

The University of Akron

IdeaExchange@UAkron

Williams Honors College, Honors Research
Projects

The Dr. Gary B. and Pamela S. Williams Honors
College

Spring 2020

FCS: The Living Curriculum

Sydni Brown
slb201@zips.uakron.edu

Follow this and additional works at: https://ideaexchange.uakron.edu/honors_research_projects



Part of the [Home Economics Commons](#)

Please take a moment to share how this work helps you [through this survey](#). Your feedback will be important as we plan further development of our repository.

Recommended Citation

Brown, Sydni, "FCS: The Living Curriculum" (2020). *Williams Honors College, Honors Research Projects*. 1186.

https://ideaexchange.uakron.edu/honors_research_projects/1186

This Dissertation/Thesis is brought to you for free and open access by The Dr. Gary B. and Pamela S. Williams Honors College at IdeaExchange@UAkron, the institutional repository of The University of Akron in Akron, Ohio, USA. It has been accepted for inclusion in Williams Honors College, Honors Research Projects by an authorized administrator of IdeaExchange@UAkron. For more information, please contact mjon@uakron.edu, uapress@uakron.edu.

Sydni Brown

January 24, 2020

William Honors College

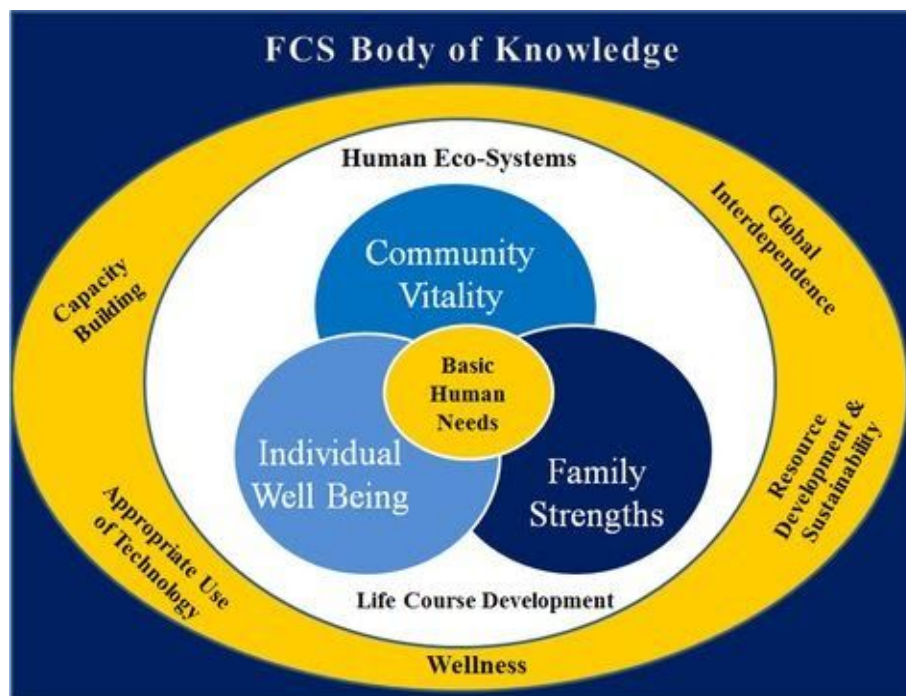
Honors Project

FCS: The Living Curriculum

The purpose of this literary review is to provide information as to why schools should be promoting their Family and Consumer Sciences education courses for their current students. This review will cover the foundation of learning through Family and Consumer Sciences that will both empower each student as well as set a tone for lifelong health, for both the mind and body. The American Association of Family and Consumer Sciences (AAFCS) defines Family and Consumer Sciences (FCS) as the “comprehensive body of skills, research, and knowledge that helps people make informed decisions about their well being, relationships, and resources to achieve optimal quality life,” (What Is FCS?). Family and Consumer Sciences gives students the ability to be creative. The curriculum covers so many different areas that allow students to think in new ways and come up with new ideas. These different areas include food preparation and nutrition, interior design, fashion design, human services, child development, and personal finance and many more. Through FCS, students are able to build connections and relationships with themselves and one another. This program really works to engage students within

their community. Through Family and Consumer Sciences students' are able to go back to their community and make it a better place.

