pluralism emphasizes the multiplicity and variety of groups constituting society; coexistence of subgroups having different culture patterns within one social-economic-political group; emphasizes the value of a culture which is the product of the varied immigrant groups and peoples of that society.

postsecondary education Formal college instruction offered at the undergraduate and graduate levels.

program A sequence of courses leading to a defined objective such as a degree, certificate, diploma, license or transfer to another institution of higher education.

Project Funds Catalog A hard copy listing of the COCCC RFAs available and mailed to the designated contact at each community college. Listings are available via electronic communications.

provider number A number allocated by a professional organization for continuing education programs.

public policy Use of knowledge in the rational development of public activity or decision.

quality indicator Standard, criteria or guideline to indicate quality in programs, courses and classes.

R & R Resource & Referral, a referral service for parents to child care services; administer other services and workshops for child care providers.

RD Registered Dietitian.

recommended course options Classes which may be used in addition to required core to complete units within a discipline for a degree or certificate.
Regionalization A process for strengthening an educational program through forming a consortium of colleges which enter into an agreement to plan, articulate and deliver instruction capitalizing on individual college strengths, instructional qualifications, facilities and equipment. Regionalization may afford increased flexibility and opportunity for students to achieve their educational goals.

RFA Request for Application.

RFP Request for Proposal.

ROC Regional Occupational Center.

ROP Regional Occupational Program.

SAM Student Accountability Model, a California community college system for coding vocational courses as a basis for reporting vocational enrollments.

Sandwich generation Middle-aged generation caught between competing demands of aging parents and their own children.

SCANS Secretary's Commission on Achieving Necessary Skills, a study commissioned by the U.S. Department of Labor (DOL) to identify essential competencies and foundations of knowledge for successful employment.

School to Career Term used by California for School-To-Work.

School-To-Work Opportunities Act 1994 (STWOA) The purpose is to assist students in preparing for future jobs by giving them timely and accurate career information along with the opportunity to obtain high levels of academic and technical skills. Seeks to develop a system that enables students to move sequentially through various education programs to reach their occupational goal.

SCOVE State Council on Vocational Education, appointed by the Governor. Advises the Governor, State Board and public on the State Plan for Vocational Education priorities, distribution of funds and other related information.

Sex (gender) equity The equal treatment of men and women; freedom from discrimination, bias or stereotyping based on gender; efforts made to overcome sex bias, sex discrimination and sex role stereotyping for men and women and to help individuals succeed in careers nontraditional for their gender.

Single parent An individual who 1) is unmarried or legally separated from a spouse; and 2) (i) has a minor child or children for which the parent has either custody or joint custody; or (ii) is pregnant.
skip generation  Non-traditional family in which children are raised by grandparents.

special populations  Individuals with handicaps, educationally and economically disadvantaged individuals (including foster children), individuals with limited English proficiency, individuals who participate in programs designed to eliminate sex bias and individuals in correctional institutions as defined by VATEA.

standards  An established measure, criteria, guideline or quality indicator.

T.Q.M.  Total Quality Management.

Taxonomy of Programs (TOP)  A classification of disciplines, subdisciplines and programs by which districts and colleges identify programs; used for all reports required by the Chancellor's Office, CCC; a common identification and definition for instructional programs.

Tech Prep programs  Tech Prep education as defined by VATEA is a combined secondary and postsecondary program which a) leads to an associate degree or two-year certificate; b) provides technical preparation in at least one field of engineering technology, applied science, mechanical, industrial or practical art or trade, or agriculture, health or business; c) builds student competence in mathematics, science and communications (including through applied academics); and d) leads to placement in employment.

technology  The science or study of the practical or industrial arts, applied sciences, etc.; the system by which a society provides its members with those things needed or desired.

track  A direction within a program which leads to a certificate, degree, or job placement.

transfer courses  Courses offered at a community college which have been identified with the UC and CSU systems and granted a CAN or have been articulated as an equivalent course.

unit value  Credits assigned to a specific course over either a quarter or semester of instruction.

VATEA  Vocational and Applied Technology Education Act, Carl D. Perkins.

vocational education  Organized educational programs offering a sequence of courses which are directly related to the preparation of individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Such programs shall include competency-
based applied learning which contributes to an individual’s academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills and the occupational-specific skills necessary for economic independence as a productive and contributing member of society. Such terms also include applied technology education.

**vocational student organizations** Organizations for individuals enrolled in vocational education programs in educational institutions (middle school through higher education) which engage in activities as an integral part of the instructional program. Such organizations may have state and national units which aggregate the work and purposes of instruction in vocational education at the local level.

**work based learning** As defined in the School to Work Opportunities Act, 1994 (California School to Career) promotes educational systems which prepare students with skills and knowledge that allow them to enter and advance within a career and make the transition from school to work.

**work experience** Integrates work experience, internships, clinical experience, job shadowing, etc. with classroom instruction to provide practical application of subject matter theory/core components.
Directory of Professional and Trade Organizations
1996

A description of professional and trade organizations related to Family and Consumer Sciences and specialized programs...
Designed to serve as an instructional and professional development resource.
This report is made pursuant to agreement number 95-0163. This project is supported by Carl D. Perkins Vocational and Applied Technology Education Act, P.L. 101-392, Title II, Part A and Title III, Part B funds, awarded to Mt. San Antonio College by the Chancellor’s Office, California Community Colleges.

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"No person shall, on the grounds of sex, race, color, national origin or handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under this project."
In today's fast-moving, technologically changing world, community college Family and Consumer Sciences professionals must continuously revise instruction so that students can compete in the world of work. To do this, faculty need:

- State of the art information about the industry for which students are prepared;
- Professional development activities to up-date skills and the employment outlook;
- Opportunities for students to participate in the profession, including scholarships, internships and related work experience.

Professional and Trade organizations can help educators remain on the cutting edge of their discipline. This directory lists over 90 local, state and national organizations in various fields related to Family and Consumer Sciences and specialized fields.

To be listed, the organization's purpose, mission and program of work must be similar to that of one or all Family and Consumer Science program areas. The groups provide classroom materials, speakers, tours, research reports and/or informational publications. They may also provide student scholarships, opportunities for internships or work experience and professional development seminars, meetings and conferences and access to current equipment, supplies and other essential resources. Membership may be open to faculty and students.

Each chapter of this Program Plan lists professional and trade organizations related to that particular program area. These groups can easily be located in the alphabetical listing of this Directory.
This Directory of Professional and Trade Organizations lists only a sampling of the groups with information and services that can assist community college Family and Consumer Sciences professionals. Colleges are encouraged to tap this rich resource and expand it through adding other local, state and national organizations as they are identified and/or formed to meet priority needs.

Listing in the Directory of Professional and Trade Organizations was originally based on responses to a request for an organizational profile and contact information mailed in June, 1992 to a wide variety of home economics and related program area relevant groups both statewide and national. This revision reflects those original and additional listings which have been of value to California community colleges. Information included is based on that which was provided.

Local community colleges are encouraged to submit information on additional professional and trade organizations for distribution in COMPENDIUM and inclusion in future Directory revisions.
American Association of Family and Consumer Sciences (AAFCS)  
(formerly AHEA) ........................................... (800) 424-8080, (703) 706-4600  
1555 King Street, Alexandria, VA 22314  
The only national scientific and educational organization whose membership  
includes professionals in all areas of Family and Consumer Sciences/Home  
Economics. Membership includes state affiliation, Journal of Family and Consumer  
Sciences Action. Activities include annual meeting, public policy advocacy,  
scholarships and grants and a network of mentors and advisors. Publications in all  
areas of family and consumer sciences. Student memberships available.

American Association of Family and Consumer Sciences -  
California Affiliate ........................................... (916) 484-1709  
2121 Mission Ave., Carmichael, CA 95608  
Marjorie Mann, Executive Secretary  
An affiliate of American Association of Family and Consumer Sciences. Educational  
and scientific organization dedicated to improving the quality of individual and  
family life through education, research, cooperative programs and public  
information. The voice of home economists from diverse fields, the Association  
provides integration, direction, continuity and unity of purpose throughout the  
profession.

American Association of Housing Educators (AAHE)  
Family Economics / Justin Hall, KSU, Manhattan, KS 66506  
Joyce Gregg, Executive Secretary  
Professional organization open to faculty in the area of housing. Dedicated to  
research, dissemination of findings and development of its members. Student  
involvement encouraged.

American Association for Marriage/Family Therapy (AAMFT) ....... (202) 452-0109  
1100 17th St. NW, 10th Floor, Washington, DC 20006  
California Chapter: 2605 Camino del Rio South, Suite 200, San Diego, CA 92108  
Non-profit, educational and scientific association whose members are marriage and  
family therapists. The Association promotes research, professional standards,  
 improved education, support services and information.

American Association of Retired Persons (AARP) ................. (310) 496-2277  
3200 E. Carson Street, Lakewood, CA 90712  
A non-profit social welfare, philanthropic, educational and scientific organization  
dedicated to helping older adults 55 and older to achieve independence, dignity and  
purpose. Actively promotes legislation and public policy in the best interest of older  
adults. Scholarships, and discounts on travel, insurance, prescriptions. Modern  
Maturity Magazine and AARP Bulletin.
American Correctional Food Service Association .............................. (717) 233-2301
2040 Chestnut Street, Harrisburg, PA 17104
FAX: (717) 233-2790
An organization of highly skilled, correctional food service professionals who are interested in the common goal of providing nutritious, cost effective meal service to the incarcerated population throughout the U.S. and Canada. Also, 300 vendor members.

