

Texas Candidate Information Bulletin

Computer-Based Testing

FAMILY & CONSUMER SCIENCES **EXAMINATION SERIES**

Family & Consumer Sciences (FCS) Composite Examination

Human Development & Family Studies Examination

Hospitality, Nutrition, & Food Science Examination

Offered By:

American Association of Family and Consumer Sciences

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Introduction

About AAFCS

The American Association of Family and Consumer Sciences (AAFCS) was established in 1909 as the American Home Economics Association. Since that time, AAFCS has been committed to optimizing the well-being of families and individuals by empowering members to act on continuing and emerging concerns; focusing the expertise of members for action on critical issues; and assuming leadership among organizations with mutual purposes. To this end, AAFCS is involved with a range of activities such as advocating the Code of Ethics, publishing a professional journal, accreditation of academic programs, and offering professional certification opportunities to those practicing in the field.

About Professional Certification

The program for national certification of Family and Consumer Sciences professionals involves three components: specified prerequisites, a standards-based examination system, and continuing professional development. The Council for Certification (CFC), an autonomous unit within the AAFCS association, is charged with assuring the integrity and high standards of its professional certification program. The Council is responsible for developing criteria, standards, policies, and procedures that govern the national certification program for Family and Consumer Sciences professionals. Although the Council for Certification reports to the AAFCS Board of Directors and Senate, the Board of Directors and Senate have no authority to overturn the Council's decisions on matters pertaining to professional certification, including the examination system. The Council regularly reviews, revises, and publicizes policies guiding the certification program. Information about the certification program appears in AAFCS publications, in newsletters of affiliate family and consumer sciences associations, and in annual mailings to those who are certified.

About The AAFCS National Examinations

AAFCS offers standards-based examinations that test the subject matter competence of professionals who plan to practice in family and consumer sciences or one of the areas within family and consumer sciences. Four examinations are currently offered. They are:

- Family & Consumer Sciences (FCS) – Composite Examination
- Human Development & Family Studies (HD&FS) Concentration Examination
- Hospitality, Nutrition, & Food Science (HN&FS) Concentration Examination
- Personal and Family Finance Educator (PFFE) Concentration Examination

These examinations serve multiple purposes. Colleges and universities can use them to test the subject matter competence of their graduates, credentialing agencies can use them to test subject matter competence of candidates, and employers can use them to determine subject matter competence of potential employees and professional development needs of employees. Achieving a passing score on one of the exams is a way of assuring others that a family and consumer sciences professional has attained a threshold level of knowledge about the field.

Passing one of these examinations is a requirement for obtaining the corresponding national certification offered by the American Association of Family and Consumer Sciences. Attaining certification provides an important statement to others of your commitment to professionalism and high standards. Earning the right to use the credential designations after your name affirms your professional competence and your commitment to continuing professional development. It assures others that you have current knowledge, skills, and abilities that enable you to improve the quality and standards of individual and family life through education, research, cooperative programs, and public information. See www.aafcs.org for more information about achieving a national certification status after passing an examination.

Goals of the AAFCS Professional Level Examinations and Credentials

The AAFCS professional examinations and certifications are designed to:

- assure the public that family and consumer sciences professionals have attained a threshold level of knowledge and competence in family and consumer sciences subject matter that enables them to perform services as defined by the profession;
- foster excellence in the family and consumer sciences profession and to develop criteria for assessing such excellence; and
- promote the professional growth of individuals in family and consumer sciences by encouraging a systematic program of certification, professional development and continuing education.

Examination and Certification Eligibility

To be eligible to take a national AAFCS examination the candidate must have graduated from an accredited educational institution with a baccalaureate degree, or plan to graduate within the year. Some institutions use the national examination system as a pre-test or post-test; these candidates take the exam on the schedule established by their school.

Obtain the national CFCS certification, the candidate must:

1. Pass the examination for the certification he or she is pursuing;
2. Subscribe to the Professional Code of Ethics;
3. Provide an official college transcript validating a baccalaureate degree;
4. Submit a certification application and fee based on your status as a member of AAFCS, non-member, or graduating senior.
5. AAFCS, non-member, or graduating senior.

