Instructor: Dr. Nancy Shepherd
Course Time and Locations: Independent Study
Office: Virtual Office online/ HMSS 102A
Office Phone: 936-468-1413 Office Hours: M 1-2 pm online, T/R 11:00-12:00 am, F 10-12 am, or by appt.
Main Office 936-468-4502 Email: shepherdn@sfasu.edu

I. Course Description:
This independent study course is an in-depth study of AAFCS Standards in preparation for AAFCS content exam. Pre-service teachers are required to pass the content exam prior to student teaching. This course consists of practice exams which serve as a review of FCS course content presented in student’s major courses of study related to the AAFCS Standards.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
The Conceptual Framework and the Vision, Mission, and Goals of the James I. Perkins College of Education describe a shared vision and purpose for the SFASU College of Education. It provides coherence for our curriculum, clinical experiences, and assessments. It is linked to the University vision and values, and describes how those values translate into knowledge, skills, and dispositions in the College of Education. It is this philosophy and vision that helps to distinguish our graduates from those of other institutions. This course supports the vision, mission, and core values of the College of Education whose mission is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership and continued professional intellectual development.

In the College of Education at Stephen F. Austin State University, we value and are committed to:
- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaborative and shared decision making
- Openness to new ideas, culturally diverse people and innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community.
**Program Learning Outcomes**

Learning Outcome #1
The student will display professional dispositions (academic excellence, life-long learning, collaboration, openness, integrity, and service) related to the field of Human Sciences

Learning Outcome #2
The student will exhibit the professional behavior, strong communication skills, a professional image, a good work ethic and adequate preparation for employment in her/her specific discipline) expected in the field of Human Sciences.

- Demonstrate knowledge of tools, equipment, and supplies used in human sciences and related occupations
- Research standards for professional oral and written communication as related to human sciences content and delivery systems

INTASC Standards: Standard #4: Content Knowledge
Standard #9: Professional Learning and Ethical Practice.

ISTE Educator Standards: !a,b,c.

**III. Course Assignments, Activities, Instructional Strategies, use of Technology:**
Method of Instruction

1. In preparation for successful completion of the AAFCS Content Exam, students will review previous coursework material, textbooks, websites, lectures, Family & Consumer Sciences Examination Study Guide, and suggested resources related to the specific AAFCS Standard.

2. Students will take practice exams until a minimum of 90% is achieved on each exam. The number of exams range from three to eight and is determined by the type of certification to be earned.
   - FCS Composite Certification – Standards 1 – 8
   - FCS Human Development and Family Studies Certification – Standards 1 – 3
   - FCS Hospitality, Nutrition, and Food Science Certification – Standards 1, 4, 5

**IV. Evaluation and Assessments (Grading):**
The exams may be taken in any order and will be retaken until a score of 90% is achieved on each required exam.

Practice Content Exam
Course grade will be determined by the test score.

- 100% - 90% = A
- 89% - 80% = B
- 79% = C
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Examination Windows</th>
<th>Applications must be received at AAFCS by:</th>
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<tbody>
<tr>
<td>January 1 – January 31</td>
<td>November 1 - December 20</td>
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<tr>
<td>March 1 – March 31</td>
<td>January 1 - February 20</td>
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<td>May 1 – May 30</td>
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<td>July 1 – July 31</td>
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<td>September 1 – September 31</td>
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<tr>
<td>November 1 – November 30</td>
<td>September 1 - October 20</td>
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Students are responsible to schedule test and review dates with instructor.

Scheduling of the practice HMS 475 Content Exam should take into consideration the examination windows and application deadlines. The practice exams should be scheduled at least two weeks prior to application deadlines to allow ample time for test scoring and processing.