American Council on Consumer Interest (ACCI) .................................. (314) 882-3817
240 Stanley Hall, UMC, Columbia, MO 65211
Anita Metzen, Executive Director
Professional organization seeking to promote the interests of consumers in the American economy by providing information to the consumer, producer and government on utilization of economic resources available to them. Promotes better consumer education and research on consumer issues and consumer related public policies. Members benefit from conferences and publications including Journal of Consumer Affairs and ACCI Newsletter. Student memberships available.

American Culinary Federation (ACF) .................................................. (800) 624-9458
P. O. Box 3466, 10 San Bartola Road, St. Augustine, FL 32085
The organization of professional chefs, pastry chefs, culinary educators, cooks and related professionals serving the foodservice industry. The objective of the ACF is to promote the culinary profession and the advancement of its members. The objective of the American Culinary Federation Educational Institute (ACFEI) is to provide educational opportunities necessary to achieve professional growth.

American Dietetic Association (ADA) .................................................. (800) 877-1600
216 W Jackson Blvd., Suite 800, Chicago, IL, 60606-6995
Beverly Bajus, Chief Operating Officer
Largest group of food and nutrition professionals in the world. Serves the public by promoting optimal nutrition, health and well-being. Membership includes registered dietitians, dietetic technicians registered (DTRs) and students. Sponsors legislative projects, publications and professional continuing education programs. Provides consumers with objective, credible nutrition information through toll-free hotline, National Nutrition Month and Nutrition Infocenter. Supports state licensure of dietetics practitioners, offers certification examination and awards credentials.

American Hospital Association/American Society for Healthcare Food Service Administrators .............................. (312) 422-3870
One North Franklin, Chicago, IL 60606
FAX: (312) 422-4581
A professional organization of leaders in the field of health care food and nutrition services administration. The Society provides services and benefits that allow members to take a proactive leadership role in meeting the challenges of a rapidly changing environment.
American Hotel Foundation (AHF) ............................................. (202) 289-3180
1201 New York Avenue, N.W., Ste. 600 FAX: (202) 289-3199
Washington, D.C. 20005
The nonprofit fundraising arm of the American Hotel and Motel Association. Its mission is to develop, maintain and distribute funds for education and research which will have a long-lasting, positive impact on the lodging industry. Recognizing the need for increased financial assistance to industry employees, the AHF is expanding its educational support programs to include hoteliers seeking to upgrade their skills, achieve certification, pursue a hospitality degree or advance their career development.

American Hotel and Motel Association (AH&MA) .................................. (202-289-3100
1201 New York Avenue, N.W., Washington, DC 20005-3931 FAX: (202) 289-3155
A federation that works in partnership with 52 member state associations. Its more than 10,000 member properties, representing more than 1.4 million guestrooms, have worldwide influence in the lodging industry. The AH&MA federation actively protects the industry's interests at the national level and works closely with state associations to address legislation affecting their areas. In addition, AH&MA maintains and disseminates industry data and strongly supports the educational needs of the industry through its Educational Institute.

American Institute of Architects (AIA) ............................................ (202) 626-7300
1735 New York Ave. NW, Washington, DC 20006

American School Food Service Association (ASFSA) ............................ (703) 739-3900
1600 Duke St., 7th Floor, Alexandria, VA 22314-3436 FAX: (703) 739-3915
The national professional organization representing 65,000 members working in child nutrition programs at the state and local levels. Devoted to operating quality school foodservice and nutrition programs and providing proper nutrition education in public and nonprofit private schools.

American Society on Aging (ASA) ................................................... (415) 882-2910
833 Market Street, Suite 516, San Francisco, CA 94103
Formerly Western Gerontological Society
An organization dedicated to understanding and responding to the challenges and opportunities for older people.

American Society of Interior Designers (ASID) ................................. (202) 546-3480
608 Massachusetts Ave., NE, Washington, DC 20002
Robert Angle, Executive Director
Aims are to: serve members, protect and inform the public, advance the profession, strengthen interaction with industry and allied professions and promote design excellence. Over 33,000 members including design practitioners, industry leaders and students. Offers certified professional development courses, awards scholarships and fellowships. Presents prestigious awards. Supports state level licensing efforts. Large national conference. ASID Report is published monthly.
American Society of Landscape Architects (ASLA) .................................. (202) 686-2752
4401 CF Ave. NW, Washington, DC 20009
Richard Murray
National professional organization to support and encourage landscape architects.

American Vocational Association (AVA) .................................................. (703) 683-3111
1410 King Street, Alexandria, VA 22314 FAX: (703) 683-7424
Bret Lovejoy, Executive Director
National organization of 40,000 members serving vocational educators and institutions. Strong lobbying effort. Awards to outstanding members. Vocational Education Journal published 8 times each year.

Architectural Woodwork Institute (AWI)
2310 South Walter Reed Dr., Arlington, VA 22206-1199

Association of Image Consultants International (AICI) ....................... (800) 383-8831
509 Madison Ave., Suite 1400, New York, NY 10022
Connie Chaffey, Administrative Assistant
Worldwide, non-profit association of men and women from image, fashion and related industries. Members help individual clients and corporations attain optimum appearance and image, retailers and manufacturers develop and sell better merchandise and educators establish accredited image related programs. Members receive quarterly newsletter, directory, discounts on advertising and meetings, referrals and benefits of public relations efforts.

Association for Worksite Health Promotion ........................................ (708) 480-9574
60 Revere Drive, Ste. 500, Northbrook, IL 60062 FAX: (708) 480-9282
Dedicated to enhancing the personal and organizational health and well-being of employees and their families, works to achieve its mission by: advocating the value of worksite health promotion to business and government leaders, supporting health promotion professionals through education, providing resources to those who offer health promotion at the worksite and serving as a catalyst to advance research in the field.

Business & Institutional Furniture Manufacturer's Association
(BIFMA) ............................................................................................ (616) 243-1681
2335 Burton S.E., Grand Rapids, MI 49506

Business Home Economists
(formerly Home Economists in Business, HEIB) ............................. (614) 890-4342
5008-16 Pine Creek Drive, Westerville, OH 43081-4899 FAX: (614) 895-3466
Marlisa Bannister, Executive Director
Section of American Association of Family and Consumer Sciences. Members are graduate home economists employed by a wide spectrum of businesses and organizations including media outlets, manufacturers, advertising and public relations firms, food service companies, investor-owned utilities, trade associations,
banks, retailers and other service industries. Many members are self-employed consultants and entrepreneurs. Members keep current within the profession through regular meetings, newsletters, seminars, journals and professional contacts. Annual meeting provides top speakers, workshops and forums. Provides vehicle for maintaining Certified Family & Consumer Scientists (CFCS) designation. California groups are located in Los Angeles, San Francisco, Gold Country (Sacramento) and San Diego. Scholarships and awards. Student memberships available.

California Advocates for Residential Care, Inc. (CARC) .................. (800) 222-3136
4974 N. Fresno, Suite 209, Fresno CA 93726
Provides continuing education for owners, administrators and staff working in the residential care area. Active representation in Sacramento for residential care legislation.

California Articulation Number System (CAN) ............................... (916) 929-2629
650 University Ave, Suite 102D, Sacramento, CA 95825
Carolyn Sals, Coordinator
Intersegmental number system designed to identify courses most commonly transferred to meet lower division major preparation requirements. Based on a network of faculty-approved course articulation agreements, CAN simplifies transfer process and increases the quantity and quality of curricular articulation. Comparable courses identified with CAN are accepted and used at 2- and 4-year California colleges and universities.

California Association of Residential Care Homes (CAARCH) .......... (800) 445-3738
PO Box 14565, Long Beach, CA 90803
Provides continuing education for owners, administrators and staff working in the residential care area. Active representation in Sacramento for residential care legislation.

California Associations of Vocational Educators (CAVE) ............. (209) 442-8289
Address varies with new officers.
A coalition of organizations concerned with vocational education in California. Member groups are from all areas of vocational education. Unity meetings, annual conference, advocacy in California legislature. Affiliated with American Vocational Association.

California Community College Association of Occupational Education (CCCAOE)
Address varies with new officers.
Formerly an organization of occupational administrators, CCCAOE has taken a new direction to include all occupational educators. In-service, two annual meetings for the purpose of updating occupational education information, advocates in public policy formation and implementation. Ten regions coordinate with economic development regions. Work cooperatively within regions to oversee program approval and quality standards and recommendations for placement/distribution of VATEA funds.

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California Community College Early Childhood Educators (CCCECE) .......................................................... (805) 259-7800
Address varies with new officers.
An organization comprised of faculty of child development and early childhood education programs and child development center staff in California community colleges.

California Department of Education (CDE) ................................................. (916) 322-5429
Janice DeBenedetti, Administrator, Middle Grade Curriculum Development Unit
721 Capitol Mall, 4th Floor, Sacramento, CA 95814
Home Economics Careers and Technology resource contact.

California Dietetic Association (CDA) ...................................................... (310) 822-0177
7740 Manchester Ave., Suite 102, Playa del Rey, CA 90293
Eileen Packer, R.D., Executive Director
Affiliated with American Dietetic Association. Dedicated to promotion of healthy lifestyle for Californians through informed food decisions and delivery of food/nutrition services by qualified dietetic professionals. Provides members with framework for networking, support system for leadership development, forum for discussion, opportunity to meet continuing education needs and professional growth. Referral service for physicians and patients to dietitians. Offers scholarships to students and interns. Awards distinguished service of members.

