

# FAMILY AND CONSUMER SCIENCES (B.S.)

Required coursework includes the university requirements (see regulation J-3 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/>)) and:

Code	Title	Hours
HDFS 105	Individual and Family Development	3
ATD 119	Introduction to Fashion and the Apparel Industry	3
ATD 123	Textiles	3
FN 205	Concepts in Human Nutrition	3
ECDE 210	Introduction to Early Childhood Education	3
ATD 224	Apparel Construction and Assembly Processes	3
ECDE 234	Infancy and Early Childhood	3
ECDE 235	Principles and Methods of Child Observation	3
HDFS 240	Intimate Relationships	3
FCS 251	Survey of FCS Professions	1
FN 270	Scientific Principles of Food Preparation	3
FN 271	Scientific Principles of Food Preparation Lab	2
ATD 223	Fashion Business and Product Development	3
HDFS 334	Adolescence and Emerging Adulthood	3
ECDE 340	Parent-Child Relationships in Family and Community	3
FCS 346	Personal and Family Finance and Management	4
FN 370	Meal Management	3
HDFS 401	Professional Ethics and Practice in CFCS	1
ATD 449	Dress and Culture	3
HDFS 440	Contemporary Family Relationships	3
FN 305	Nutrition in the Life Cycle	3
FCS 498	Internship	3
Electives - see suggestions below:		23
ATD 239	Digital Illustration for the Apparel Industry	
ATD 349	History of Western Dress	
FCS 346	Personal and Family Finance and Management	
FN 415	Advanced Nutrition	
FCS 428	Housing America's Families	
HDFS 434	Adulthood and Aging within the Context of Family	
<b>Total Hours</b>		<b>85</b>

Students seeking FCS teacher certification must also meet the following requirements. It is recommended that students pursue a dual degree: B.S. in Family and Consumer Sciences and B.S. in Education. 31 additional credits required.

Code	Title	Hours
EDCI 201	Contexts of Education	3
EDCI 401	Internship Seminar	1
EDCI 410	Technology, Teaching and Learning	2
EDCI 463	Literacy Methods for Content Learning	3
EDSP 300	Educating for Exceptionalities	3
CTE/AGED 351	Principles and Philosophy of Career and Technical Education	3

CTE 420	Assessment in Contextual Learning Environments	3
CTE 426	Occupational Analysis and Curriculum Development	3
CTE 430 & CTE 431	Leadership and Student Organizations and Supervising CTE Career and Technical Student Organizations	3
or AGED 358	Supervising FFA and SAE Programs	
CTE 447	Diverse Populations and Individual Differences	3
CTE 464	Career Guidance and Transitioning to Work	3
CTE 472	Teaching and Learning in Organizations	3
or AGED 452	Methods of Teaching Agriculture	
<b>Total Hours</b>		<b>33</b>

## Courses to total 120 credits for this degree

Fall Term 1		Hours
COMM 101	Fundamentals of Oral Communication	3
ENGL 101	Writing and Rhetoric I	3
HDFS 105	Individual and Family Development	3
Mathematical Ways of Knowing Course		3
Scientific Ways of Knowing Course		4
<b>Hours</b>		<b>16</b>
Spring Term 1		Hours
ENGL 102	Writing and Rhetoric II	3
ATD 119	Introduction to Fashion and the Apparel Industry	3
FN 205	Concepts in Human Nutrition	3
Social and Behavioral Ways of Knowing Course		3
Elective Course		2
<b>Hours</b>		<b>14</b>
Fall Term 2		Hours
ATD 123	Textiles	3
ECDE 210	Introduction to Early Childhood Education	3
FCS 251	Survey of FCS Professions	1
ATD 124	Introduction to Apparel Construction	2
Humanistic and Artistic Ways of Knowing Course		3
FCS elective, Major Elective Course		3
<b>Hours</b>		<b>15</b>
Spring Term 2		Hours
ATD 224	Apparel Construction and Assembly Processes	3
ECDE 234	Infancy and Early Childhood	3
HDFS 240	Intimate Relationships	3
Humanistic and Artistic Ways of Knowing Course		3
Social and Behavioral Ways of Knowing Course		3
<b>Hours</b>		<b>15</b>
Fall Term 3		Hours
ECDE 235	Principles and Methods of Child Observation	3
FN 270	Scientific Principles of Food Preparation	3
HDFS 334	Adolescence and Emerging Adulthood	3
American Diversity Course		3
FCS elective, Major Elective Course		3
<b>Hours</b>		<b>15</b>
Spring Term 3		Hours
FCS 346	Personal and Family Finance and Management	4
FN 271	Scientific Principles of Food Preparation Lab	2
ATD 223	Fashion Business and Product Development	3
FCS elective, Major Elective Course		3
FCS elective, Major Elective Course		3
<b>Hours</b>		<b>15</b>
Fall Term 4		Hours
ECDE 340	Parent-Child Relationships in Family and Community	3