VI. Readings:

Various Texts, Readings

- AAFCS Website – download the FCS Examination Study Guide [http://www.aafcs.org/CredentialingCenter/achievement.asp](http://www.aafcs.org/CredentialingCenter/achievement.asp)
- Curriculum Center for Family and Consumer Sciences teacher resources [http://www.ccfcs.org](http://www.ccfcs.org)
- Family and Consumer Sciences Textbooks for standards content areas

VII. Course Evaluations:

“Near the conclusion of each semester, students in the James I. Perkins College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the James I. Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.
VIII. Student Ethics and Other Policy Information:

**Attendance:** This course is delivered online; all assignments must be submitted through the online course. Assignments must be submitted in programs compatible with D2L (Microsoft Word format). You will be notified when grades are posted; if an error occurs in posting your grade you will have one week to notify the instructor. It is your responsibility to keep up with your grades.

Should illness or other circumstances occur which prevents assignments from being submitted on time, a doctor’s excuse should be presented. Three days will be allowed for missed work to be submitted. Make-up work is not accepted after that time. No late assignments will be accepted. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Class participation:** Class participation is extremely important. You must log in on a regular basis and complete the activities prior to the due dates. Do Not wait until the deadline to submit an assignment. Clocks are different, therefore waiting until the last minute to submit assignments may result in your assignment showing up as MISSED and will result in a zero for the assignment.

**Class correspondence:** It is your responsibility to check your emails on a regular basis. If changes in due dates, assignments, or grading scale occur, you will be notified through D2L emails. If you have questions regarding an assignment, please email the instructor in a timely fashion. Do not wait until two days before (or after) the due date to ask questions. Emails sent on Friday evenings may not be answered until the following Monday. It is your responsibility to make sure questions arrive in a timely manner.

The use of appropriate netiquette (online etiquette) is an expectation of all students. Slang, texting language or other informal communications are not deemed acceptable in business or education. Practicing professional communications in all situations will prepare you for success in the workplace. When sending communications to an instructor or fellow student address them appropriately, such as *Dear Dr. Shepherd* or *Hello Mr. Jones*. Never address someone informally such as “Hey Sue”, or “Dude”, this is insulting and unprofessional. Always insert a subject in the subject box- otherwise I would assume it is not important. Assume the reader does not know who you are or why you are sending them an email. Explain your purpose and who you are. See example below:
Dear Dr. Shepherd,

I am Brittany Smith (who) and I am in your HMS 000.002 class this semester (where). I am writing you with a question (reason for email) about assignment 2, located in the dropbox.... My question is..... (why) I would appreciate hearing back from you. The best way to reach me is..... (how)

Sincerely,

Brittany Smith

Students should check the homepage on a daily basis for notices, mail, and assignments. Students should check their grade points at least once a week. Any discrepancies in points must be resolved within one week after assignment grades have been posted otherwise the posted grade points are considered final and will not be reviewed at a later date.

Having problems with the computer or failing to view the assignment and the due date are unacceptable reasons for failing to complete an assignment on time. Do not request to turn in an assignment late for any of these reasons. Late assignments will never be accepted.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/ . Location: Human Services Building, room 325. Phone: (936) 468-3004.

Academic Integrity

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes and F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Acceptable Student Behavior**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due _________________. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/<http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

LiveText – Alliance students are NOT required to purchase Livetext.

LiveText Statement:
This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

IX. Other Relevant Course Information:
**Academic Advising Center** - this center serves as the principal advising center for students who have not declared an academic major. Full-time advisors are available to assist students with course selection and with materials to help them explore career options. The center also has information and literature on all academic majors offered at SFA. Students who have earned fewer than 45 semester hours, as well as first-semester transfer students who have not yet declared a major, will be advised in the Academic Advising Center. The center also functions as the administrator of the Texas Success Initiative (TSI), formerly TASP. Students who have questions and concerns about TSI should consult with the center's staff. The Academic Center is located in the Steen library, 2nd floor; phone: 464.5803; email: advising@sfasu.edu, website: [www.sfasu.edu](http://www.sfasu.edu)

**Academic Assistance & Resource Center (AARC)** - The AARC offers free services for students who want to improve their chances of academic success by providing peer tutoring and supplemental instruction in most of the lower division, core curriculum and high-risk courses. Assistance is offered through one-on-one tutoring and small study groups, as well as through a supplementary leader who has previously taken the course and made an "A". The AARC also provides tutorial assistance for the THEA test preparation and offers assistance service to aid students with disabilities in accessing library resources and materials. AARC is located on the first floor of the Steen Library. For additional information on how to register for services, stop by the AARC reception desk or call 468.4108 or visit the web page at [http://libweb.sfasu.edu/aarc](http://libweb.sfasu.edu/aarc). Students may register for a tutorial appointment online.