California Restaurant Association (CRA) ............................................... (213) 384-1200
3789 Wilshire Blvd., Suite 600, Los Angeles, CA 90010

Chancellor's Office, California Community Colleges (COCCC) .......... (916) 445-0486
1107 9th Street, Suite 900, Sacramento, CA 95814
Peggy Sprout Olivier, Family and Consumer Sciences (Consumer Home Economics Education) program coordinator.

Commercial Residential Care Association of California (CRCAC) ..... (916) 455-0723
PO Box 163270, Sacramento, CA 95816
Charles W. Skoien, Jr and Marty Hampton
Represents the community residential care homes in California serving the elderly, mentally ill, developmentally disabled and foster care. Non-medical facilities providing custodial care. Association lobbies for the industry, provides training and telephone consultation with members.

Consortium of Family Organizations (COFO) ................................. (202) 347-1124
1319 F Street NW, #606, Washington, DC 20004
Consists of American Association for Marriage and Family Therapy, American Association of Family and Consumer Sciences, Family Resource Coalition, Family Service American and National Council of Family Relations. Non-partisan consortium committed to the promotion of a family perspective in public policy and human services. Collectively comprises nearly 50,000 family professionals, faculty
members in every major university in the nation, 300 family agencies and more than 2,000 family resource programs providing services to millions of families annually. Co-sponsors monthly series of family impact seminars in Washington. Active involvement in public policy issues. Report published three times a year, addresses current legislation and programs that affect families to assist policy makers in evaluating legislation and social programs from a family perspective.

**Consumer Credit Counseling Service**
National Foundation for Consumer Credit ........................................ (301) 589-5600
(800) 388-2227 (Referral to local service)
A non profit foundation which assists consumers in getting out of debt by handling payments and negotiating with creditors. Also has an educational component.

**Costume Society of America (CSA) .............................................. (301) 275-2329**
55 Edgewater Drive, PO Box 73, Earleville, MD 21919
Established in 1973 to advance the global understanding of all aspects of dress and appearance, to provide access to a national network of individuals and institutions interested in studying, collecting, preserving and creating costume. It also publishes *Dress*, an annual scholarly journal, *CSA News*, a quarterly newsletter and a membership directory. This organization funds the Stella Blum Research Grant and the Adele Filene Purse for students and the Millia Davenport Publication Award for professionals, organizes national/regional symposia and sponsors international costume study tours.

**Council on Hotel, Restaurant & Institutional Education (CHRIE) ...... (202) 331-5990**
1200 17th Street NW, Washington, DC 20036-3097
A nonprofit association for schools, colleges and universities offering programs in hotel, restaurant, foodservice management and culinary arts. It has expanded its focus to include facilitating exchanges of information, ideas, research, products and services related to education, training and human resource development for the hospitality and tourism industry.

**Dairy Council of California (DCC)............................................. (714) 558-4614**
1570 E. 17th St., Suite C, Santa Ana, CA 92701
Linda Brown, Regional Manager
Provides educational programs and print materials designed to promote good nutrition. Films, guest speakers.

**Dietary Managers Association (DMA)**
4410 West Roosevelt Road, Hillside, IL 60162-2077
The Educational Foundation of the National Restaurant Association ....................................................... (312) 715-5367
250 South Wacker Drive, Ste. 1400, Chicago, IL 60606-5834 FAX: (312) 715-0220
Committed to industry leadership in quality education through product innovation and exemplary customer service. It is the educational arm of the National Restaurant Association.

Educational Institute of the American Hotel & Motel Association ..... (517) 353-5500
P. O. Box 1240, East Lansing, MI 48826-1240 FAX: (517) 353-5527
The Educational Institute helps train, educate and advance the careers of current and future workers in the hospitality industry. A nonprofit educational foundation of AH&MA, the Institute's courses, programs and books are designed to improve skills and knowledge, preparing individuals for management positions. Industry-driven course materials developed by the Institute are currently used for correspondence study by students in over 120 countries and by more than 1,000 universities, community colleges and vocational schools in the United States and abroad. EI hospitality courses, training videos and seminars are also used in thousand of hotels, motels, restaurants and governmental agencies throughout the world. Since its founding in 1952, nearly two million individuals have taken advantage of the Educational Institute's programs, distinguishing it as the world's largest educational resource center for the hospitality profession.

Employment Training Panel (ETP) ......................................................... (916) 654-9072
PO Box 826880, Sacramento CA 94280-0001
Gerald G. Geismar, Executive Director
Created by the California Legislature in 1982 as a cooperative business-labor program. Assists business in obtaining skilled workers needed by funding training for new and existing employees. Does not do training. Contracts with businesses and training agencies to provide training. Priorities are 1) new hire training and retraining for workers who have received notification of layoff, 2) retraining of individuals employed by small businesses, 3) retraining for workers threatened by competition from outside the state, 4) all others.

Environmental Design Research Association, Inc. (EDRA) ............... (301) 657-2651
L'Enfant Plaza Station, P.O. Box 23129, Washington, DC 20024

Fashion Group International (FGI) .......................................................... (212) 247-3940
9 Rockefeller Plaza, New York, NY 10020
An international group of women who work in all aspects of the fashion and textile industry. Professional development, conferences, networking opportunities, scholarships.
Food and Nutrition Science Alliance (FANSA) ..................................... (312) 782-8424
c/o Institute of Food Technologists FAX: (312) 782-8348
221 North LaSalle Street, Chicago, IL 60601
A partnership of four professional scientific societies (IFT, AIN, ASCA and ADA) who have joined forces to speak with one voice on food and nutrition science issues. FANSA's combined membership includes more than 99,000 food, nutrition and medical practitioners and scientists.

Foundation for Interior Design Education & Research (FIDER) .......... (616) 458-0400
60 Monroe Center NW, Grand Rapids, MI 49503
Kayem Dunn, Executive Director
Established by interior design professional associations to provide quality assurances concerning educational preparation of members of the profession. Grants accreditation and reviews accredited programs. Publishes directory of 96 currently accredited programs. Nonprofit organization supported by associations and industry.

Future Homemakers of America/Home Economics Related Occupations (FHA-HERO) ............................................. (703) 476-4900
1910 Association Drive, Reston, VA 22091
Student organization at the secondary level that promotes leadership development in home economics occupations. Competitions, scholarships, conventions.

Generations Together
440 First St. NW, Ste. 310, Washington, DC 20061-2085
A coalition of over 100 national organizations engaged in intergenerational issues and programs. Generations Together's Intergenerational Studies Resource Center houses an abundant reference collection of print and media materials describing intergenerational initiatives throughout the United States. The Resource Center serves as a clearinghouse for new and existing intergenerational information including over 25 intergenerational newsletters. Electronic access to the Center's full collection is available. Generations Together publishes over 60 print and media pieces covering the intergenerational studies field: journal articles, curricula, manuals, reports on research and evaluation, video tapes and bibliographies. A Publications Catalog which lists these items is accessible through the World Wide Web.

Generations Together Research Foundation ............................................. (412) 648-7150
University of Pittsburg
121 University Place, Pittsburg, PA 15260
Sally Newman, Director
Chris Ward, Assistant Director
Home Economics Education Association (HEEA) .................................. (202) 822-7844
1201 16th Street NE, Washington, DC 20036

Home Economics Teachers of California (HETAC) .......................... (510) 672-1915
Address varies with new officers
Judy Moon, President/Executive Officer through 1997-98
121 Regency Drive, Clayton, CA 94517, Mt. Diablo H.S. (510) 798-0882
Membership open to all secondary home economics teachers in California. Strong
lobbying effort. Newsletter, summer conference, awards, scholarships. Supports
California home economics youth organization (FHA/HERO).

Illumination Engineering Society (IES) ........................................... (212) 248-5000
120 Wall Street, 17th Floor, New York, NY 10005-4001
Recognized authority on lighting in North America and a leader of the world's
technical lighting societies. Represents every segment of the lighting industry from
designer to manufacturer. Sets standards and recommends practices which affect
the public and lighting professional alike. Sponsors meetings, conferences and seminars
to encourage members to gain new insights. Awards and honors recognize
contributions to the field. Benefits of membership include professional development,
networking, access to computerized information retrieval database, savings and
discounts.

Institute of Food Technologists (IFT) ............................ (312) 782-8424, FAX: (312) 782-8348
221 North LaSalle Street, Chicago, IL 60601
A nonprofit scientific society with 28,000 members working in food science,
technology and related professions in industry, academia and government.
Divisions reflect specialized interest such as nutrition, with over 1500 members,
toxicology, food service and education.
Southern California Chapter (SCIFT)
2687 Orange-Olive Rd., Orange, CA 92665

Interior Design Educators Council (IDEC) ................................. (312) 527-0517
PO Box 3433, Chicago, IL 60664-0433
Dedicated to advancement of education and research in interior design.
Concentrates on establishing and strengthening lines of communication among
educators, practitioners, educational institutions and other organizations concerned
with interior design education. Education services include bibliography, career
guidance brochures, slide sets, student competition review and scholarships.
Members benefit from the Journal of Interior Design Education and Research, networks
and meetings.

Interior Designers of Canada (IDC) ........................................... (416) 964-0906
260 King St. East, #506, Toronto, Ontario CANADA M5A 1K3
International Association of Financial Planners (IAFP)
5775 Peachtree Dunwoody Rd., #120-C., Atlanta, GA 30342
An organization which promotes forums and education on financial planning and on financial/investment products, including insurance.