Examination Eligibility for Texas Teacher Certification

In order to utilize one of the AAFCS/CFCS exams to meet content specialization testing requirements for Texas teacher certification, candidates must meet one of the following criteria:

1. **University-Based Initial Educator Preparation (I)** – The candidate is completing program requirements for a standard certificate at a Texas college or university and does not hold any Texas standard or lifetime teacher certificate.
2. **University-Based Additional Educator Preparation (A)** – The candidate currently holds a bachelor's degree and a valid Texas standard or lifetime teacher certificate and is seeking a standard certificate in another area of certification after completing coursework through a Texas educator preparation program.

3. **University-Based Alternative Certification Education Preparation (UA)** - The candidate is completing requirements for a standard certificate through at a Texas college or university.
4. **Alternative Certification Educator Preparation (AP)** – The candidate is completing requirements for a standard certificate through a Texas alternative certification program approved by the Texas State Board for Educator Certification.

Note: Candidates registering for an examination on the basis of either of the above four criteria must obtain an official authorization-to-test code from their educator preparation program advisor, director, or certification officer. This code must be entered when completing examination registration (for initial testing and for any subsequent retesting).

5. **Out-of-State or Out-of-Country Certification (O)** – The candidate is seeking Texas family and consumer sciences teacher certification equivalent a valid teaching credential from another state or another country.
6. **Temporary Teacher Certificate (T)** – The Texas State Board of Educator Certification has reviewed the candidate's transcript, and the candidate meets the eligibility requirements to seek a temporary teacher certificate.
7. **Additional Certification by Examination Only (E)** – The candidate holds a bachelor's degree and a valid Texas standard or lifetime teacher certificate and is seeking to obtain a family and consumer science certificate solely on the basis of demonstrating content-specialization competency by passing the appropriate examination.
8. **Pre-Admission Content Tests (PACT)** - The candidate is validating content competency prior to admission into an alternative certification program.

Examination Procedures

Computer-Based Testing Availability

Candidates may take the examination at ISO Quality Testing computer-based testing sites located across the nation. See <http://www.isoqualitytesting.com/mlocations.aspx> to identify location options. The fee for administration of a computer-based test is \$165.

The Personal and Family Finance examination may only be taken during authorized examination periods or windows. Please note the following examination schedule and associated registration deadlines for computer-based testing.

Examination Window	Registration Dates		
	Basic Registration (\$165)	Basic Registration Plus Late Fee (\$165 + \$35 = \$200)	Basic Registration Plus Emergency Fee (\$165 + \$75 = \$240)
January 1 - January 31	November 1 - December 20	December 21 - 31	January 1 - 15
March 1 - March 31	January 1 - February 20	February 21 - 28	March 1 - 15
May 1 - May 30	March 1 - April 20	April 21 - 30	May 1 - 15
July 1 - July 31	May 1 - June 20	June 21 - 30	July 1 - 15
September 1 - September 31	July 1 - August 20	August 21 - 31	September 1 - 15
November 1 - November 30	September 1 - October 20	October 21 - 31	November 1 - 15

Examination Application

Application for the Personal and Family Finance Educator examination is achieved through an online registration system. Candidates registering for a computer-based assessment can access the registration system at <http://www.rsvpbook.com/event.php?475088>. The registration application will collect required personal information about the candidate as well as information about the candidate's selection of assessment title and month selected for test administration.

- *Step I. Application.* Complete the online Examination Registration. Incomplete applications will not be processed. During a month-long testing window, a candidate may take only one AAFCS examination title and may take it only once.
- *STEP II. Submit Online Application.* Submit completed online application with fee payment. Application submissions after the deadline date for the month selected for test administration must have the appropriate late fee or emergency fee included to be processed. The candidate will be required to pay the examination fee in order to complete application submission. Payments are made by credit card (Visa, Master Card, Discover, American Express, or PayPal). If the candidate chooses to not charge the examination fee to a credit card, special arrangements must be made with AAFCS Credentialing Center staff ((703) 636-7642) for payment by cashier's check, certified check, or money order.
- *Step III. Authorization Letter.* The examination application will be reviewed by the AAFCS Credentialing Center staff to verify the candidate's eligibility to take the examination. Then, the candidate will receive, via email, a non-transferable authorization email from Schroeder Measurement Technologies (SMT), the testing contractor, to take the exam during the specified month long testing window.
- *Step IV. Appointment to Take the Exam.* The authorization email from SMT will contain information and instructions on scheduling a test date at an ISO Quality Testing computer-based testing center. A **User ID** and **Password** will be given to each candidate to register online for a testing location and test date. Using the candidate's zip code, the five closest testing centers will be available to choose from. Please contact

