**Community & Family Services Program Goals 2013**

The Community and Family Services option allows you to develop a strong foundation in the field with the flexibility to select a wide range of electives that reflect your interests and professional goals. Upon completion of this degree, you will have the tools to successfully work with and manage services within a variety of community services organizations. The individual in this area is likely the person that is a team player but that likes to work independently to pursue self and group appointed goals.

Issues that have great importance for our changing world today include cultural diversity, the aging of the population, the impact of welfare reform, changes in funding at the local, state and national level, issues related to consumerism, and family resource management. Within each of these and other areas there is an aspect of public policy and thereby a need for both decision making, leadership and debate. These areas will have a tremendous impact on the ways in which community and human services are administered in the future.

For some students who have targeted specifically County Extension programs this program sets them on the career path that includes knowledge of the areas and skills in presenting/sharing pertinent information.

**Students completing the FCS-Community and Family Services degree are expected to achieve the following goals and objectives:**

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| **Standard #1 HUMAN DEVELOPMENT, NUTRITION, AND HEALTHY LIVING,** including the ability to: |
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| **Student Learning - Knowledge** |
| 1. Demonstrate criterion level knowledge of stages, processes, and ranges of typical human development
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| 1. Demonstrate criterion level knowledge of nutrition and healthy living.
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| **Student Learning - Performance** |  |  |
| 1.
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| b. Use industry terminology in appropriate ways. |  |  |
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| **Standard #2: FAMILY SCIENCE AND RESOURCE MANAGEMENT,** including the ability to: |
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| **Student Learning - Knowledge** |  |  |
| 1. Demonstrate criterion level knowledge of family diversity in the global community
2. Demonstrate criterion level knowledge of family resource management processes.
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| **Student Learning - Performance** |  |  |
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| **Standard #3: Acquire a knowledge base of the community context in which family functioning and development take place**, including the ability to: |  |
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| **Student Learning - Knowledge** |  |  |
| * 1. Demonstrate criterion level knowledge of the effects of context (social, economic, political, historical, and cultural environment) on family functioning and development.
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| **Student Learning - Performance** |  |  |  |
| * + - * 1. Is able to identify the different levels of family functioning & development.
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| **Standard #4: CONSUMER SCIENCE AND PERSONAL FINANCE**, including the ability to: |  |  |
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| 1. **Student Learning - Knowledge**
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| 1. Demonstrate criterion level knowledge of consumer science
2. Demonstrate criterion level knowledge of personal finance
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| **Student Learning - Performance** |  |  |  |  |
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**PROFESSIONAL ATTITUDES AND SKILLS**

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| **Standard #5: PROFESSIONAL SKILLS**, including the ability to: |
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| **Student Learning - Knowledge** |  |  |
| 1. Demonstrate criterion level skills in written communication.
2. Demonstrate criterion level skills in oral communication.
3. Demonstrate a basic level of computer literacy.
4. Demonstrate basic competence in “helping” skills.
5. Demonstrate basic research skills.
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| **Student Learning - Performance** |  |  |
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| **Standard #6: APPLICATION OF PROFESSIONAL SKILLS IN PROFESSIONAL SITUATIONS**, including the ability to: |
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| **Student Learning - Knowledge** |  |  |
| 1. Demonstrate critical thinking skills and problem solving abilities.
2. Demonstrate commitment to professional values and ethical behavior.
3. Demonstrate a satisfactory level of preparation for the world of work and responsibility for continued professional growth.
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| **Student Learning - Performance** |  |  |
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| **Standard #7: AREAS OF INTEREST**, including topics in: HRD |
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| **Student Learning - Knowledge** |  |  |
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| **Student Learning - Performance** |  |  |
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