**International Student Support Services** - The Office of International Studies and Programs and the Multicultural Center provide international student support services. Services include an SFA orientation, cultural adjustment, assistance with visa issues, banking assistance, social opportunities, resources for assistance, and initial transportation from regional airports to Nacogdoches upon arrival in Texas. In addition, the American English Language Institute is a safety net for students who encounter difficulties with the use of the English language. Also available is a 12-month residence hall, open year-around, which allows uninterrupted living for any student who might be unable to return home during holidays or vacation periods or semester breaks. Call 936.468.6631 for more information.

**Counseling and Career Services** - this service assists students to develop positive self-image, discover career goals, develop a sense of self-direction and prepare for a career in their chosen field. Orientation is provided for transfer students, new freshman and their parents in the summer prior to enrollment. An orientation session for those not attending Summer Orientation is held each semester prior to registration. Counseling Services is confidential assistance by Licensed Professional
Counselors to help students deal with personal adjustment and relationship problems as well as educational problems such as time management, study habits, and test anxiety. Other services provided by this office are alcohol services, testing services, career services, and student employment services. For more information call 936.468.3305 or visit them on the 3rd floor of the Rusk Building.

**Student Government Association** - this body serves as the representative voice of the student body to the faculty and administration. Concerns and issues important to the students can be made known through legislation passed by the SGA. For more information call 936.468.3500.

Student Organizations - getting the most out of one’s experience at SFA means getting involved. There are more than 200 student organizations on campus that play a vital role in making campus life more enjoyable and educational. Students can form new organizations if the cannot find a current group that meets their needs. Information about current registered student organizations and help for organization leaders is available through Student Organization Services in the Office of Student Affairs. Information is also available on the Student Affairs website (www.osa.sfasu.edu).

**Student Health Services** - provide primary health care to the university students. Currently enrolled students are eligible for most clinic services without additional costs, including consultation, diagnosis and treatment provided by the clinic staff. In addition, some optional services are provided at low cost. There are no facilities on campus for X-rays, overnight stays, dental, optometric, or pharmacy services. These may be obtained locally. The clinic hours are 8:00 am - 5:00 pm, Monday through Friday. Appointments can be made by calling 936.468.4008. Walk-in patients are accepted.

**Library Hours**
Steen Library 936.468.4636
Mon - Thurs 7:00 am - 1:00 am
Friday 7:00 am - 6:00 pm
Saturday 10:00 am - 8:00 pm
Sunday Noon - 1:00 am
*Hours vary during University holidays
Library web address: [http://libweb.sfasu.edu](http://libweb.sfasu.edu)

**Computer Labs**
The Ralph Steen Library provides general student academic computing support, manages a major student computing laboratory and provides electronic access to informational resources both within the and external to the library collections. Students can also use the computers in the Multicultural Center located in the Student Center 936.468.1073.
In addition, there is a small computer lab in HMS available for student use. Please bring you own paper.
General Expectations of Students
A student enrolling in the university assume an obligation to conduct himself/herself in a manner with the university's function as an educational institution. Misconduct for which students and student organizations are subject to discipline falls into several categories that are described in detail in the online Student Handbook at www.osa.sfasu.edu/handbook/index.html. Two acts which are strictly prohibited and result in specific disciplinary action are hazing and illegal drugs.

IX. Other Relevant Course Information:

AAFCS Competencies Met
Student competencies include:
   Knows and understands historic and current events, public policies, and research results and their effect upon the family, community, and work environment.
   Able to describe strategies to anticipate changing employment conditions.
   Able to communicate the impact of continually changing demographics, family structure, and technology on career choices.
   Able to apply academic skills in the context of life and work experiences related to family and consumer sciences.
   Able to analyze the influence of written, verbal and nonverbal communication skills on the success of the home and workplace.
   Able to develop goals and identify resources for meeting the special needs of individuals and families across the life span.

