

# **FAMILY & CONSUMER SCIENCES** **EXAMINATION STUDY GUIDE**

**Family & Consumer Sciences (FCS)  
Composite Examination**

**FCS – Human Development & Family Studies  
Examination**

**FCS – Hospitality, Nutrition, & Food Science  
Examination**

**Offered By:**

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## 1. **Introduction**

The National Family and Consumer Sciences Certification Examination, governed by the Council for Certification, is reformulated to incorporate the most contemporary wisdom and leading edge best practices in the FCS body of knowledge. In addition to the new Composite Examination that covers all family and consumer sciences areas of study, two new Concentration Examinations are now available:

- Hospitality, Nutrition and Food Science
- Family Studies & Human Development

With the challenges facing today's youth, many states have expressed a critical need for a certification exam that reflects a contemporary threshold of knowledge in family and consumer sciences. The new exam system is designed to identify those competent in family and consumer sciences content. Utilizing this new exam system can help states looking for contemporary and creative ways to assess potential candidates for employment in critical shortage areas such as teaching and human services arenas.

In addition, many colleges and universities want independent measures to ensure graduating seniors possess real-world competencies to successfully compete in the job market.

Candidates for the comprehensive and concentration exams include:

- Certified FCS professionals -- to elevate credentials to the highest level
- Licensed K-12 teachers -- to qualify for FCS teaching opportunities
- Executives, administrators and specialists -- to refresh and expand expertise
- Graduating seniors -- to demonstrate competencies
- New professionals -- to convey credibility and leadership
- Returning professionals -- to verify up-to-date knowledge

Becoming certified provides an important statement to others of your commitment to professionalism. Earning the right to use our 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.

## 2. Preparing to Take the Examination

**Application and Registration.** Please refer to the Candidate Information Brochure for all relevant information regarding eligibility to take the test, registration, fee schedules, scoring and other administrative information.

**Examination Format.** The examinations are objective tests composed of four-option multiple-choice items (questions), each of which has only one (1) correct response. Your score is based upon the number of items answered correctly. There is no penalty for guessing. Each examination is comprised of 150 items. The specific content being assessed by the 150 items on each examination follows the test specifications outlined in the next section of this study guide. In addition to each item being associated with a Standard or Area of Study, the items are also designed to assess appropriate cognitive levels necessary for competent practice. Specifically, some items assess at the lower level, or “knowledge/recall;” some at the middle levels, or “comprehension and application;” and some at higher order levels, or “analysis, synthesis, and evaluation.” More information regarding cognitive levels are defined in the well-known work *Taxonomy of Educations Objectives: Handbook I: Cognitive Domain, 1956* (Benjamin S. Bloom, Max D. Englehart, Edward J. First, Walter H. Hill and David R. Krathwohl).

**Studying for The Examination.** The test measures two things: your knowledge of the subject matter and your ability to take an examination. The first depends on your preparation and experience in your chosen field of family and consumer sciences. You can improve in this area through study. The second area depends on self-confidence and your experience with multiple-choice questions. It also depends upon your ability to recognize related information or solutions to problem situations.

Your preparation should include a self-study reading program, as well as other refresher activities including attending professional meetings and workshops, listening to tapes of presentations made at professional meetings, and taking academic or noncredit courses. The AAFCS web site, at [www.aafcs.org](http://www.aafcs.org), is another excellent resource.

If you have recently graduated or are still completing your baccalaureate degree, review your course outlines, notes and other materials that relate to the content of the examination. Read for the broad perspective, then go back and identify logical divisions into categories or units, noting both the trends and the relationships between ideas and between units, and listing major points, ideas, and conclusions.

**Tips for Taking an Examination.** Below is a list of helpful things to keep in mind as you prepare for and then sit for one of the examinations:

- Try to avoid situations that would trigger emotions such as worry, anger, depression, and lack of confidence right before the test day. These emotions interfere with memory and are sometimes called “memory thieves.”
- Arrive at the examination well rested.
- Over-study to build self-confidence and to remind yourself just how much you know, but don’t study so much that you feel overwhelmed.
- Avoid Stimulants. Stimulants can make you so wide-awake that you may miss the point on some test items. Avoid tranquilizers, if your health condition permits. It is better to be a bit nervous before an examination than to be drowsy.
- Follow directions! If you read them too quickly, you may miss something important.
- Read each item very carefully. Don’t jump to conclusions based upon a quick skimming of the wording.
- See if you can answer the item before looking at the four (4) response options.
- Never think you have immediately spotted the correct response. “Back into” the correct response by first eliminating the incorrect choices.
- Answer each item – guess if necessary. Your score is based upon the number of items you respond to correctly. There is no penalty for guessing.
- If you are not sure of an answer, look for clues in the item and even in the choices. If you are able to eliminate some options, your chances of being correct if guessing are improved.
- Use your time wisely. Take the items in order, but don’t waste time worrying about those you cannot answer with certainty. Guess intelligently, select an answer, and if you have time at the end, return for a second look. By then, you may have remembered something, or had a memory “jogger.”
- Read the Candidate Information Brochure. It is important that you understand administrative details about examination admission; computer based testing, registration procedures, identification, score reporting, etc. Being familiar with these details will reduce your anxiety.