International Association of Lighting Designers (IALD) (212) 206-1281
18 E 16th Street, Suite 208, New York, NY 10003
Maria Belerra, Administrator
Serves professional interests of lighting designers and communicates the benefits of designed lighting. Supports the principle that successful lighting design combines aesthetic sensitivity and technical knowledge. Membership is limited to lighting designers in professional firms and related fields. Focuses on education, professional development, energy and networking. Internship program. Sponsors Masters Program in Illumination Studies at Penn State University and Lightfair – international lighting exposition. Extensive awards program recognizes designers. *IALD News* is Association newsletter.

International Facility Management Assn. (IFMA)
11 Greenway Plaza, Ste. 1410, Houston, TX 77046

International Federation of Interior Designers (IFI) (020) 276820
P. O. Box 19126, 1000 CG Amsterdam, Nederland

International Furnishings & Design Association (IFDA) (214) 747-2406
107 World Trade Center, PO Box 58045, Dallas, TX, 75258
Pamela L. Donahoe, Executive Director
International Association of executives representing diverse industries related to residential and commercial furnishings and design. Provides professional growth of members and contributes to awareness and public acceptance of these industries. Promotes cooperative working relationships through effective communication and educational programs.

International Interior Design Association (IIDA) (312) 467-1950
341 Merchandise Mart, Chicago, IL 60654
The mission of IIDA is to enhance the quality of life through excellence in interior design and advance interior design through knowledge. The three professional design associations – Council of Federal Interior Designers, Institute of Business Designers and International Society of Interior Designers – unified into a single organization on July 1, 1994, selecting the name International Interior Design Association. This professional network represents over 8,000 members.
International Textile & Apparel Association, Inc. (ITAA) (719) 488-3716
PO Box 1360, Monument, CO 80132-1360
Sandra Hutton, Executive Director
Formerly Association of College Professors of Textiles and Clothing (ACTPC), this educational and scientific organization provides opportunities for interaction among textile, apparel and retail scholars. Encourages research and disseminates information through workshops, meetings and publications. Membership open to those with bachelor's or advanced degree from accredited institution with specialization in textiles and apparel or related discipline who are currently in resident instruction, administration, research or serve as a state extension specialist at an accredited institution.

Institute of Store Planners (ISP) (914) 332-1806
25 N. Broadway, Tarrytown, NY 10591

National Association of Catering Executives (NACE)
Box 18064, Orlando, FL 32860

National Association for Education of Young Children (NAEYC) (800) 424-2460
1834 Connecticut Ave. NW, Washington, DC 20009 (202) 232-8777
Nonprofit organization concerned with the quality of education offered to young children in this society. Its purposes are to encourage research, educational improvement and improved communication among groups interested in the education of young children. A wide variety of publications reporting research findings are available. A large national conference brings together professionals working in all areas related to childhood education. Student membership is encouraged. Scholarships are offered.

National Association of WIC Directors (NAWD) (202) 232-5492
P. O. Box 53405, Washington, DC 20009 FAX: (202) 387-5281
A nonprofit, voluntary organization of state and local directors and nutrition coordinators working in the WIC Program. NAWD is committed to maximizing WIC Program resources.

National Coalition for Consumer Education (NCCE) (201) 635-1916
434 Main St., Chatham, NJ 07928
Eileen Hemphill, President
A non-profit organization open to individuals, organizations, companies, agencies, media educators and international friends interested in consumer education and consumer literacy. Benefits of membership include newsletter, membership directory, reduced rates on NCCE and other publications, reports and conferences, consideration for grants and more. Goals include state programs on specific consumer issues; joint projects with trade and professional groups, business and government agencies; national and international conferences; consumer education internship program and others.
National Council for Administrators of Home Economics (NCAHE)
Box 70671, Johnson City, TN 37614-0671
Address varies with new officers.
Mission is to provide leadership for the home economics profession in higher education. Open to all chief administrators of the home economics unit in institutions granting bachelor's degrees with a major in home economics. Benefits include newsletters, annual meeting.

National Council for Interior Design Qualification (NCIDQ) .......... (914) 948-9100
50 Main Street, White Plains, NY 10606
Serves to identify to the public those interior designers who have met the minimum standards for professional practice by passing the NCIDQ examination.

National Council on Aging ....................................................... (202) 479-1200
409 Third Street SW, Washington, DC 20024-3212
An organization which is concerned with the needs of the aging community. Sponsors workshops and forums, retiree programs, retirement planning and publications on issues related to aging.

National Council on Family Relations (NCFR) ....................... (612) 781-9331
Minneapolis, MN
Organization dedicated to accreditation of university programs. Sets standards for family life education programs which have implications for articulation. Annual convention, publications, professional development activities.

National Restaurant Association (NRA) ................................... (800) 424-5156
311 First Street NW, Washington, DC 20001

National Society for Healthcare Foodservice Management .......... (202) 546-7236
204 E Street NE, Washington, DC 20002
FAX: (202) 547-6348
Provides benchmarking, marketing, professional development and other services to professionals who manage health care foodservice in self-operated facilities. Newsletters, directory, successful operations guide, national training conference and local meetings also are provided.

North American Association of Food Equipment Manufacturers (NAFEM) ........................................... (312) 644-6610
401 North Michigan Avenue, Chicago, IL 60611
FAX: (312) 527-6658
NAFEM promotes, develops and communicates cooperative programs and activities that will improve the level of professionalism and provide a vehicle for broadening knowledge of members and affiliates within the global foodservice equipment and supplies industry.
Professional Association for Childhood Education (PACE) ....................... (800) 924-2460
50 First Street, Suite 300, San Francisco, CA 94105-2411 (415) 764-4805
A non-profit, tax-exempt organization, established to maintain high standards of child care and early childhood education. PACE is a statewide association which serves all categories of licensed/regulated child care centers. Offers professional networking, a bi-monthly newsletter, The Pacesetter, annual membership directory and legislative representation at all government levels.

Residential Care Society (RCS) ....................................................... (800) 339-2218, (714) 361-9047
PO Box 5378, San Clemente, CA 92674
Provides continuing education for owners, administrators and staff working in the residential care area. Active representation in Sacramento for residential care legislation.

Retail Merchandising Service, Inc. (RMS) ........................................ (714) 688-4301
6600 Jurupa Ave., Riverside, CA 92504

Roundtable for Women in Foodservice (RWF) .................................... (818) 812-6555
5800 Ayala Ave., Irwindale, CA 91706
A nonprofit organization established to promote networking among women in the foodservice industry. The major focus is to support scholarships for women in foodservice.

San Francisco Fashion Industries (SFFI) ......................................... (415) 621-6100
699 Eighth Street, Suite 6256, San Francisco, CA 94103
Randall Harris, Executive Director
Dedicated to promoting the interests of the fashion industry in northern California. Fosters growth and industry health through education, public service, legislative advocacy and promotion of northern California as a fashion center. Offers employment screening and referrals, educational seminars and meetings, publications and media relations programs. Supports San Francisco Clothing Bank to clothe homeless and needy.

Society of Architectural Historians (SAH) ................................. (215) 735-0224, (213) 243-5169
1232 Pine St., Philadelphia, PA 19107-5944
David Bahlman, Executive Director
Southern California Chapter: Hollyhock House, 4808 Hollywood Blvd., Los Angeles, CA 90027-5302
A non-profit educational association of architectural historians, historians, architects, landscape architects, interior designers, planners and others interested in the built environment. Collaborates with like-minded professional organizations, historical societies and neighborhood groups to research and speak out on preservation issues of regional, state and national significance. Southern California Chapter offers dozens of tours, lectures, symposia, workshops and other activities related to Southern California's rich architectural heritage. Of interest to anyone in interior
design who is working with historic properties, designing period sets for television
and film or creating a traditional or post-modern interior quoting from past models.

Society of Consumer Affairs Professionals in Business (SOCAP) .... (703) 519-3700
4900 Leesburg Pike, Suite 400, Alexandria, VA 22302
Greater L.A. Chapter: Lona Crommet, SOCAP News
7893 Whitney Court, Fontana, CA 92336
Organization of professionals who work in all areas related to consumer affairs.
Affiliated student associations, scholarships and internships, placement
opportunities for students, professional development.

Society for Foodservice Management (SFM) ...... (502) 583-3783, FAX: (502) 589-3602
304 West Liberty St., #201, Louisville, KY 40202
A professional society of individuals employed in or providing services to the
noncommercial foodservice industry. The principle role is to enhance the ability
of members to achieve career and business objectives through education, information
and peer contacts in an ethical, responsible and professional climate.

Society for Nutrition Education (SNE) ............................................. (612) 854-6873
2001 Kellebrew Dr., Ste. 340, Minneapolis, MN 55425-1882
FAX: (612) 857-7869
Promotes the nutritional well-being of people through improved practice in
education, research and public policy. There are currently about 2100 members
in the U.S., Canada, Mexico and outside North America.

State Job Training Coordinating Council (SJTCC) ......................... (916) 654-6836
P. O. Box 826880, MIC 67, Sacramento, CA 94280
Internet Home Page: http://www.sjtcc.ahw.net.gov
Dean Smith, Executive Director
Encourages full participation and State/local collaboration as it seeks to integrate
California's employment, education and training services. The goal is to create a
"seamless" user-friendly system that emphasizes life-long learning, supports
economic development and provides quality training and education to California's
current, transitional and future workforces so that they can maintain economic
independence.