the SMT representative, who sent the authorization email, if there are further questions regarding testing times and locations. To look up testing locations prior to the exam registration process please go to <http://www.isoqualitytesting.com/mlocations.aspx>.

Affirmation of the following Affidavit and Examination Agreement is required as part of the registration process:

- I am eligible to sit for the AAFCS examination based on having already completed or being within one year of completing a baccalaureate degree.
- I will treat all information related to the examination as confidential, whether provided to me by AAFCS or received from other sources.
- All information provided by me in this application is true to the best of my knowledge. AAFCS may, in its sole discretion, make inquiry of individuals and organizations directly or indirectly referenced in any part of this document to verify the accuracy and completeness of the information I have provided.
- I have fully read the contents of the Candidate Information Bulletin for the assessment selected and agree with all policies and stipulations contained therein.
- I understand that my successful performance on one of the exams in the AAFCS examination system will satisfy one of the requirements for a national professional level certification awarded by AAFCS. Subsequently, obtaining the national AAFCS credential would be optional and would require submitting a separate national certification application and fee, agreeing to abide by the Professional Code of Ethics, and meeting ongoing professional development requirements.
- I understand that my test score will be reported to me.

IMPORTANT NOTES ABOUT THE EXAMINATION FEE AND SCHEDULING:

Cancellation Refund Policy: AAFCS test registration fees are nonrefundable. Testing can be rescheduled to the immediate next testing month (January, March, May, July, September, or November) without penalty beyond those detailed herein and imposed by an ISO Quality Testing Center for violations related to admission, rescheduling, or cancellation.

If a candidate cancels or reschedules a scheduled examination five or more calendar days prior to the scheduled examination date, the candidate will pay ISO Quality Testing a \$25 rescheduling fee.

If a candidate does not reschedule or cancel a scheduled examination at least five calendar days prior to the scheduled examination or comes to the testing center without proper ID and/or the proper admission letter and is unable to take the scheduled examination, the candidate will forfeit the full testing fee.

If a candidate reschedules or cancels a scheduled exam less than five calendar days prior to the scheduled exam date but has an approved excuse based on candidate medical emergency, death of an immediate family member, or candidate active duty military orders, the candidate will pay ISO Quality Testing a \$25.00 rescheduling/cancellation fee.

If a candidate for any reason forfeits the examination fee, a new online registration application and full examination fee payment must be submitted to register for subsequent testing.

Examination Administration

The candidate is to arrive at the test center at the time noted on the authorization admission documents. In order to be admitted, the **Admission Letter** and a **photo identification** is required. **A candidate will not be admitted without proper identification.** The only acceptable forms of identification are: driver's license, government-issued identification card, or a passport. No other forms of identification will be accepted. If the candidate's name has changed since receiving the admission letter, the candidate must bring legal documentation showing the previous name and current name (for example, divorce decree, court order, marriage license, or notarized affidavit).

No candidate will be admitted without the required documents. This policy is applicable for both original candidates and those who take the examination again. No walk-in candidates will be admitted.

After establishing positive identification, the candidate will be escorted to a computer station to begin. Before beginning the test, the candidate will fill out a series of screens that will gather basic identification information. The system then compares this information to the registration record as a second quality assurance measure. Following the identifying information screens, a practice test is presented to train the candidate on how to use the computer mouse or keyboard to take the test. Additionally, the proctor is trained to assist candidates if they have any questions about how to use the system.