This research will build significantly onto existing research and efforts to help make the FCS Body of Knowledge more openly known to the public because it will demonstrate how students are not only developing essential knowledge and skills but they are also learning to lead better lives, build strong family relationships, be work and career ready, and make meaningful contributions to our community. The diagram below shows the current framework of the FCS Body of Knowledge that serves as the foundation for the field. The “Taylor Library: Family & Consumer Sciences: Body of Knowledge,”



defines the FCS Body of Knowledge as “The subject matter of FCS that forms the basis of accreditation by the CFA (Council for Accreditation). From the perspective of a

holistic and synergistic focus, FCS professionals relate to the interrelationships among individuals, families, and communities,” (Taylor Library: Family & Consumer Sciences: Body of Knowledge). This review will demonstrate how our students will develop strongly in these content areas through the framework of Family and Consumer Sciences because of the curriculum's ability to be constantly growing and evolving. The idea that students' need to be learning life skills is highly sought after, yet is often only enforced through the Family and Consumer Sciences curriculum.

This literary review will convey the importance of the FCS Body of Knowledge and how the curriculum is forever going to change and evolve from where it is today. The same holds true to today's curriculum which has been completely reinvented from the previous. This becomes important when it comes to strengthening the wellbeing of our students because the FCS Body of Knowledge revolves around current events and taking highly personalized approaches to education that focuses on our students' strengths, interests, and individual learning styles as they relate to living and working well within our complex world.

Consider the Following Scenario:

Students' nearing the end of their degree, certificate or training programs and are getting “ready to launch” into the professional world. Today's employers expect a lot from graduates, and they are in a position to pick the best and the brightest from a large pool of applicants. They are looking for respectful and responsible team members who

are curious and have a willingness to learn. However, while having confidence is good, overconfidence is not. Many graduates have struggled with basic skills (analysis, writing, oral communication), in addition, they are impatient and distracted, have too many competing demands, and lack experiences dealing with failure and setbacks. These students must be in agreement, and may even have to overcome traits and tendencies that could impede their efforts to land a job or secure a seat in graduate school in the near future.

This scenario was designed to bring attention to the role of Family and Consumer Sciences in dealing with topics addressing the professional dilemma in individuals. All of the problems illustrated skills that students' will have through the FCS profession. This review will explore the Family and Consumer Sciences practice starting from the perspective of ongoing discussion of the history and controversies regarding major issues. From this historical perspective this article will show how FCS was able to grow out of these concerns and conceptions. As a result of this growth, this literary review will continue by focusing on our students' need for developed life skills that can affect an individual's well being and wellness, which in return can have an impact on their future aspects and accomplishments. FCS is important because it's courses strive to increase leadership, service, and employability skills of our students.

This is why this review will also convey the importance of bringing awareness to the continuous demand for Family and Consumer Sciences teachers. From this research, I

believe that I will not only be able to deepen my own knowledge about the FCS curriculum, but others as well. The goal is to also bring awareness of the FCS teacher shortage and as a result increase recruitment efforts for the program.

These objectives will be accomplished through the discovery of current events relating to the purpose of this review. Through this review I hope to bring clarity and understanding through various chosen articles. I expect that this research will be applied to our future content in the FCS courses and it will aid in the teaching of our future students.

History

Since the beginning, the purpose of Family and Consumer Sciences education is to try to help empower individuals and families to identify and create solutions to challenges that they find themselves in everyday. Through Family and Consumer Sciences, individuals and families are able to better take on social responsibilities within their community. The article, “Family and Consumer Sciences Education - Goals and Purposes, History of Family and Consumer Sciences Education, Issues Major Trends and Controversies,” informs how the FCS field has been working since the nineteenth century to help to improve people's quality of life (Family and Consumer Sciences Education). The overall mission is to prepare students for family life, work life, and careers in Family and Consumer Sciences.