FN 370	Meal Management	3
HDFS 401	Professional Ethics and Practice in CFCS	1
ATD 449	Dress and Culture	3
FCS 498	Internship	3
FCS elective, Major Elective Course		3
<b>Hours</b>		<b>16</b>
<b>Spring Term 4</b>		
FN 305	Nutrition in the Life Cycle	3
FCS elective, Major Elective Course		3
FCS elective, Major Elective Course		3
FCS elective, Major Elective Course		3
HDFS 440 OR HDFS 445		3
<b>Hours</b>		<b>15</b>
<b>Total Hours</b>		<b>121</b>

The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

#### 1. Foundations:

- Understand global nature and scope of industry
- Fiber and textiles understanding
- Understand and apply knowledge: target market, product development, consumer, and consumerism
- Awareness of communication skills and tools

#### 2. Career Development and Professional Skills:

- Identify and evaluate social responsibility, professional behavior, and ethics
- Demonstrate necessary skills for careers, including communication in written, verbal, and visual forms
- Function as a team member or leader
- Apply concepts and knowledge in workplace and industry contexts

#### 3. Product Development:

- Identify and understand target consumer
- Relate elements and principles of design to product development
- Critical thinking, creative thinking, and creative problem solving
- Communicate in written, verbal, and visual forms
- Evaluate product quality, serviceability, and regulatory standards

#### 4. Senior Capstone Experience:

- Understand and apply concept of target market
- Understand and apply concept of product development
- Understand and apply concept of line development
- Fiber and textiles applications
- Communication skills and tools in written, verbal, and visual forms

#### 5. Understanding the Consumer:

- Understand appearance, human behavior, aesthetic preferences, economic and purchasing decisions, and social, historical, and cultural factors
- Understand concept of dress related to intra- and inter-cultural and social interactions
- Apply knowledge of dress and culture across life stages, time, and culture
- Communicate in written, verbal, and visual forms
- Advocate for and influence family policies
- Value family diversity and community relationships
- Participate in a leadership role in student activities and organizations
- Adhere to and model professional and ethical standards

#### 6. Express Ideas Clearly:

- Acquire, articulate, create, and convey intended meaning using written and verbal methods of communication, and state-of-the-art technology where appropriate
- Use and value communication skills (listening, speaking, writing) with diverse audiences
- Critically read, evaluate, and communicate knowledge
- Articulate the philosophy, integration, and benefit of the Family and Consumer Sciences perspective

7. Students will be thoughtful and sensitive to the values of others, be able to work with others with value systems different from their own, and appreciate and respect diversity.

8. Students will gain knowledge in understanding individual and family development across the lifespan. The focus is on theories of development, healthy relationships, and personal finance, so students can apply what they learn and be prepared for work in human services or graduate school.

9. Students can use critical thinking, problem solving, the creative process, and integrate information across disciplines to address the complex issues facing individuals and families locally, statewide, nationally, and globally.

10. Students will be able to identify a real-world nutrition issue for a specific population and develop a lesson plan to address that need.

11. Students will be able to communicate nutrition education messages through verbal (food demonstration) and nonverbal (handouts and materials) methods.

12. Students will be able to integrate knowledge from FCS 105, FCS 205, FCS 270, FCS 275, and FCS 486 to develop an appropriate nutrition education curriculum for a selected lifespan group.

13. Students will be able to review theoretical frameworks related to nutrition education and develop a theory-based approach for a nutrition education program.

14. Students will be able to reflect upon nutrition education curriculum development experience and write a nutrition education philosophy.

15. Students will be able to apply principles of diversity and sustainability to development of nutrition education curriculum.