USDA: Child Nutrition Task Force USDA Food and
Consumer Service Program ................................................................. (609) 259-5050
300 Corporate Boulevard, Robbinsville, NJ 08691-1598
FAX: (609) 529-5147
The U.S. Department of Agriculture's Food and Consumer Service is forging
partnerships with public and private organizations through team nutrition to
promote school meals that foster healthful lifestyles and meet the Dietary Guidelines
for Americans.
The Midwest 5-Star Child Nutrition Program team, composed of school food service, state and federal professionals, association and university dietitians and teachers, encourages the development of lifelong, healthy eating habits through service of nutritious food, marketing and provision of nutrition education and training.

The Vegetarian Resource Group
(410) 366-3843
P. O. Box 1463, Baltimore, MD 21203
FAX: (410) 366-8804
Resources include Vegetarian Journal magazine; speaker referral; Foodservice Update newsletter; books, including Simply Vegan, The Lowfat Jewish Vegetarian Cookbook and Simple, Lowfat & Vegetarian; and brochures such as Vegetarian Nutrition for Teenagers, Heart Healthy Eating Tips and Una Dieta Vegetariana (Spanish).

Western Region Home Management/Family Economy Educators (WR/HMFEE)
Department of Family Studies, College of Education, University of New Mexico, Albuquerque, NM 87131, Attn: Pam Olson.
A group of college educators of home management and family economics. Holds conferences and meetings at which research studies are reported.

Women in Design (WID)
4240 Stern Avenue, Sherman Oaks, CA 91423

World Health Organization (WHO)
1211 Geneva 27, Switzerland
A listing of programs, courses and program coordinators at 106 California community colleges...

California Community College
Directory of Family and Consumer Sciences and Related Program Areas and Program Coordinators

1996
This report is made pursuant to agreement number 95-0163. This project is supported by Carl D. Perkins Vocational and Applied Technology Education Act, P.L. 101-392, Title II, Part A and Title III, Part B funds, awarded to Mt. San Antonio College by the Chancellor's Office, California Community Colleges.

"The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred."

"No person shall, on the grounds of sex, race, color, national origin or handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under this project."
INTRODUCTION

The California Community College Directory of Family and Consumer Sciences and Related Program Areas and Program Coordinators, 1996 revision, was produced to serve as a useful resource to local colleges. The Directory has been reformatted. Listings are organized by Taxonomy of Program (TOP) Codes, February 1995, Fifth Edition and include all programs under TOP 13.

Each college is listed on a separate page. Information includes: college name, address and telephone number; the Family and Consumer Sciences contact(s) designated by the college, their title and telephone, fax and Email numbers; programs available, the coordinator(s) and if the program is a certificate or degree program. Numbers of full-time (FT) and part-time (PT) faculty are identified for each program. The number of students majoring in each program is also included.

CAN (California Articulation Number) courses which the college articulates are listed by generic and college specific title.

Information for the directory listings was requested from 107 California community colleges. Listings are based on responses received and are as current as possible. Colleges are encouraged to send updates, revisions and additions to:

CHANCELLOR'S OFFICE, CALIFORNIA COMMUNITY COLLEGES
1107 9th Street, 9th Floor
Sacramento, CA 95814
Attn: Peggy Sprout Olivier, Program Coordinator
### Key To Directory Listings

<table>
<thead>
<tr>
<th>Program or Course</th>
<th>TOP 13 Consumer Education and Home Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Recommended title change: Family and Consumer Sciences)</td>
</tr>
<tr>
<td>Consumer Education and Home Economics: (Transfer)</td>
<td>1301.00</td>
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<tr>
<td>Interiors: (Environment, Design, Merchandising)</td>
<td>1302.00</td>
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<tr>
<td>Fashion</td>
<td>1303.00</td>
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<td>Fashion Design</td>
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<td>Fashion Merchandising</td>
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<td>Fashion Production</td>
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<td>Life Management:</td>
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<td>Lifespan:</td>
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<td>Exceptional Child</td>
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<td>Gerontology</td>
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<td>Nanny Training</td>
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<td>Nutrition and Food:</td>
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<td>Restaurant and Food Service Management</td>
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<tr>
<td>Dietetics (Pre, Technician, Supervision)</td>
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<tr>
<td>Culinary Arts (Chef, Catering, Food Server)</td>
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<td>Nutrition, Health and Fitness</td>
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<td>Food and Equipment Demonstration</td>
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<td>Hospitality:</td>
<td>1307.00</td>
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Detailed descriptions and recommended TOP Code changes are included in appropriate sections of the *California Community College Family and Consumer Sciences Program Plan, 1996*.

<table>
<thead>
<tr>
<th>Certificate/Degree</th>
<th>College title for certificates available in the program area. College title for AA or AS degrees available in the program area.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinator/Director</td>
<td>A listing by name and title of the principle program contact including telephone, fax and Email address.</td>
</tr>
<tr>
<td>Division/ Department</td>
<td>Designation of the division or department in which the program is housed.</td>
</tr>
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<td>Number of Faculty</td>
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<td>CAN H EC 22 Fashion Industry and Marketing</td>
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Detailed information on the CAN system and CAN courses is included in appropriate sections of the *California Community College Family and Consumer Sciences Program Plan, 1996*. 

324
### Alameda, College of
555 Atlantic Avenue, Alameda, CA 94501

**District:** Peralta CCD

**Designated Contact:** Eddy Chandler, Interim Asst. Dean, Applied Arts/Science  
**Phone** 510-748-2309  
**Fax** 510-769-6019  
**E Mail**

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**CAN Number**
- CAN H EC 2: Nutrition
- CAN H EC 8: Principles of Food
- CAN H EC 10: Principles of Clothing Construction
- CAN H EC 12: Family Relationships
- CAN H EC 14: Child Development

**College Title**
- HEC 110
- HEC 120
- HEC 140
- Soc 110
- ECS 100

**Note:** BEST COPY AVAILABLE

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**Bakersfield College**  
1801 Panorama Drive, Bakersfield, CA 93305

**District:** Kern Community College District

**Designated Contact:** Marilyn Worthington, Chair, Family & Consumer Ed. Div.  
**Phone:** 805-395-4561  
**Fax:** 805-395-4241

<table>
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**CAN Number**

335

**Generic Title**

336

**College Title**

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- **336**
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**Butte Community College**

3536 Butte Campus Drive, Oroville, CA 95965

**District:** Butte CCD

**Designated Contact:** Cheryl Babler, Chair, Home Economics Department

**Phone:** 916-895-2471 x2865  **Fax:** 916-895-2419

**E Mail**
### Cabrillo College
6500 Soquel Drive, Aptos, CA 95003
District: Cabrillo CCD

**Designated Contact:** Mary Cardenas, Chair, Human Arts & Services Division

**Phone:** 408-479-6297  **Fax:** 408-479-6425

**E Mail:** macarden@cabrillo.cc.ca.us

<table>
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<th>Number of Faculty Full/Part</th>
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Canada College
Designated Contact: Grace Adams, Dean, Business/Social Sciences Division
Phone 415-306-3201  Fax 415-306-3282

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**CAN Number**  
CAN H EC 2  
CAN H EC 6  
CAN H EC 8  
CAN H EC 10  
CAN H EC 12  
CAN H EC 14  
CAN H EC 18  
CAN H EC 20

**Generic Title**  
Nutrition  
Textiles  
Principles of Food  
Principles of Clothing Construction  
Family Relationships  
Child Development  
Interior Design Fundamentals  
Fashion Selection

**College Title**  
Biol 310, HEC 310  
HEC 113  
HEC 307  
HEC 110  
Psyc 110  
Psyc 201  
INTD 115  
HEC 117
## Canyons, College of

**Designated Contact:** Joan Waller, Director, Family Studies/Early Childhood Education  
**Phone:** 805-259-7800, ext. 252  
**Fax:**  
**E Mail:**

**District:** Santa Clarita CCD

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F 805-259-8302 | 1               | 22                |
| 1305.10           | Child Dev.     | Preschool Supervision & Adm. of Children Programs  
Infant/Toddler Special Ed. School Age | Child Development | Joan Waller, Dir.  
Diane Stewart, Inst. | 805-259-7800, x. 252 | 2 | 7 | 148 |
| 1305.40           | Child Dev.     | In-home Child Care Specialist (Nanny) | Child Development |  |  | |
| 1306.00           | Foods & Nutrition | Restaurant Management | Gretchen Blackwell, Inst. |  | W 805-259-7800, x. 368  
F 805-259-8302 | 1 | 41 |
| 1306.10           | Restaurant & Food Ser.Mgt. | Kitchen Management  
Kitchen Management  
Food Service Supervisor | Restaurant Management |  |  | |
| 1306.30           | Culinary Arts (Quantity Food Prod.) | Kitchen Mgmt  
Food Service Supervisor | Restaurant Management |  |  | |
| 1307              | Hospitality    | Kitchen Management  
Food Service Supervisor  
Hotel Supervisor  
Guest Relations Specialist | Restaurant Management or  
Hotel Management or  
Restaurant & Hotel Management |  |  | |

**CAN Number**  
CAN H EC 2  
CAN H EC 14  
CAN H EC 18

**Generic Title**  
Nutrition  
Child Development  
Interior Design Fundamentals

**College Title**  
F&N in the Restaurant Ind.  
FAM ST and ECE  
Int Des I and II

**BEST COPY AVAILABLE**
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**CAN Number**
- CAN H EC 2: Nutrition
- CAN H EC 6: Textiles
- CAN H EC 10: Principles of Clothing Construction
- CAN H EC 14: Child Development
- CAN H EC 18: Interior Design Fundamentals
- CAN H EC 20: Fashion Selection