FCS began in the mid-nineteenth century as a “domestic economy” for girls. During this time women were considered inferior and were designated soul caretakers of the private life of the family and separated from the public life of the community (Family and Consumer Sciences Education). It was argued by educational reformer Catharine Beecher that the FCS field needed to develop more critical thinking skills that are critical for the home and the wider community. Initially, this new field of study was an integrated part of a general science-based liberal arts education that would prepare females for their “professions” as wives and mothers. However, it was not until the 1800s, that “domestic science” courses were offered to young women, making it acceptable for women to attend co educational institutions (Family and Consumer Sciences Education).

During the twentieth century, the Family and Consumer Sciences field evolved along with cultural, political and social changes to help meet the needs of diverse populations. Before these changes, home economics education prepared girls for every area of the home life; clothing construction, food preparation and preservation sanitation, home furnishings, child care, health care, and family relations (Family and Consumer Sciences Education).

As a result of changing cultural assumptions, FCS began to transform outside of the home where more families were becoming consumers rather than producers, and career choices expanded for males and females. More women were able to enter wage-earning careers outside of the home. This includes, but not limited to, home and

family related service careers (Family and Consumer Sciences Education). In the midst of these changes Ellen H. Richards founded the American Home Economics Association (now the American Association of Family and Consumer Sciences) as a way to keep members together and keep the program from falling apart and organized under one congruent organization.

There has really been a shift in how FCS is taught. FCS has to be looked at as a contemporary STEM field. Students apply knowledge from math and science to real-life applications, which makes so much more sense to them. However, there are some major issues and controversies that convey the overarching central concern of the field concerning the STEM field. Professionals continue to debate the role of Family and Consumer Sciences in schools, as well as teacher preparation needs, teacher certification/licensure requirements and ways to recruit teachers. These are just a few interrelated issues, since inadequate numbers of teachers are being prepared to replace and expand the Family and Consumer Sciences teaching force. Over the years the field has shifted between technical and critical-science approaches.

Controversy

Within the last five years, there has been a growing interest within the Family and Consumer Sciences profession about its relationship with the well-established STEM movement. This controversy brings up two propositions for the profession. The first is for FCS to serve as a vital piece that strengthens STEM and STEAM, making them

successful. The second positions itself as a collective partner with STEAM initiatives, acting on its own merits. It is assumed that the role of Family and Consumer Sciences is to strengthen the STEM and STEAM disciplines and initiatives. (McGregor, Sue L.T.). An example from the article is given, “inviting a local home economics teacher to teach about the chemistry of baking. Although promising this idea to go further by concurrently teaching chemistry students about FCS” (McGregor, Sue L.T.).

The article “FCS, STEM, and STEAM: Two Lines of Inquiry,” explores how FCS has always been a life-supporting discipline, teaching life-supporting processes and generations for new insights and innovations within the STEM and STEAM field (McGregor, Sue L.T.). While FCS is in a position to make these two disciplines stronger and more successful, the position would best help FCS achieve its vision of working with families, strengthening students' career paths and valuing the contributions of all subjects and disciplines should be the focus of the profession.

However, Family and Consumer Sciences does not only help tie into STEM but is STEM. There are foundational FCS connections to STEM and how it can enhance students' instruction due to its applied science, technology and math through context. This can be seen through the application of nutrition, food science, apparel, textile industry and interior design. FCS has connections to early STEM that helped build STEM skill development, which includes critical and innovative thinking to effective communication and ability to work in teams (*STEM AND FCS CONNECTION*). Family and Consumer

Sciences promotes STEM philosophy through problem based instruction pulling from social, biological, chemical sciences (*STEM AND FCS CONNECTION*). There are various competencies that show how FCS and STEM are interconnected on many levels. If one were to look and compare the STEM standards with the FCS standards they could see the similarities.