The online testing system is extremely user-friendly and can be completely operated with a few keys or a computer mouse. The testing software provides an online calculator for use during the Personal and Family Finance Educator exam. After the demonstration test, which is untimed, the candidate will be asked if he or she wishes to begin the test. If yes, the clock begins and the first question appears. The amount of elapsed time will continuously show on the computer screen.

Each test question is an independent item. The best answer should always be selected. The candidate will have the option to "tag" questions for review later. At any time, candidates can initiate the display of a list of the questions that have been tagged, review them, change the answers, etc.

The test ends when 3 hours have elapsed (after a 10 minute and 5 minute warning), or earlier if the candidate concludes the test. The software will provide warnings at 10 minutes and 5 minutes before the 3 hours elapse. The system will then ask the candidate to fill out a short questionnaire about the experience at the test center (the proctor's behavior, level of service, ease of use, etc.). After completion of the examination, the candidate will receive an immediate score report. If the candidate has passed the examination and is eligible for certification, AAFCS will contact the candidate via U.S. First Class Mail within 2-3 weeks following the examination.

Examination Rules

1. Dress is "business casual" (neat...but certainly comfortable).
2. Failure to follow test center instructions will result in the candidate's application being voided and forfeiture of the application fee. Conduct that results in a violation of security or disrupts the administration of the examination could result in dismissal from the examination. In addition, the examination will be considered void and will not be scored. Examples of misconduct include, but are not limited to,

- Writing on any material other than official testing materials provided by the proctor for completion and return.
 - Talking to a person other than a Exam Supervisor or a Proctor during the examination
 - Looking at another candidate's exam
 - Allowing someone to look at or copy from your exam
 - Extending work on the exam before or after the proctor's authorization to work
 - Removing, or attempting to remove, any secure material or information from the examination room.
3. Candidates must not discuss or possess reference materials or any other examination information at any time during the **entire** examination period. Candidates are clearly cautioned not to do so after having completed the exam and checked out of the test room, as other candidates in the area could be taking a break and might not have completed the examination. Candidates may not attend the examination only to review or audit test materials. Candidates may not copy any portion of the examination for any reason. No unauthorized persons will be admitted into the testing area. Please be further advised that all examination content is strictly confidential. **At no other time, before, during, or after the examination, may candidates communicate orally, electronically or in writing with any person or entity about the content of the examination or individual examination questions.**
 4. Candidates writing on anything other than official exam materials that will be returned will be in violation of the security policies above. Reference materials are not allowed in the testing room. Candidates are asked to bring as few personal and other items as possible to the testing area.
 5. While the site climate is controlled to the extent possible, candidates should be prepared for either warm or cool temperatures at the testing center to reduce the likelihood of becoming uncomfortable. Cellular phones and beepers are prohibited in the testing area. Electrical outlets will not be available for any reason. The use of headphones inside the testing area is prohibited. Earplugs for sound suppression are allowed. No smoking or use of tobacco will be allowed inside the testing area. Food and drinks are not allowed in the testing room. Candidates must vacate the testing area after completing the examination. Due to limited parking facilities at some sites, candidates should allow ample time to park and reach the testing area.
 6. Only calculators built into the testing software are allowed.

Examination Scoring

The examination consists of 150 multiple choice questions with four (4) choices for each question. Thirty of these questions are included for research purposes only. The research questions are not identified; therefore, all questions are to be answered to the best ability of the candidate. Examination results will be based only on the 120 scored questions on the examination. The order of items and answer choices vary from candidate to candidate. Expert content practitioners have provided input regarding the difficulty level of every question used in AAFCS examinations. That information is used to develop examination forms that have comparable difficulty levels. When there are differences in difficulty in different versions of an examination, a mathematical procedure is used to equalize the difficulty scores. Because the number of questions required to pass the examination may vary for different test versions, the scores are converted to a reporting scale to ensure a common standard. The passing grade required is a scale score of 240 out of a possible 300 points on the scoring scale.

Should a candidate who fails the exam request that their examination be re-scored, the request and reason must be made in writing and submitted to the Certification Department at AAFCS with a \$25.00 rescoring fee. If the examination is rescored and an error is found in the scoring, the \$25.00 rescoring fee will be refunded and the corrected score will be reported. If the original score is found to be accurate, the \$25.00 rescoring fee will not be refunded.