### 3. **Examination Specifications**

The examination specifications provided in this section of the study guide are intended to provide candidates with a comprehensive overview of the Areas of Study, or Standards, that are covered on each of the examinations. The table below specifies the Areas of Study upon which each of the three examinations is constituted.

The *Family and Consumer Sciences Certified Composite Examination* is comprised of questions relevant to all 8 Standards. Please note the percentage of questions on the test for each Standard.

Similarly, the *FCS – Human Development & Family Studies Specialist Examination*, or “HDFS Examination,” is comprised of questions relevant to Standards 1, 2 and 3. Please note the percentage of questions on the test for each of the three Standards.

Finally, the *FCS – Hospitality, Nutrition, & Food Science Specialist Examination*, or HNFS Examination, is comprised of questions relevant to Standards 1, 4, and 5. Please note the percentage of questions on the test for each of the three Standards.

Standard Number	Topic	Composite Exam	HDFS Exam	HNFS Exam
1	Integration of Foundations	5%	17%	17%
2	Family Studies and Human Services	16%	42%	
3	Human Development Education and Services	16%	41%	
4	Nutrition Wellness and Food Sciences	16%		46%
5	Food Lodging Hospitality	9%		37%
6	Consumer and Resource Management	16%		
7	Textiles and Apparel	11%		
8	Environmental Design	11%		
		100%	100%	100%

The table above shows the following:

- The first column shows each standard number, which corresponds to the competencies listed below.
- The second column shows the topics related to each standard.
- The third, fourth and fifth columns show the percentages the standards are reflected in each of the three FCS exams.

You may use this information in developing a study plan. Each Standard is further delineated into competencies. The information provided below regarding competencies is intended to provide the candidate with in-depth insight into what material will be covered for each Standard. Finally, please note that the Competencies are provided in two categories: *Knowledge* (what the professional knows and understands), and *Application* (what the professional is able to do).

### **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;
- 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 production and marketing processes 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.

#### 4. **Sample Examination Items**

A series of sample test items is provided below. These items are not intended to serve as a study mechanism, but to familiarize candidate with the format, style and structure of the items that can be expected on the tests. Always choose the best answer.

1. Protocol refers to
  - (A) verbal instructions given by a manager.
  - (B) written procedures.
  - (C) operating structures within a business.
  - (D) a company's mission statement.
  
2. Why is it important to use an effective management plan for laboratory space?
  - (A) To discipline students
  - (B) To keep students occupied
  - (C) To keep the area organized
  - (D) To increase student free time
  
3. Researchers have found that the single MOST important predictor of whether a marriage will end in divorce is
  - (A) sexual compatibility.
  - (B) ability to handle conflict.
  - (C) presence of children.
  - (D) marital stress.

4. An employment arrangement where employees divide the work schedule to allow each employee more time with family is called
- (A) flexible scheduling.
  - (B) telecommuting.
  - (C) remote consulting.
  - (D) job sharing.
5. Premature and low birth weight babies
- (A) start out at the same developmental levels as full-term infants.
  - (B) should not be handled for the first few weeks after birth.
  - (C) can reach the same developmental levels as full-term babies.
  - (D) rarely survive the first weeks of life.
6. Studies of those who abuse children reveal that abusers
- (A) are often mentally ill.
  - (B) nearly always live in poverty.
  - (C) tend to have been abused themselves.
  - (D) usually only abuse a child once.
7. Unlike natural cheese, processed cheese contains
- (A) fat.
  - (B) glucose.
  - (C) emulsifiers.
  - (D) annatto coloring.
8. Based on their contribution to foodborne illness, chemical additives (incidental and intentional)
- (A) create tremendous health hazards.
  - (B) are no threat to health.
  - (C) are destroyed with proper cooking.
  - (D) are seldom involved in foodborne illness.