An example of a STEM Dimension 5: Engineering and Society is that “All Americans will be able to investigate and analyze the impact of engineering education on global society (American society of engineering).” compared to an example of a similar competence for FCS is “1.3. Evaluate the reciprocal effects of individual and family participation in community and civic activities and 2.2. Analyze the relationship between the global environment and family and consumer resources” (Department of Education). These competencies from both the STEM and FCS curriculum shows how both integrate content from science, technology, engineering, and mathematics disciplines to help students to answer complex questions, to investigate global issues and to develop solutions for challenges and real world problems (*STEM AND FCS CONNECTION*).

These articles show how valuable Family and Consumer Sciences is to our students because, from the beginning, the focus of the curriculum has been to prepare students to develop more critical thinking skills that are critical for the home and the wider community (McGregor, Sue L.T.). One example of this is the problem-based learning scenarios that students in FCS are constantly involved in. Students are able to

take risks and be creative in their problem solving by performing practice runs or forming panels. The involvement of Family and Consumer Sciences in the STEM and STEAM programs has further advanced the program for students to take up a holistic, integrative, and interdisciplinary perspective to help them to address individual and family wellbeing and quality of life (McGregor, Sue L.T.).

Learning Opportunities in Technology

The article, “Teaching in Education: Learning Opportunities for Teachers and Students,” will review the purpose of using technology in education today and how it helps provide students with an opportunity to learn a given topic at their own convenience. This review of this article will convey the importance of how using technology in FCS classrooms will help provide students with foundational knowledge and skills that make them employable upon graduation. In Family and Consumer Sciences, the FCS Body of Knowledge mentions that our professionals help people develop the essential knowledge and skills to prepare future professions to be “work and career ready” and a big part of how FCS educators accomplish this is through research, experiential education and technology (Reddy, Shweta L., and Janace Bubonia.).

Family and Consumer Sciences teachers today are not expected to provide solutions to problems in a classroom; rather they are assisting students in developing solutions to problems and that starts by providing guidelines and frameworks. When students and teachers have access to technology students have a greater chance of success

and fewer barriers in the classroom (Reddy, Shweta L., and Janace Bubonia.). For students, technology can be used to help them evaluate information and apply critical thinking skills.

The use of technology in education has become a vital component to student engagement and that technology allows students to remain engaged with the FCS course content beyond class hours. According to the FCS Body of Knowledge, students need to be able to acquire knowledge and skills to help them solve complex problems and technology has become an important tool in helping not only students but teachers to meet these needs (Reddy, Shweta L., and Janace Bubonia.). Engaging with technology helps to build competence and student exploration in the classroom that keeps instruction relevant and aligned to skills required by the workforce (Reddy, Shweta L., and Janace Bubonia.).

During this current pandemic with COVID-19, utilizing technology in the classroom has become a necessity and it is important for both students and teachers to be able to continue to foster higher level thinking through the use of technology from home. While this pandemic has allowed for students to create their own study material or use study materials created by others on a given topic which helps students gain more responsibility for their learning. FCS teachers have to work harder to engage students to limit the interruption that COVID-19 has had on students' learning. There are various available technological tools that can be integrated into lesson plans during this pandemic

which include digital profiles using Google Classroom and other online programs to help permit students to share their thoughts, engage in assignments and be able to keep an open line of contact between the teachers and students as schools work to navigate teaching during this pandemic. New learning opportunities are being incorporated for students to help them stay successful during a time with so much uncertainty around how long school will have to stay solely online. With crises such as COVID-19 there is also a continual expansion of research and new information. The Family and Consumer Sciences profession helps individuals to respond and adjust appropriately to the demands of society.

This article shows how valuable Family and Consumer Sciences is to our students because the integration of technology in the classroom is necessary for students and teachers to help keep the curriculum stay current and relevant. Technology has been especially helpful during this current pandemic where all FCS courses have been forced to be integrated purely online. From technology based assignments and lesson plans which provide students with a foundational knowledge and ability to use acquired technology knowledge in their future careers (Reddy, Shweta L., and Janace Bubonia.).