**Generic Title**
- Nutrition
- Textiles
- Principles of Clothing Construction
- Child Development
- Interior Design Fundamentals
- Fashion Selection

**College Title**
- Health Occ. 52, HE 52
- HE 64
- HE 74
- CD 10, CE 10
- HE 54
- HE 62
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## Chaffey College

### Designated Contact: Penny Marino, Coordinator, Fashion & Consumer Studies Dept.

**5885 Haven Avenue, Rancho Cucamonga, CA 91737**

**Phone** 909-941-2612  
**Fax** 909-941-2783

### District: Chaffey CCD

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### CAN Number

- **CAN H EC 2**: Nutrition
- **CAN H EC 6**: Textiles
- **CAN H EC 12**: Family Relationships
- **CAN H EC 14**: Child Development
- **CAN H EC 20**: Fashion Selection

### College Title

- **HOM EC 108**: HOM EC 108
- **HOM EC 170**: HOM EC 170
- **SOCI 106**: SOCI 106
- **CHI DEV 102**: CHI DEV 102
- **FASH M 140, HOM EC 120**: FASH M 140, HOM EC 120
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**Coastline Community College**  
11460 Warner Ave., Fountain Valley, CA 92708  
**Designated Contact:** Carolyn Jillson  
**Phone** 714-581-1645  
**Fax**

**District:** Coast CCD

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**Designated Contact:** Ron Weston, Div. Chair, Business & Social Science

**Phone:** 510-235-7800, ext. 323  **Fax:** 510-236-6768
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Crafton Hills College
Designated Contact: Jean Searle, Director, Child Development
11711 Sand Canyon Road, Yucaipa, CA 92399
District: San Bernardino CCD
Phone 909-389-3267
Fax 909-794-0423
## Program or Course

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### CAN Number

- CAN H EC 2: Nutrition
- CAN H EC 6: Textiles
- CAN H EC 10: Principles of Clothing Construction
- CAN H EC 12: Family Relationships
- CAN H EC 14: Child Development
- CAN H EC 18: Interior Design Fundamentals
- CAN H EC 20: Fashion Selection

### College Title

- NUT 10: Nutrition
- ID 50, ID 12, FASH DES 12: Textiles
- FASH M 63B: Principles of Clothing Construction
- FAM ST 14: Family Relationships
- ECE 30, FAM ST 30: Child Development
- ID 10: Interior Design Fundamentals
- FASH M 20: Fashion Selection
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**Cuyamaca College**  
900 Rancho San Diego Parkway, El Cajon, CA 92019  
District: Grossmont-Cuyamaca CCD  
Designated Contact: Kristin Zink, Program Coordinator  
Phone 619-670-1980  
Fax 619-670-7204

**CAN Number**  
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**Generic Title**  
Child Development  
**College Title**  
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**CAN Number**  Generic Title  College Title

371  372
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CAN Number
- CAN H EC 2
- CAN H EC 14

Generic Title
- Nutrition
- Child Development

College Title
- NUTR 39, NUTR 10
- CD 62A/B
# Desert, College of Design

**Designated Contact:** Elizabeth Lawson, Professor  
**Address:** 43-500 Monterey Avenue, Palm Desert, CA 92260  
**Phone:** 619-773-2571  
**Fax:** 619-776-7229

**District:** Coachella Valley CCD

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CAN H EC 6  
CAN H EC 10  
CAN H EC 12  
CAN H EC 14  
CAN H EC 20

**Generic Title**  
Nutrition  
Principles of Design  
Textiles  
Principles of Clothing Construction  
Family Relationships  
Child Development  
Fashion Selection

**College Title**  
H EC 13  
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CT 18A  
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FM 20

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**Generic Title**
- Nutrition
- Family Relationships

**College Title**
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CAN Number  Generic Title  College Title
### Fresno City College

**1101 East University Avenue, Fresno, CA 93741**  
**District: State Center CCD**

#### Designated Contact:  
Tami Van Cleve, Chair, Home Econ., Child Dev., Fashion  
**Phone:** 209-442-4600, ext. 8367  
**Fax:** 209-485-3367  
**E Mail**

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#### CAN Numbers  
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- CAN H EC 6: Textiles  
- CAN H EC 8: Principles of Food  
- CAN H EC 10: Principles of Clothing Construction  
- CAN H EC 12: Family Relationships  
- CAN H EC 14: Child Development  
- CAN H EC 18: Interior Design Fundamentals  
- CAN H EC 20: Fashion Selection

#### College Titles  
- HE 40, FN 40  
- FM 20  
- FN 1  
- HE 24 Intro. to Apparel Construction  
- SOC 32  
- CD 39  
- HE 7  
- FASH M 22
Fullerton College
321 East Chapman Ave., Fullerton, CA 92632-2095
Phone 714-992-7311
Fax 714-447-4097
District: North Orange CCD

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Designated Contact: Karen Lindstrom-Titus, Coordinator, Home Economics Dept.
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**CAN Number** | **Generic Title** | **College Title**
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CAN Number
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- CAN H EC 6 Textiles
- CAN H EC 8 Principles of Food
- CAN H EC 10 Principles of Clothing Construction
- CAN H EC 12 Family Relationships
- CAN H EC 14 Child Development
- CAN H EC 16 Life Management
- CAN H EC 18 Interior Design Fundamentals
- CAN H EC 20 Fashion Selection
- CAN H EC 22 Fashion Industry and Marketing

College Title
- FOOD N 125
- CLO 105
- CULINARY ARTS III
- CLO 101
- PSYCH 131, SOC 131
- CD 135, CD 136
- FCS 139
- ART 141, ARCH 141
- FASH 100
- FASH 125, MARKETING 125
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**Golden West College**
15744 Golden West St, Huntington Beach, CA 92647

**Designated Contact:** Rita Jones, TechPrep Coordinator

**District:** Coast CCD

**Phone:** 714-432-8959

**Fax**

**E-Mail**

**CAN Number**: CAN H EC 12

**Generic Title**: Family Relationships

**College Title**: SOCIAL 110
### Program or Course Information

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### Other Information

- **CAN Number**: CAN H EC 2, CAN H EC 12
- **Generic Title**: Nutrition, Family Relationships
- **College Title**: NONE, FACS 120

---

**Grossmont College**

8800 Grossmont College Dr., El Cajon, CA 92020

**Designated Contact**: Ann Daluiso, 8800 Grossmont College Dr., El Cajon, CA 92020

**Phone**: 619-465-1700, x. 326

**Fax**: 619-461-3396

**District**: Grossmont-Cuyamaca CCD
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<td>W (408) 755-6946</td>
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Designated Contact: Dr. Victor Krimsley, Dean, Science and Math
Phone 408-755-6875  Fax 408-755-6751
E-Mail vkrimsle@hartnell.a.u.s.

Hartnell College
156 Homestead Ave., Salinas, CA 93901
District: Hartnell CCD
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### CAN Number
- CAN H EC 2 Nutrition
- CAN H EC 4 Principles of Design
- CAN H EC 6 Textiles
- CAN H EC 14 Child Development
- CAN H EC 18 Interior Design Fundamentals
- CAN H EC 20 Fashion Selection
- CAN H EC 22 Fashion Industry and Marketing

### College Title
- FOODS & NUT
- INT DES
- TEXTILES
- CH DEV
- FASH ANALYSIS
- FASH IMAGE
- FASH MERCH
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CAN Number: CAN H EC 2
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College Title: H EC 105
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Laney College
900 Fallon Street, Oakland, CA 94607
District: Peralta CCD

Designated Contact: Wayne Stoker, Chair, Food Preparation & Services Department
Phone
Fax

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<td>Business</td>
<td>W 510-373-5855</td>
<td>F 510-443-0742,E <a href="mailto:jo@clpccd.cc.ca.us">jo@clpccd.cc.ca.us</a></td>
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<td>1303.20</td>
<td>Fashion Mer.</td>
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<td>Business</td>
<td>W 510-373-5800</td>
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<td>E <a href="mailto:jo@clpccd.cc.ca.us">jo@clpccd.cc.ca.us</a></td>
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<td>Ernie Jones, Instructor</td>
<td>Social Science</td>
<td>W 510-373-5800</td>
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<td>Child Dev.</td>
<td>Early Childhood Dev.</td>
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<td>Jackie Fitzgerald, Coordinator</td>
<td>Social Science</td>
<td>W 510-447-6042</td>
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<td>E <a href="mailto:jo@clpccd.cc.ca.us">jo@clpccd.cc.ca.us</a></td>
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**CAN Number**
- CAN H EC 2: Nutrition
- CAN H EC 4: Principles of Design
- CAN H EC 6: Textiles
- CAN H EC 14: Child Development
- CAN H EC 18: Interior Design Fundamentals
- CAN H EC 20: Fashion Selection
- CAN H EC 22: Fashion Industry and Marketing