AAFCS conducts a national credentialing program for family and consumer sciences professionals. The Certified in Family and Consumer Sciences (CFCS) professional certification involves three components: specified prerequisites, a standards-based examination system, and continuing professional development. The Council for Certification (CFC), an autonomous unit within the AAFCS association, is charged with assuring the integrity and high standards of its professional certification program. The Council is responsible for developing criteria, standards, policies, and procedures that govern the national certification program for Family and Consumer Sciences professionals.

AAFCS offers standards-based examinations that test the subject matter competence of professionals who plan to practice in family and consumer sciences or one of the areas within family and consumer sciences. Three examinations are currently offered. They are:
   • Family & Consumer Sciences (FCS) – Composite Examination
   • FCS – Human Development & Family Studies (HD&FS) Concentration Examination
   • FCS – Hospitality, Nutrition, & Food Science (HN&FS) Concentration Examination
The AAFCS/CFC national examinations align with the competency standards and the structure of educator certification for family and consumer sciences teachers adopted by the State Board of Educator Certification (SBEC) in Texas. Consequently, SBEC has authorized use of the AAFCS/CFC examination system as the basis for establishing content area competency required for the three family and consumer sciences educator certificates available in Texas beginning in 2004.

Passing one of the AAFCS/CFCS examinations is a requirement for the national professional certification in family and consumer sciences, known as Certified in Family and Consumer Sciences (CFCS). On the basis of successful performance on one of the exams, persons obtaining family and consumer sciences Texas teacher certification will have satisfied one of the requirements for obtaining the national CFCS credential. Becoming a CFCS, CFCS-HDFS, or CFCS-HNFS provides an important statement to others of your commitment to professionalism.

Earning the right to use the credential designations after your name affirms your competence in family and consumer sciences and your commitment to continuing professional development. It assures others that you have current knowledge, skills, and abilities that enable you to improve the quality and standards of individual and family life through education, research, cooperative programs, and public information. See www.aafcs.org for more information about achieving

**Family & Consumer Sciences (FCS) Standards**

**Standard 1 - Integration of Foundations.**

The Family and Consumer Sciences Professional integrates the foundation knowledge and skills of family and consumer sciences to prepare students/clients for personal, family, community, and career roles.

**Standard 1 Competencies:**

**Knowledge: What Family and Consumer Sciences Professionals Know.** The entry-level Family and Consumer Sciences Professional knows and understands:

- cultural, economic, and gender influences on families, work, and society;
- the interrelationships among career decisions and personal/family life, including parenting and care giving;
- historical and current events, public policies, and research results and their effect upon the family, community, and work environment; and
- the management processes, resources, and procedures required for maintaining an effective family and consumer sciences program.

**Application: What Family and Consumer Sciences Professionals Can Do.** The entry-level Family and Consumer Sciences Professional is able to:

- describe effective methods and technologies to secure, maintain, and terminate employment;
- provide opportunities for students/clients to develop and assess leadership and teamwork skills that contribute to effectiveness in family, work, and community settings; and
- analyze the impact of career choices on personal lifestyle and income;
• guide students/clients to set career and educational goals based on personal interest and skills; • describe strategies to anticipate and adapt to changing employment conditions;
• implement Family, Career, and Community Leaders of America (FCCLA) programs and projects to promote students/clients' growth, leadership development, application of curriculum knowledge and skills, community service, and career development;
• communicate effectively with parents and community members to increase the visibility of the family and consumer sciences program to supervise career-connection experiences and work-based learning programs;
• participate in advisory committee activities and industry partnerships;
use management strategies to supervise and promote the progress of students/clients in work-based learning experiences, and coordinate and evaluate school-based and work-based learning;
• apply academic skills in the context of life and work experiences related to family and consumer sciences; and activities;
• use multiple viewpoints and perspectives to appraise instructional content and activities;
• use career-connection experiences, work-based learning, and other real-world applications to promote students/clients' problem-solving skills, management techniques, and performance of self-assessments and evaluations;
• evaluate interests, abilities, and personal priorities related to employment;
• explore the decision-making process associated with career selection, including personal satisfaction and the choice of family-supportive employers;
• identify, locate, and use resources that assist in educational and career planning;
• communicate the impact of changing demographics, family structure, and technology on career choices;
• explore how economic factors and personal health affect career selection;
• analyze the influence of written, verbal, and nonverbal communication skills (e.g., conflict resolution, negotiation) on success in the home and workplace;
• explore workplace policies, benefits, business ethics, and wellness programs (e.g., disabilities, substance abuse); and
• analyze issues and legislation that support individuals, families, and communities.