Professional Behavior

The article, “Evolving in Changing Times: Shifting Paradigms in FCS Professional Practice,” will explore the professional practice as it relates to Family and Consumer Sciences in the perspective of integrating more specialized content into the curriculum versus general content. The goal of this article is to challenge students to think about possible strategies that would help better enhance their professional response to crisis like situations as well as day to day circumstances (Harden, Amy J.). The article, “Professional Behavior Education in the FCS Curriculum,” will discuss how professional practices are soft skills or essential characteristics that may not be a part of the knowledge and skill development in core classes (Towery, Pam, et al.). The goal of this article is to help students develop skills essential to academic achievement as well as future employment and career success.

Family and Consumer Sciences is an integration of many specialized fields and refers to various elements of the FCS Body of Knowledge. Many educators of FCS integrate core values from the FCS Body of Knowledge while incorporating teaching strategies to facilitate students academic and personal growth. This integrative approach is needed to improve human interaction with their environment. When emphasis is on the specialization of a practise rather than generalization students’ start thinking starts to become compartmentalized. This leads to the exclusion of other disciplines and results in an imbalance in our students’ ability to work together to solve problems (Harden, Amy

J.). With Family and Consumer Sciences there will be more individuals who can make connections between community and business, and health and the environment. Students' need to learn how to balance the need to have qualified expertise with professional experience with the need for broad knowledge and skills (Harden, Amy J.).

In today's workplace, soft skills are as highly desired by employers as traditional job qualifications or hard skills. The second article, "Professional Behavior Education in the FCS Curriculum defines soft skills as "the characteristics such as communication, professionalism, interpersonal skills, and critical thinking" and hard skills as "the knowledge, skills, and experiences in a particular discipline" (Towery, Pam, et al.). These soft skills are made up of many different areas which include behaviors, attitudes, and values. Employers are looking for employees who can interact positively with others. For students to achieve this level of expectation in the career world then their soft skills must be developed and nurtured during their educational experience. Proficiency in these soft skills can give one employee an advantage over others in getting hired and being promoted (Towery, Pam, et al.).

The development of professional behaviors in students begins in the classroom and educators have the responsibility for shaping professional qualities of future employees. A successful FCS program aims to create a classroom without walls. FCS educators are taking active roles in creating authentic learning experiences for their students. FCS educators must make explicit efforts to guide their students in their

development of these essential skills to ensure their future success. By incorporating professional behavior development into the Family and Consumer Sciences curriculum students are able to learn the importance of these skills and how to apply them to varying situations and apply to any student seeking future employment. Students must be prepared not only academically but also socially, personally, and professionally. The only way for students to gain confidence in their own professional skills is for them to practice using these skills. Through FCS, students are able to work out their professional skills through scenario-based learning. From solving these complex problems that apply to the students, they are able to realize the need to transfer these professional behaviors into the workplace. Students are taught how the development of their professional identity is a lifelong process of refining these skills and behaviors (Towery, Pam, et al.).

In preparation of workplace challenges, students in Family and Consumer Sciences courses also assisted in solving ethical dilemmas. Ideally, ethical decisions- are threaded throughout the FCS curriculum with multiple approaches to instill values of the profession such as integrity, ethical behavior and responsible citizenship. The article, “Professional Behavior Education in the FCS Curriculum,” reports how “FCS graduates have improved personal growth, professional development, and the ability to gain employment as a result of internships and study abroad programs” (Towery, Pam, et al.). This quote reinforces the mission of Family and Consumer Sciences which is to prepare individuals to be members of the larger global society. The most important message

stemming from professional behavior education for FCS students is that as these individuals grow and develop personally and professionally, the family, community, workplace, and ultimately, the global society will reap its benefits.

Effective Communication

The article “Creating Powerful, Personal and Professional Relationships Through Effective Communication” will review the importance of effective communication in creating personal and professional relationships. Effective communication is used to help individuals to build relationships that enable them to collaborate with others to excel and complete complex tasks with one another. However, for a lot of individuals, effective communication is the most difficult. This article focuses on developing life skills that can affect an individual’s well-being and wellness, which in return, can have an impact on interpersonal relationships. An individual's feelings, intentions, and perspectives all set the stage for building important relationships through communication (Brodin, Teresa M., and Maureen Kirkpatrick McLaughlin).