**College Title**
- Nut. 1
- ART 10, ART 11
- FM 55, Int. Des. 55
- ECD 52
- Int. Des. 54
- FM 54
- FM 50
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CAN Number       | Generic Title  | College Title |
415              |                |                |
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<td>Certificate in Family and Consumer Studies</td>
<td>AA FACS</td>
<td>Lynne Miller, Professor</td>
<td>FACS</td>
<td>W 310-599-8123</td>
<td>F 310-599-7990</td>
<td>E <a href="mailto:Immiller@lbcc.cc.ca.us">Immiller@lbcc.cc.ca.us</a></td>
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<td>Interior Design AA</td>
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<td>FACS</td>
<td>W 310-420-4195</td>
<td>F 310-420-4145</td>
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<td>Lynne Miller, Prof.</td>
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<td>W 310-599-8123</td>
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<tr>
<td>1306 Nut/Food</td>
<td>Dietetic Serv. Sup. Dietetic Tech.</td>
<td>Dietetics AA</td>
<td>Linda Huy, Prof.</td>
<td>FACS</td>
<td>W 310-420-4550</td>
<td>F 310-420-4118</td>
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**CAN Number**  
CAN H EC 2 Nutrition  
CAN H EC 6 Textiles  
CAN H EC 8 Principles of Food  
CAN H EC 10 Principles of Clothing Construction  
CAN H EC 12 Family Relationships  
CAN H EC 14 Child Development  
CAN H EC 20 Fashion Selection

**College Title**  
FCS 21  
FCS 17  
FCS 24  
FCS 10  
FCS 31  
CD 1  
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Los Angeles Harbor College
1111 Figueroa Place, Wilmington, CA 90744

District: Los Angeles CCD

Designated Contact: Irene Ordon, Family & Consumer Studies

Phone

Fax

Department:

Faculty:

Students Majoring in Program:

CAN Number: 421

Generic Title

College Title: 422
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<td>W 818-364-7696</td>
<td><a href="mailto:sandra_lampert@smtplink.laccd.edu">sandra_lampert@smtplink.laccd.edu</a></td>
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CAN Number | Generic Title | College Title | 428

427
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<td>Child Dev.</td>
<td>Child Develop</td>
<td>Bob Zavala</td>
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**CAN Number**

CAN H EC 2

**Generic Title**

Nutrition

**College Title**

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**CAN Number**
- CAN H EC 2: Nutrition
- CAN H EC 12: Family Relationships
- CAN H EC 14: Child Development

**College Title**
- BIOL 100
- SOC 140
- PSY 112
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<td>Business/FCS</td>
<td>W 209-384-6334</td>
<td>F 209-384-6122</td>
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<td>Deanna King</td>
<td>Bus/FCS</td>
<td>W 209-384-6339</td>
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CAN Number
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- CAN H EC 6
- CAN H EC 8
- CAN H EC 10
- CAN H EC 12
- CAN H EC 14
- CAN H EC 18
- CAN H EC 20

Generic Title
- Nutrition
- Textiles
- Principles of Food
- Principles of Clothing Construction
- Family Relationships
- Child Development
- Interior Design Fundamentals
- Fashion Selection

College Title
- FCS 10
- FCS 16
- FCS 20
- FCS 14
- FCS 8
- FCS 29, PSYCH 29
- FCS 25
- FCS 12
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<td>Humanities/Human Services</td>
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<td>Nutrition &amp; Food</td>
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### Child Dev. Teacher
- **TGP Code**: 1305.10
- **Program Title**: Child Dev.
- **Certificate(s)**: Child Dev. Teacher
- **Degree**: AA
- **Coordinator/Director**: Bruce Stewart, Dean Voc. Ed & App. Sc.
- **Division/Department**: Instructional Services
- **Telephone (W)**: 619-757-2121
- **Fax (F)**: 619-721-8671
- **Number of Faculty**: 1 Full, 6 Part
- **Number of Students Majoring in Program**: 35

### Child Dev. Master Teacher
- **TGP Code**: 1305.10
- **Program Title**: Child Dev.
- **Certificate(s)**: Child Dev. Master Teacher
- **Degree**: AA
- **Coordinator/Director**: Bruce Stewart, Dean Voc. Ed & App. Sc.
- **Division/Department**: Instructional Services
- **Telephone (W)**: 619-757-2121
- **Fax (F)**: 619-721-8671
- **Number of Faculty**: 1 Full, 6 Part
- **Number of Students Majoring in Program**: 41

### Child Dev. Director
- **TGP Code**: 1305.10
- **Program Title**: Child Dev.
- **Certificate(s)**: Child Dev. Director
- **Degree**: AA
- **Coordinator/Director**: Bruce Stewart, Dean Voc. Ed & App. Sc.
- **Division/Department**: Instructional Services
- **Telephone (W)**: 619-757-2121
- **Fax (F)**: 619-721-8671
- **Number of Faculty**: 1 Full, 6 Part
- **Number of Students Majoring in Program**: 188

---

### CAN Numbers
- **CAN H EC 02**: Nutrition
- **CAN H EC 12**: Family Relationships

### College Title
- **HEAL 100, HEAL 3**: Child Dev. Master Teacher
- **CHLD 210, CHLD 12**: Child Dev. Director
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**Mission College**

**Designated Contact:** Dietrich Amarell, Chair, Hospitality Management Department

3000 Mission College Blvd., Santa Clara, CA 95054

Phone 408-478-2792 x3282 Fax 408-496-0462

District: West Valley/Mission Community College District

**E-Mail**
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<td>W 209-575-6347 F 209-575-6489 E <a href="mailto:diane.wirth@ccc-infonet.edu">diane.wirth@ccc-infonet.edu</a></td>
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**CAN Number**
- CAN H EC 2
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- CAN H EC 6
- CAN H EC 10
- CAN H EC 12
- CAN H EC 14
- CAN H EC 16
- CAN H EC 18
- CAN H EC 20
- CAN H EC 22

**Generic Title**
- Nutrition
- Principles of Design
- Textiles
- Principles of Clothing Construction
- Family Relationships
- Child Development
- Life Management
- Interior Design Fundamentals
- Fashion Selection
- Fashion Industry and Marketing

**College Title**
- FD NTR 219
- ART 124
- FAS MR 200
- TEX CL 203
- FAML 131
- CLDDV 245
- FAML 143
- INTDS 200
- FASMR 202
- FASMR 254
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**CAN Number**
- CAN HEC 2
- CAN HEC 6
- CAN HEC 8

**Generic Title**
- Nutrition
- Textiles
- Principles of Food

**College Title**
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- TEXTILES 115
- BASIC FOODS 205
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**CAN Number**
- CAN H EC 2
- CAN H EC 6
- CAN H EC 14

**Generic Title**
- Nutrition
- Textiles
- Child Development

**College Title**
- NUT 01, NT S-1
- TEXTILES ID 31
- CD 30
### Mt. San Antonio College
1100 North Grand Avenue, Walnut, CA 91789

**District:** Mt. San Antonio CCD

**Designated Contact:** Joann Driggers, Chair, Family & Consumer Sciences Department  
**Phone** 909-594-5611, ext. 3906  
**Fax** 909-468-3936  
**E-Mail** jdrigger@ibm.mtsac.edu

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| 1301 Home Economics | Consumer Services Specialist | General Home Ec. | Joann Driggers, Dept. Chair | Business/FACS | W 909-594-5611 x 3906  
F 909-468-3936 | 1 | 25 |
| 1302 Interiors | Interior Design-Residential, Commercial Kitchen/Bath Design  
F 909-468-3936 | 1.8 | 1 | 125 |
| 1303 Fashion Merchandising | Fashion Merchandising Performance  
Fashion Show Production  
Fashion Consultant | Fashion Merchandising | Phyllis Specht, Prof. | Business/FACS | W 909-594-5611 x 4685  
F 909-468-3936 | 1 | 4 | 90 |
| 1304 Life Management | Early Childhood Development | Early Childhood Dev. | Laurie Koulaf, Prof. | Business/FACS | W 909-594-5611 x 4533  
F 909-468-3936 | 3 | 12 | 460 |
| 1305 Early Childhood Development | Children's Programs, Administration  
Small Bus. Mgmt.  
Day Care  
Family Day Care  
Foster Care  
Infant/Toddler Development | General Home Ec. | Stella Miller, Prof. | Business/FACS | W 909-594-5611 x 4533  
F 909-468-3936 | 2.5 | 6 | 35 |

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**CAN Number**
- CAN H EC 12
- CAN H EC 14

**Generic Title**
- Family Relationships
- Child Development

**College Title**
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- CHILD DEV
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**CAN Number**
- CAN H EC 12
- CAN H EC 14

**Generic Title**
- Family Relationships
- Child Development

**College Title**
- CHILD & FAM IN COMMUNITY
- CHILD GROWTH & DEV
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**CAN Number**
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- CAN H EC 8
- CAN H EC 10
- CAN H EC 18
- CAN H EC 20

**Generic Title**
- Nutrition
- Textiles
- Principles of Food
- Principles of Clothing Construction
- Interior Design Fundamentals
- Fashion Selection

**College Title**
- CFS 109
- CFS 122
- CFS 105 A, B
- CFS 118 A, B
- CFS 140
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**CAN Number**
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- CAN H EC 6
- CAN H EC 10
- CAN H EC 12
- CAN H EC 18
- CAN H EC 20

**Generic Title**
- Nutrition
- Textiles
- Principles of Clothing Construction
- Family Relationships
- Interior Design Fundamentals
- Fashion Selection

**College Title**
- FCS 165, FCS 160, FCS 20
- FASH 110, FASH 23
- FASH 135, FASH 31
- FCS 105, FCS 5
- ID 51
- FASH 105, FASH 22
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**Program or Course**

- **1302.00**: Interior Design
- **1303.00**: Fashion
- **1305.10**: ECE
- **1306.00**: Food Services
- **Non Credit Courses**
  - Cons./ Homemaking Education
  - Industrial Sewing

**Certificate(s)**

- Certificate
- Early Childhood Education
- Certificate
- Certificate
- Certificate