9. The oven that permits the MOST even browning is the
- (A) conventional.
  - (B) convection.
  - (C) forced air.
  - (D) microwave.
10. Fully computerized boutique properties that cater to the repeat business traveler can expedite the check-in process by pre-registering the majority of guests by accessing information from
- (A) reservation records.
  - (B) registration records.
  - (C) credit card records.
  - (D) corporate records.
11. One benefit of leasing a car rather than buying is
- (A) lower monthly payments.
  - (B) lower insurance costs.
  - (C) not having to pay for routine maintenance costs.
  - (D) traveling unlimited miles each year without penalty.
12. A person decides to quit their job and return to school. In economic terms, the loss of income they will initially suffer as a result of this decision is an example of
- (A) scarcity.
  - (B) opportunity cost.
  - (C) marginal analysis.
  - (D) temporary consequence.
13. The purpose of including brand names on apparel is to
- (A) guarantee good quality.
  - (B) meet textile product labeling laws.
  - (C) influence consumer buying habits.
  - (D) link the name to the logo.

14. The **BEST** edge treatment for handkerchiefs, scarves, or products made from sheer fabrics is a
- (A) faced hem.
  - (B) folded hem.
  - (C) rolled hem.
  - (D) shirttail hem.
15. Which of the following is typical of a progressive neighborhood?
- (A) Numerous houses for sale
  - (B) Older homes being restored
  - (C) Houses of various architectural design
  - (D) Community neighborhood watch programs
16. Which of the following exterior coverings requires the least maintenance?
- A. Wood siding
  - B. Brick
  - C. Stucco
  - D. Manufactured siding

KEY: 1 – C, 2 – C, 3 – B, 4 – D, 5 – C, 6 – C, 7 – C, 8 – D, 9 – B, 10 – A, 11 – A,  
12 – B, 13 – C, 14 – C, 15 – B, 16 – B.

6. **Suggested Reference List**

It is not intended that candidates purchase and read all of the books and articles listed in this reference list. Since the information tested in the examination pertains to entry-level practice, this additional information serves only as a supplement to one's understanding of basic knowledge and application. A reference list is not intended to be inclusive but is provided to allow flexibility. The candidate is encouraged to supplement his or her education and experience by reviewing other resources and finding information in areas which he or she may consider himself or herself not as skilled or experienced. This reference list is not intended to endorse any particular text or author. Although the list may include more than one reference that covers a Standard, one such reference may be enough. The candidate may also have resources available that are not on the list but which will adequately cover the Standard. The list does not represent the only set of references to be used as study material. Questions in the examination are also developed from information gained through practical application. Use of

the references does not guarantee successful completion of the test. Below is the suggested reference list:

Standard 1 - Integration of Foundations:

- Chamberlain, V. M., & Cummings, M. N. (2003). *Creative instructional methods*. New York: Glencoe/McGraw-Hill.
- Henry, C. G., & Nath, J. L. (2001). *Becoming a teacher in Texas*. Belmont, CA: Wadsworth/Thomson Learning.
- Hitch, E. J., & Youatt, J. P. (2000). *Communicating family and consumer sciences: A guidebook for professionals*. Tinley Park, IL: The Goodheart-Willcox Company, Inc.
- The Curriculum Center for Family and Consumer Sciences. (2001) *Family and consumer sciences career preparation handbook*. Lubbock, TX: The Curriculum Center for Family and Consumer Sciences.
- Kennedy, Lou. *Essential business etiquette*.
- Hallman. *Building a professional life*. Delmar.
- Adams. *Resume and job search book for college students*.

Standard 2 - Family Studies and Human Services:

- Cox, F. (2002). *Human intimacy*. Belmont, CA: Wadsworth.
- *Child & adult care professionals*. (2004). Glencoe/McGraw-Hill.
- The Curriculum Center for Family and Consumer Sciences. (2000). *Services for older adults reference book*. Lubbock, TX: The Curriculum Center for Family and Consumers Sciences.

Standard 3 - Human Development, Education, and Services:

- Hamner, J.H. & Turner, P.H. (2001). *Parenting in contemporary society*. Allyn & Bacon. ISBN 0205296467

- Puckett, M.B. & Black, J.K. (2001). *The young child*. Prentice-Hall. ISBN 0130257001
- Brooks, J. (2001). *The process of parenting*. ISBN 1559340144
- The Curriculum Center for Family and Consumer Sciences. (2001). *Child care and guidance, management, and services reference book*. Lubbock, TX: The Curriculum Center for Family and Consumers Sciences.