The Family and Consumer Sciences Body of Knowledge provides students with core concepts of individual wellbeing which will teach them to strengthen their personal and professional relationships. On top of learning how to build professional and personal relationships through FCS, students are also taught to be more self-aware of their behaviors so that they can learn how to understand and manage their behaviors in order to become their best selves (Brodin, Teresa M., and Maureen Kirkpatrick McLaughlin).

Through learning how to respect and care for oneself, individuals are able to as a result create better relationships. Effective communication starts as an internal process but once it becomes a developed skill that can be practiced and enhanced. Developing these life skills early on can affect an individual's wellbeing and, in turn, affect interpersonal relationships. Effective communication can help to build and foster a safe learning environment where students can thrive, prosper and learn. There are a few examples of how effective communication can be utilized in the classroom. One example includes doing more team activities, and group work as a way to take the focus off of competing with one another and concentrating more on working together to get the best results. It can encourage communication, cooperation and collaboration and help students talk more and effectively express themselves with their peers. Another example would be to practice active listening. Active listening means to listen to hear your students, not just to respond and give an answer. Sometimes just lending an ear can be extremely useful in promoting effective communication in the classroom. One final example is to give positive feedback. It is important to remember to mention when a student has performed well instead of focusing on the negative aspects. On the other side, it can also be beneficial to encourage students to give you feedback. Allowing them to share their feedback on lessons or teaching styles communicates to your students that you appreciate and value their opinions as well as helping to improve learning.

Demand for FCS Educators

The article “Family and Consumer Sciences Secondary School Programs: National Survey Shows Continued Demand for FCS Teachers.” discusses the shortage of Family and Consumer Sciences teachers over the past ten years (Werhan, Carol R.). The lack of FCS teachers and low numbers in the remaining programs or closing of programs has left a very small pool of potential FCS teachers to fill the job openings. Half of all states continue to have an issue with hiring adequate numbers of highly qualified FCS teachers. Although Family and Consumer Sciences programs have been down they continue to thrive throughout the U.S. FCS continues to be important to students in all school districts. Family and Consumer Sciences courses are important and keeping the programs in schools should continue to be a priority because of the important life skills that provide students with the first step to developing high skills, making high wages, and keeping up with a high demand in the career world. Many of the skills needed for success are included in the standards that guide Family and Consumer Sciences course curriculum. A few examples of professional jobs related to FCS include; apparel and textile design/merchandising, dietetics, education, food and nutrition sciences, human development and family studies, hospitality, interior design, nutrition and fitness, communications, consumer economics and financial planning. The current local northeast Ohio demand for FCS educators is low and spread out, however, there are positions open and looking for FCS educators if you are willing to look for them. The bigger problem is

there not being enough FCS educators to fill the positions that are opening up. This results in the closing in of a lot of programs in the area and beyond.

Conclusion

Family and Consumer Sciences courses allow students to plan for possible careers, develop practical skills for employment, understand the importances of nutrition, and learn about appropriate childcare practices, financial literacy, resource management, parenting, and the art of positive communication. Students involved in their FCS program become responsible adults who find joy in life, successfully support themselves financially, are able to problem solve and communicate well, and are successful community members who have stable, loving families and relationships. Family and Consumer Sciences supports students' critical reading and writing skills. It also reinforces rigorous academic students, integrates math, sciences, and allows students to capitalize on their own natural abilities to learn the most effective strategies for success by using hands-on experiences.

FCS courses help students to develop their soft skills such as teamwork, leadership, and technology skills that enable them to be high-level critical thinkers in order to meet personal, family, career, and community challenges they will face in their adult life. Through FCS, students will develop strongly in these areas because of the curriculum's ability to be constantly growing and evolving. Family and Consumer Sciences helps to empower students to achieve success in the future. Family and

Consumer Sciences serves as a foundation for lifelong literacy education. One FCS curriculum goal is to improve students' ability to be successful in today's world. Success in work-life balance and family relationships impacts career productivity and success.