**Degree**

- Associate

**Coordinator/Director**

- Linda Stroud, Coordinator
- Michael Petite
- Linda Malm, Art Dept. Chair
- Jennifer Osnisi
- Karlene Cunningham
- Nino Valmassoi
- Marina Hinds

**Division/Department**

- Art
- Business
- Social Science
- Engineering & Technology

**Telephone (W)**

- W 818-585-7404

**Fax (F)**

- |

**E-Mail (E)**

- |

**Number of Faculty**

- 1
- 4

**Number of Students Majoring in Program**

- 350

**CAN Number**

- CAN H EC 10

**Generic Title**

- Principles of Clothing Construction

**College Title**

- FASH 1A
Porterville College
100 East College Ave., Porterville, CA 93257
District: Kern CCD

Designated Contact: Prudy Tanner, Director, Child Development Program
Phone 209-781-3130  Fax 209-784-4779

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CAN Number | Generic Title | College Title |
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## Program or Course Information

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<td>Sydney Larson, Director, Child Development Center</td>
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**CAN Number**
- CAN H EC 2

**Generic Title**
- Nutrition

**College Title**
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## Saddleback College

### Designated Contact:
**Margaret Gritton, Chair, Consumer & Family Resources Dept.**

28000 Marguerite Pkwy, Mission Viejo, CA 92692

**Phone** 714-582-4548  
**Fax** 714-347-9004

**District:** Saddleback CCD

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### Certificate(s)

- Fashion Merchandising
- Child Development
- Restaurant Mgt.
- Dietetic Aide

### Degree

- Fam. Cons. Sc. AA
- Fashion Merchandising
- Child Dev. AA
- Restaurant Mgt.
- Dietetic Tech.

### Coordinator/Director

- Juliann Martin
- Susan Shimoff
- Juliann Martin
- Bob Baldwin
- Juliann Martin

### Division/Department

- Science, FCS
- Science, FCS
- Science, FCS, Child Development
- Business
- Science, FCS

### Telephone (W) Fax (F) E-Mail (E)

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- CAN H EC 2
- CAN H EC 6
- CAN H EC 8
- CAN H EC 10
- CAN H EC 14
- CAN H EC 16
- CAN H EC 18
- CAN H EC 20

### Generic Title

- Nutrition
- Textiles
- Principles of Food
- Principles of Clothing Construction
- Child Development
- Life Management
- Interior Design Fundamentals
- Fashion Selection

### College Title

- FCS 162
- FCS 140, FCS 146
- FCS 160
- FCS 130
- CD 105
- FCS 110
- FCS 180
- FCS 148, FCS 144
San Diego City College
1313 12th Avenue, San Diego, CA 92101
District: San Diego CCD

Designated Contact: Gloria Lyon, Chair, Child Development Department
Phone 619-230-2648
Fax 619-230-2063

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San Diego Ed. Cultural Complex
4343 Ocean View Blvd., San Diego, CA 92113-5229
District: San Diego CCD

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San Francisco, City College of  
50 Phelan Avenue, San Francisco, CA 94112  

Designated Contact: Sandra Ericson, Chair, Consumer Arts & Sciences  
Phone 415-239-3588  
Fax

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- CAN H EC 6: Textiles
- CAN H EC 8: Principles of Food
- CAN H EC 10: Principles of Clothing Construction
- CAN H EC 12: Family Relationships
- CAN H EC 14: Child Development
- CAN H EC 16: Life Management
- CAN H EC 18: Interior Design Fundamentals
- CAN H EC 20: Fashion Selection
- CAN H EC 22: Fashion Industry and Marketing

**Generic Title**
- Nutrition
- Textiles
- Principles of Food
- Principles of Clothing Construction
- Family Relationships
- Child Development
- Life Management
- Interior Design Fundamentals
- Fashion Selection
- Fashion Industry and Marketing

**College Title**
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**Program or Course**

**Certificate(s)**

**Degree**

**Coordinator/Director**

**Division/Department**

**Telephone (W)**

**Fax (F)**

**E-Mail (E)**

**Number of Faculty**

**Number of Students Majoring in Program**

**CAN Number**

**Generic Title**

**College Title**
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**Santa Rosa Junior College**
1501 Mendocino Ave., Santa Rosa, CA 95401

**Designated Contact:** Bonnie Panizza, Chair, Consumer Family Studies Dept.

**Phone:** 707-527-4258

**Fax**

**E-Mail**
Sequoias, College of
915 South Mooney Blvd, Visalia, CA 93277
District: Sequoias CCD

Designated Contact: Barbara Reynolds, Chair, Consumer/Family Studies Div.
Phone 209-737-4810  Fax 209-730-3894
E Mail

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CAN Number
CAN H EC 2
CAN H EC 4
CAN H EC 6
CAN H EC 8
CAN H EC 10
CAN H EC 12
CAN H EC 14
CAN H EC 20

Generic Title
Nutrition
Principles of Design
Textiles
Principles of Food
Principles of Clothing Construction
Family Relationships
Child Development
Fashion Selection

College Title
NUT/FOOD 18, NUT 18
CFS 6, CFS 7, ART 6, ART 7, HE6A, HE 6B, ART 6A, ART 6B
FASH 76, HE 3
NUT/FOOD 101, HE 10A
FASH 169A, HE 21A
CFS 126, SOC126, HE26, SOC26
CHILD DEV 39, PSYCH 39, HE 39
FASH 175, HE 20
### Shasta College

**District:** Shasta - Tehama - Trinity Joint CCD

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**Designated Contact:** Joan Bosworth, Home Economics Program

**Phone:** 916-225-4600  **Fax:** 916-225-4990
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## Designated Contact:
Charlotte Olson, Instructor, Voc. Ed. Director/Home Ec.

**Phone** 916-938-5269  
**Fax** 916-938-5227  
**E Mail** colson@siskiyous.edu

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- CAN H EC 2
- CAN H EC 6
- CAN H EC 8
- CAN H EC 12
- CAN H EC 14
- CAN H EC 18
- CAN H EC 20

**Generic Title**
- Nutrition
- Textiles
- Principles of Food
- Family Relationships
- Child Development
- Interior Design Fundamentals
- Fashion Selection

**College Title**
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- HEC 113, FASH 113
- HEC 320
- HEC 392
- HEC 212, HEC 213
- INTD 110
- FASH 117, HEC 117
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- CAN H EC 4  Principles of Design
- CAN H EC 6  Textiles
- CAN H EC 8  Principles of Food
- CAN H EC 10 Principles of Clothing Construction
- CAN H EC 12  Family Relationships
- CAN H EC 14  Child Development
- CAN H EC 20  Fashion Selection

**Generic Title**
- Nutrition
- Principles of Design
- Textiles
- Principles of Food
- Principles of Clothing Construction
- Family Relationships
- Child Development
- Fashion Selection

**College Title**
- NUT 10  Nutrition
- INT DES 50  Principles of Design
- FASH DES 31 Textiles
- NUT 53  Principles of Food
- FASH DES 62  Principles of Clothing Construction
- HUM DEV 51  Family Relationships
- HUM DEV 38/39  Child Development
- FASH DES 60  Fashion Selection
**Southwestern College**  
900 Otay Lakes Road, Chula Vista, CA 92010  
District: Southwestern CCD  

Phone 619-482-6352  
Fax 619-482-6439  
E Mail

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**CAN Number** | **Generic Title** | **College Title**  
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Taft College  
29 Emmons Park Drive, Taft, CA 93268  
District: West Kern

Designated Contact: Leslie Dragoo, Instructor, Early Childhood Education  
Phone (805) 763-1618  
Fax (805) 763-1038  
E Mail N/A

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CAN Number  Generic Title  College Title

Taft College  
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District: West Kern

Designated Contact: Leslie Dragoo, Instructor, Early Childhood Education  
Phone (805) 763-1618  
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CAN Number  Generic Title  College Title
### Ventura College
4667 Telegraph Road, Ventura, CA 93003
District: Ventura County CCD

**Designated Contact:** Betty True, Chair, Home Economics Department
**Phone** 805-654-6400, ext. 1308  **Fax** 805-654-6466

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**CAN Number**: 537

**Generic Title**: 

**College Title**: 

**Designated Contact**: Carolyn Wilder, Chair, Family & Consumer Studies Dept.

**Phone**: 310-287-4445

**Fax**: 

**E-Mail**: 

**District**: Los Angeles CCD
### Program or Course

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### CAN Number

- CAN H EC 2: Nutrition
- CAN H EC 6: Textiles
- CAN H EC 8: Principles of Food
- CAN H EC 10: Principles of Clothing Construction
- CAN H EC 14: Child Development
- CAN H EC 20: Fashion Selection

### College Title

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- CT4: CT 7, 8
- CT 22: CHILD ST 2
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<td>Kay Sims</td>
<td>Family &amp; Consumer Studies</td>
<td>W 916-741-6936</td>
<td>F 916-634-7708</td>
<td>Kay <a href="mailto:Sims@aol.com">Sims@aol.com</a></td>
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Yuba College
2088 North Beale Road, Marysville, CA 95901

Designated Contact: Penny Fredell, Chair, Family & Consumer Studies
Phone 916-741-6926
Fax 916-634-7708
E-Mail PennyFredell@yubacc.ca
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<td>Author(s)</td>
<td>Chancellor's Office, California Community Colleges in cooperation with Mt. San Antonio College and participating colleges</td>
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<td>Corporate Source</td>
<td>Chancellor's Office, California Community Colleges Economic Development/Vocational Education Division 1107 Ninth Street, Suite 900, Sacramento CA 95814 Attention: Peggy Sprout Olivier, Specialist</td>
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