Standard 2 - Family Studies and Human Services
The Family and Consumer Sciences Professional understands the areas of personal development, relationships, and management of work and family to enhance quality of life across the life span, and understands career opportunities in family studies and human services.

Standard 2 Competencies:
Knowledge: What Family and Consumer Sciences Professionals Know. The entry-level Family and Consumer Sciences Professional knows and understands:
• personal and family development concepts;
• factors contributing to the development of effective relationships;
• management tools and strategies for successfully balancing work and family life;
• societal, cultural, demographic, gender, economic, and environmental issues affecting individuals and families across the life span;
• career and entrepreneurial opportunities in family studies and human services; and
• societal attitudes about the roles of older adults within a culture.

Application: What Family and Consumer Sciences Professionals Can Do. The entry-level Family and Consumer Sciences Professional is able to:
• analyze factors (e.g., family, health, peers) influencing personal development;
• evaluate practices and strategies for meeting personal, physical, emotional, intellectual, and social needs of individuals across the life span;
• analyze the basic functions and responsibilities of effective family members, including members of multigenerational families and those in caregiver roles;
• evaluate factors that strengthen the family and promote wellness;
• explain the components of successful relationships (e.g., friendship, dating, marriage);
• evaluate how relationships affect personal and family development across the life span;
• analyze behaviors, including appropriate responses to peer pressure and authority figures, that contribute to satisfying interpersonal relationships across the life span;
• evaluate communication techniques that enhance interpersonal relationships;
• analyze the relationship between culture and communication patterns;
• demonstrate communication techniques that foster effective responses to inappropriate behavior;
• determine management strategies for coping with needs and crises (e.g., emotional, health, financial) experienced by individuals and families over the life span;
• analyze the relationships among decision making, responsibility, independence, and quality of life;
• demonstrate how conflict management strategies are used in community, work, school, and family related situations;
• analyze practices that promote personal and family health and safety;
• analyze the effects of environment and technology on the workplace, workforce, and family;
• describe the importance of ethical practices and behaviors in providing services for individuals across the life span;
• evaluate individual and family health care options, resources, and services;
• develop goals and identify resources for meeting the special needs (e.g. social, physical, economic) of individuals and families across the life span;
• assess support services and resources available to families;
• analyze the effects of an aging population on individuals, family, and society;
• evaluate the effects of public policy, resource use, and conservation on individual and family well being;
• analyze employment and entrepreneurial opportunities in family studies and human services; and
• determine the transferable skills necessary to function effectively in family, community, and wage-earner roles.

**Standard 3 - Human Development, Education, and Services.**
The Family and Consumer Sciences Professional understands human growth and development, parent/guardian/educator roles and responsibilities, and career opportunities in human development, education, and services.

**Standard 3 Competencies:**

**Knowledge: What Family and Consumer Sciences Professionals Know.** The entry-level Family and Consumer Sciences Professional knows and understands:

• physical, social, ethical, emotional, and cognitive development of humans from conception through late adulthood;
• parent/guardian/educator roles and responsibilities related to human growth and development;
• factors that affect child and adolescent development (e.g., social, cultural, and environmental); and
• entrepreneurship and career opportunities in human development, education, and services.