#### Standard 4 - Nutrition, Wellness, and Food Science:

- Brown, Amy. (2000). *Understanding food principles and preparation*. Wadsworth.
- Wardlaw, G.M. and Kessel, M. (2002). *Perspectives in nutrition*, (5<sup>th</sup> ed). New York: McGraw-Hill Co.
- McWilliams, M. (1997). *Fundamentals of meal management*, (3<sup>rd</sup> ed). Plycon.
- Bennion, M. and Scheule, B. (2004). *Introductory foods*, (12<sup>th</sup> ed). Pearson/Prentice Hall. (11<sup>th</sup> ed at time course/questions were written).

#### Standard 5 - Food, Lodging, and Hospitality:

- Kappa, M.M., Nitschke, A., and Schappert, P.B. (1997). *Housekeeping management*, (2<sup>nd</sup> ed). East Lansing, Michigan: Educational Institute of the American Hotel and Lodging Foundation.
- Kasavana, M.L. & Brooks, R.M. (2001). *Managing front office operations*, (6<sup>th</sup> ed). East Lansing, Michigan: Educational Institute of the American Hotel and Lodging Foundation.
- Cichy, R.F. & Wise, P.E. (1999). *Food and beverage service*, (2<sup>nd</sup> ed). East Lansing, Michigan: Educational Institute of the American Hotel and Lodging Foundation.
- Gray, W.S. & Liguori, S.C. (1994). *Hotel and motel management and operations*, (3<sup>rd</sup> ed). Englewood Cliffs, NJ.
- Borsenik, F.D. & Stutts, A.T. (1997). *The management of maintenance and engineering systems in the hospitality industry*, (4<sup>th</sup> ed). New York: John Wiley & Sons.

- Payne-Palacio, J. and Theis, M. (2001). *Introduction to foodservice*, (9<sup>th</sup> ed). Prentice Hall, 2001.
- Spears, MC. and Gregoire, MB. (2004). *Foodservice organizations*, (5<sup>th</sup> ed). Pearson/Prentice Hall. (4<sup>th</sup> edition at time course/questions were written).
- The Curriculum Center for Family and Consumer Sciences. (2000). *Food production, management, and services reference book*. Lubbock, TX: The Curriculum Center for Family and Consumers Sciences.
- The Curriculum Center for Family and Consumer Sciences. (2001). *Hospitality services reference book*. Lubbock, TX: The Curriculum Center for Family and Consumers Sciences.
- The Curriculum Center for Family and Consumer Sciences. (2001). *Institutional maintenance management and services reference book*. Lubbock, TX: The Curriculum Center for Family and Consumers Sciences.

#### Standard 6 - Consumer and Resource Management:

- Miller, R.L., & Stafford, A.D. (2001). *Economic Issues for Consumers*, (9th ed). Belmont, CA: Wadsworth/Thomson Learning.
- Winger, B.J., & Frasca, R.R. (2003). *Personal Finance*, (6th ed). Upper Saddle River, NJ: Prentice Hall.
- Goldsmith, E.B. (2001). *Personal Finance*. Belmont, CA: Wadsworth/Thomson Learning.
- Garman, E. T. (2002). *Consumer economic issues in America*, (7th ed). Cincinnati, OH: Dame/Thomson Learning.
- Goldsmith, E. (2000). *Resource management for individuals and families*, (2nd ed). Belmont, CA: Wadsworth/Thomson Learning.

#### Standard 7 -Textiles and Apparel:

- Kadolph, SJ and Langford, AL. (2002). *Textiles*, (9<sup>th</sup> ed). Prentice Hall. (8<sup>th</sup> edition at time course/questions were written).
- The Curriculum Center for Family and Consumer Sciences. (2000). *Textile and apparel production, management, and services reference book*. Lubbock, TX: The Curriculum Center for Family and Consumers Sciences.

- Brown, P. (2000) *Ready-to-wear Apparel Analysis*. Upper Saddle River, NJ: Prentice Hall.
- Weber, J. (1997) *Clothing: Fashion, Fabrics & Construction*. Peoria, IL: Glencoe-McGraw Hill

Standard 8 - Environmental Design:

- Kicklighter, C. & Kicklighter, J. (1998) Tinley Park, IL: Goodheart-Wilcox.
- Lewis, E. & Turner, C. (2000) *Housing Decision*. Tinley Park, IL: Goodheart-Wilcox
- Mills, J., & Smith, J. K. (1985). *Design concepts*. NY: Fairchild Publications.
- The Curriculum Center for Family and Consumer Sciences. (2001). *Housing, furnishings, and equipment production, management, and services reference book*. Lubbock, TX: The Curriculum Center for Family and Consumers Sciences.