The FCS Body of Knowledge will demonstrate how students are not only developing essential knowledge and skills but they are also learning to lead better lives, build strong family relationships, be work and career ready, and make meaningful contributions to our community. Family and Consumer is a community that helps students develop to be healthy individuals with opportunities that will in the end improve many societal conditions.

Family and Consumer Sciences has and continues to make history and push past any controversies and discrepancies concerning the field by continuing to stay up to date on current technologies and teaching strategies. This helps future FCS students to continue to grow and to further develop their professional behaviors and effective communication. The goal for the future is to encourage more students into the FCS field to fill the demand and keep the program up and running for generations to come.

The mission of Family and Consumer Sciences is to improve individuals, families, and communities (What Is FCS?). I am amazed how there are a variety of ways that this is done in the FCS classroom. With FCS, students will learn practical life skills that help in preparing them for the future. Students are able to take the knowledge and skills learned within the classroom and expand learning past school walls and into the

community to make a difference. I love the sense of community that Family and Consumer Sciences has given me these last four years on University of Akron's campus. I want to continue to encourage my students to become active within the FCS department like my mentors have and are still encouraging me.

Works Cited

“American Society of Engineering”.

<https://www.asee.org/member-resources/councils-and-chapters/corporate-member-council/special-interest-group/cmc-k12-stem-guidelines-for-all-americans.pdf>

Brodin, Teresa M., and Maureen Kirkpatrick McLaughlin. “Creating Powerful Personal and Professional Relationships Through Effective Communication.” *Journal of Family & Consumer Sciences*, vol. 111, no. 2, 2019, pp. 17–24.,
doi:10.14307/jfcs111.2.17.

Ohio Department of Education.

<http://education.ohio.gov/getattachment/Topics/Career-Tech/Family-and-Consumer-Sciences/Family-and-Consumer-Sciences-Standards-FINAL-15-JULY-2015-1-Updated-March-26-2020-1.pdf.aspx?lang=en-US>

“Family and Consumer Sciences Education - Goals and Purposes, History of Family and Consumer Sciences Education, Issues Major Trends and Controversies.”
StateUniversity.com, education.stateuniversity.com/pages/1976/Family-Consumer-Sciences-Education.html.

Harden, Amy J. “Evolving in Changing Times: Shifting Paradigms in FCS Professional Practice.” *Journal of Family & Consumer Sciences*, vol. 111, no. 3, 2019, pp. 26–30., doi:10.14307/jfcs111.3.26.

McGregor, Sue L.T. “FCS, STEM, and STEAM: Two Lines of Inquiry.” *Journal of Family & Consumer Sciences*, vol. 111, no. 4, 2019, pp. 35–48., doi:10.14307/jfcs111.4.35.

Reddy, Shweta L., and Janace Bubonia. “Technology in Education: Learning Opportunities for Teachers and Students.” *Journal of Family & Consumer Sciences*, vol. 112, no. 1, 2020, pp. 46–50., doi:10.14307/jfcs112.1.46.

STEM AND FCS CONNECTION.

https://www.isbe.net/Documents/STEM_to_FCS_Crosswalk.pdf

“Taylor Library: Family & Consumer Sciences: Body of Knowledge.” *Body of Knowledge - Family & Consumer Sciences - Taylor Library at Fontbonne University*, library.fontbonne.edu/c.php?g=608966&p=4226436.

Towery, Pam, et al. “Professional Behavior Education in the FCS Curriculum.” *Journal of Family & Consumer Sciences*, vol. 111, no. 4, 2019, pp. 49–54., doi:10.14307/jfcs111.4.49.

Werhan, Carol R. “Family and Consumer Sciences Secondary School Programs: National Survey Shows Continued Demand for FCS Teachers.” *Journal of Family & Consumer Sciences*, vol. 105, no. 4, 2013, pp. 41–45., doi:10.14307/jfcs105.4.10.

“What Is FCS?” *What Is FCS? - Connecticut Affiliate*,

www.aafcs.org/ctaafcs/about/about-us/what-is-fcs.