**Application: What Family and Consumer Sciences Professionals Can Do.** The entry-level Family and Consumer Sciences Professional is able to:

• explain the elements of proper prenatal care and its significance to a child’s development and well-being throughout life;
• analyze the physical, social, emotional, and cognitive development of children and adolescents;
• evaluate activities and strategies for assisting the development of children;
• analyze the role of play in the development of children and adolescents;
• analyze factors involved in the decision whether to become a parent, and discuss the effects of the decision on individuals, families, and society;
• evaluate the effects of parenting roles and practices on the development of children and adolescents;
• assess guidance techniques in family, child care, and educational settings;
• analyze contributing factors, effects, preventions, and interventions related to the abuse and neglect of children and adolescents;
• assess factors and strategies that promote the overall health and well-being of individuals in family, childcare, intergenerational, and educational settings;
• evaluate the effects of public policy on the well-being of children and adolescents in families, group care, and educational settings;
• discuss the effects of technology on child and adolescent development, education, and services;
• analyze employment and entrepreneurial opportunities in child and adolescent development, education, and services; and
• describe management functions, appropriate business practices, legal issues, professional responsibilities, and ethics in the operation of quality child care programs.
Standard 4 - Nutrition, Wellness, and Food Science.
The Family and Consumer Sciences Professional understands the principles of
food science, food technology, and nutrition and their relationships to growth,
development, health, and wellness; applies this understanding to support informed
decision-making that promotes good health; and understands career opportunities
in nutrition, wellness, and food science.

Standard 4 Competencies:
Knowledge: What Family and Consumer Sciences Professionals Know. The entry-
level Family and Consumer Sciences Professional knows and understands:
• the functions and sources of nutrients;
• the role of nutrition in wellness and disease;
• the relationship of digestion, absorption, and metabolism to optimal health;
• current nutrition and dietary guidelines for each phase of the life span;
• the relationship of activity levels and caloric intake to health and wellness,
  including weight management;
• employment and entrepreneurial opportunities in nutrition, wellness, and food
  science and technology;
• standards of quality related to food selection;
• food preparation and meal management techniques;
• factors that affect food quality and nutrient retention;
• the effects of special dietary needs in meal planning;
• global factors that affect the production, supply, and distribution of food;
• the effects of technology on food product development, processing, packing, and
  availability;
• cultural influences on food preferences and decisions; and
• effects of physical environment (e.g., seasons, availability) on nutritional
  planning.

Application: What Family and Consumer Sciences Professionals Can Do. The
entry-level Family and Consumer Sciences Professional is able to:
• evaluate the effects of public policy on food, nutrition, and health;
• analyze entrepreneurial opportunities in nutrition, wellness, and food service and
  technology;
• apply various dietary guidelines in meal planning to meet nutrition and wellness
  needs throughout the life span;
• evaluate the accuracy, reliability, validity, and use of nutrition and food science
  information and research;
• evaluate nutrition guides, food labels, and other sources of information related to
  health and wellness;
• analyze the effects of food choices on health and wellness;
• describe food-borne illnesses, their causes, and prevention methods;
• demonstrate appropriate meal management techniques in the selection, purchase, and
  preparation of food;
• explain safety and sanitation procedures related to food storage, transportation, preparation, and service;
• demonstrate the effects of chemical reactions, temperature, manipulation, and environment on food quality and retention of nutrients;
• assess the effects of diet foods, food additives, and eating disorders on wellness;
• design strategies that meet the health and nutrition requirements of individuals with special needs;
• evaluate food science and nutrition research data and conclusions for validity and reliability;
• explain the effects of genetically engineered foods on consumers’ health and safety; and
• evaluate the social, psychological, and cultural aspects of food and dining (e.g., family, friends, business).

Standard 5 - Food, Lodging, and Hospitality.
The Family and Consumer Sciences Professional understands the food, lodging, and hospitality industries, and understands career opportunities in the food, lodging, and hospitality industries.

Standard 5 Competencies:
Knowledge: What Family and Consumer Sciences Professionals Know. The entry-level Family and Consumer Sciences Professional knows and understands:
• the organizational structure of the food, lodging, and hospitality industries;
• the relationship of product, preparation, and delivery service to success in the food, lodging, and hospitality industries;
• principles and procedures of health, safety, sanitation, and environmental protection;
• management functions and structures in food, lodging, and hospitality industries;
• employment and entrepreneurial opportunities in food, lodging, and hospitality industries;
• the impact of public policy on food, lodging, and hospitality industries;
• industry standards for food, lodging, and hospitality industries;
• job-related competencies and skills needed for employment in food, lodging, and hospitality industries;
• the impact of marketing and public relations techniques in food, lodging, and hospitality industries; and
• the role of quality assurance in food, lodging, and hospitality industries.

Application: What Family and Consumer Sciences Professionals Can Do. The entry-level Family and Consumer Sciences Professional is able to:
• demonstrate health, safety, sanitation, and environmental protection procedures used in food, lodging, and hospitality industries;
• demonstrate the use of supplies, tools, equipment, and other technologies used in the food, lodging, and hospitality industries;
• describe legal issues (e.g., customer and employee liability) in food, lodging, and hospitality industries;
• identify new and emerging careers in food, lodging, and hospitality industries;
• identify industry appropriate communication skills, work ethics, and productive
  work habits (e.g., punctuality, attendance, time management);
• demonstrate quality food-preparation, presentation, and service skills;
• demonstrate the various types of table settings and food service techniques in
  residential, commercial, and institutional settings;
• practice etiquette, food presentation, and table service appropriate for specific
  situations;
• describe customer and guest service practices;
• explain key factors in the design, development, and maintenance of industry
  facilities; and
• explain key responsibilities of employees, supervisors, and managers in food,
  lodging, and hospitality industries.

**Standard 6 - Consumer and Resource Management.**
The Family and Consumer Sciences Professional understands consumer
practices, consumer responsibilities, and resource management processes; how
these affect and are applied to personal, family, and work life; and career
opportunities in consumer and resource management.

**Standard 6 Competencies:**

**Knowledge: What Family and Consumer Sciences Professionals Know.** The entry-
level Family and Consumer Sciences Professional knows and understands:

• resource management (e.g., money, time, energy);
• the effects of public policy on resource utilization and conservation for
  consumers, families, and the environment;
• the effects of technology on families, the workplace, and individuals within the
  U.S. economy;
• issues involved in obtaining and managing income across the life span;
• strategies and tools for financial planning, including investment and retirement
  planning;
• techniques for managing the multiple roles of individual, worker, family member,
  community member, and wage earner throughout the life span;
• issues related to consumer decision making in the marketplace;
• cultural, demographic, and societal factors that influence family financial
  decisions;
• employment and entrepreneurial opportunities in consumer and resource
  management;
• the relationship between consumer rights and responsibilities;
• characteristics of the global economy and their influence on individuals and
  families (e.g., employment opportunities, purchasing decisions); and
• basic principles of economics (e.g., competition, supply and demand, profit, loss,
  credit).

**Application: What Family and Consumer Sciences Professionals Can Do.** The
entry-level Family and Consumer Sciences Professional is able to:

• integrate principles of effective communication into the management process and
  the decision making process;
• analyze the use of interpersonal skills in managing community, family, and wage earning roles;
• analyze decision making, goal setting, and resource management practices in multiple role situations;
• create and analyze budgets to satisfy financial objectives;
• analyze the functions, types, and services of financial institutions and insurance companies;
• compare and contrast sources, types, costs, and limitations of credit;
• describe the financial planning process and its applications throughout the life span;
• describe the process of obtaining and allocating income across the life span;
• describe the free enterprise system and how family spending decisions are affected by competition, profit, and supply and demand;
• describe how the consumer is affected by tax laws;
• solve consumer problems related to obtaining goods and services; and
• provide activities for students/clients to research employment and entrepreneurial opportunities in consumer and resource management

**Standard 7 - Textiles and Apparel.**
The Family and Consumer Sciences Professional understands the design, production, marketing, consumption, and maintenance of textile and apparel products, and understands career opportunities in the textiles and apparel industries.

**Standard 7 Competencies:**
**Knowledge: What Family and Consumer Sciences Professionals Know.** The entry-level Family and Consumer Sciences Professional knows and understands:
• textile and apparel needs of individuals throughout the life span;
• employment and entrepreneurial opportunities and career preparation requirements for textile and apparel industries;
• the design, production, selection, use, and care of textile and apparel products;
• the effects of technology on the textile and apparel industries;
• aesthetic principles used in the visual merchandising of products in the retail environment;
• safe and effective work habits and ethical behaviors for careers in the textile and apparel industries;
• the use of artistic standards and design principles to create and analyze textile and apparel products;
• how design and function of textile and apparel products influence human behaviors and lifestyles;
• textile and apparel product marketing techniques from fiber to consumers;
• quality clothing construction;
• the effects of public policy, resource utilization and conservation, and the global economy on the production, use, and care of textiles and apparel;
• textile and apparel product marketing techniques; and
• cultural and geographical effects on clothing selection decisions.
Application: What Family and Consumer Sciences Professionals Can Do. The entry-level Family and Consumer Sciences Professional is able to:

- demonstrate apparel design, production, fitting, and alteration techniques;
- demonstrate care, maintenance, and repair of textile and apparel products;
- demonstrate a variety of techniques, including the elements and principles of design, to plan and create apparel products;
- identify technology and critical thinking skills used to plan, design, produce, evaluate, and market apparel and textile products;
- evaluate clothing construction quality;
- demonstrate appropriate use and care of equipment, tools, and supplies;
- advocate for and provide information supporting the safe production, distribution, and use of apparel and textile products;
- analyze employment and entrepreneurial opportunities in textile and apparel industries;
- identify, select, and demonstrate appropriate uses of textile fibers, fabrics, and finishes;
- identify new and emerging textile and apparel production, management, and service industries;
- demonstrate consumer decision making skills used in selecting apparel for individuals that is appropriate in fit, style, design, cost, and occasion; and
- analyze the cultural and geographical effects on clothing selection decisions.

Standard 8 - Environmental Design.
The Family and Consumer Sciences Professional understands the design and construction of interior and exterior environments, and understands career opportunities in the housing, design, furnishings, and equipment management and service industries.

Standard 8 Competencies:
Knowledge: What Family and Consumer Sciences Professionals Know. The entry-level Family and Consumer Sciences Professional knows and understands:

- the significance of housing, furnishings, and equipment decisions for individuals and families throughout the life cycle;
- housing choices available to individuals and families throughout the life span;
- safety issues affecting the design of residential and nonresidential environments;
- procedures for maintaining housing, furnishings, and equipment;
- consumer issues and considerations affecting housing, accessories, materials, furnishings, and equipment decisions for residential and nonresidential settings;
- design, construction, and marketing techniques for housing, accessories, furnishings, and equipment;
- the effects of trends and technologies on residential and nonresidential environments, equipment, furnishings, and accessories, including floral design;
- employment and entrepreneurial opportunities in housing, design, furnishings, and equipment management and services industries;
- elements of art and principles of design as related to interior and exterior environments;
• the effects of public policy, resource utilization, and conservation on interior and exterior environments;
• the influence of cultural, demographic, societal, and environmental factors on residential and nonresidential design and construction; and
• safe and effective work habits and ethical behaviors for careers in housing, furnishings, and equipment management and service industries.

Application: What Family and Consumer Sciences Professionals Can Do. The entry-level Family and Consumer Sciences Professional is able to:
• analyze factors (e.g., psychological, economic, social, environmental) affecting housing choices;
• demonstrate effective decision-making skills in relation to housing needs throughout the life span;
• analyze legal and financial aspects of leasing and purchasing housing;
• apply established guidelines for safe residential and nonresidential environments (e.g., local, state, and federal requirements);
• analyze aspects of public policies (e.g., community planning, zoning) and how they affect housing decisions and costs;
• analyze how site characteristics, architectural style, and quality of construction influence housing decisions;
• select interior finishes, materials, equipment, and furniture for residential and nonresidential settings;
• analyze trends and technologies affecting interior and exterior environments;
• demonstrate the elements of art and principles of design in floral design;
• apply elements of art and principles of design in relation to interior and exterior environments;
• demonstrate skills and procedures for effective planning and utilization of space (e.g., scaled floor plans, elevations); and
• analyze the use and effects of technology related to housing, design, furnishings, and equipment.