Examination Results

Examination results will be provided immediately following the computer-based examination. Consistent with testing industry standard practices, passing candidates will be given pass-status and total scaled score information only, not breakout numeric scores. Failing candidates will be provided with an overall numeric scale score as well as a report indicating the percentage of items answered correctly for each standard/domain area. This serves as diagnostic information of strong and weak areas to guide preparation for retesting.

Should a candidate need a duplicate of the results provided at the computer-based testing center, a written request must be submitted to Credentialing Center staff at AAFCS. The request must include the candidate's current mailing address. Results will be mailed to the candidate. Results WILL NOT be released over the phone because positive identification cannot be established.

Passing candidates will receive a packet of information and application form for national certification from AAFCS approximately 2-3 weeks following the successful completion of the examination.

Retaking the Examination

If the candidate does not achieve a passing score on the examination, he or she may sit for the examination again. To take the examination again, the candidate must again complete the online registration application and examination fee, following the complete 4-step procedure previously outlined. During a month-long testing window, a candidate may take only one of the AAFCS examination titles and may take it only once.

The report issued to a candidate who has not passed the test provides (a) an overall scale score, and (b) a diagnostic breakdown of the candidate's strong and weak areas. This information is provided in order to enable the candidate to use this information to focus study efforts on weak areas in preparation for taking the examination again.

Special Accommodations and Language Policies

AAFCS provides special accommodations in accordance with the Americans with Disabilities Act of 1991 (ADA). If a disability prevents a candidate from taking the examination under normal conditions, he or she may request special accommodations. The request must be in writing, accompany the application form, explain the name of the disability (i.e. the diagnosis), the type of accommodation the candidate is requesting, and must include attached supporting documentation of the diagnosis from a qualified healthcare professional. After receiving the request and appropriate documentation, the candidate will be contacted to make arrangements for special accommodation.

Please note that for reasons related to examination standardization, security, and cost, the AAFCS examinations are offered only in English at this time. If English is not the primary language, AAFCS recommends (but does not require) that candidates consider sitting for the

TOEFL (Test of English as a Foreign Language) examination before sitting for the AAFCS examination. Candidate scores on the TOEFL® will provide a useful gauge for understanding if reading and comprehending English will provide difficulty for the candidate on the AAFCS examination. The TOEFL® examination is offered at multiple locations both domestically and internationally throughout the year at Sylvan Learning Centers®. More information is available on the Sylvan web site.

Suggested Preparation Techniques

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, 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 and Study Guide*. 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.

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%	
Standard Number	Topic	Composite Exam	HDFS Exam	HNFS Exam
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 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.

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. Life skills is a term relating to concepts of life processes and commonly is associated in programs taught in
 - (A) pre-kindergarten.
 - (B) kindergarten.
 - (C) elementary school.
 - (D) middle school.

3. According to research, high levels of premarital conflict are predictive of
 - (A) parenting skills.
 - (B) personality disorders.
 - (C) self-disclosure.
 - (D) marital happiness.

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 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 – B, 3 – D, 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.

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 for: family & consumer sciences, nutrition & wellness student text.*
- Henry, C. G., & Nath, J. L. (2001). *Becoming a teacher in Texas.*
- Hitch, E. J., & Youatt, J. P. (2001). *Communicating family and consumer sciences: a guidebook for professionals.*
- The Curriculum Center for Family and Consumer Sciences. (2010) *Practicum coordination handbook for family and consumer sciences.* Available for purchase or loan at 806-742-3029 or www.depts.ttu.edu/hs/ccfcs/FCS_Certification_Information.php.
- Adams, B and Morin, L. (1999). *Resume and job search book for college students.*

Standard 2 - Family Studies and Human Services:

- Cox, F. (2008). *Human intimacy.*
- Stephens, K. and Hammonds-Smith, M. (2004). *Child & adult care professionals.*
- The Curriculum Center for Family and Consumer Sciences. (2000). *Services for older adults reference book.* Available for purchase or loan at 806-742-3029 or www.depts.ttu.edu/hs/ccfcs/FCS_Certification_Information.php.

Standard 3 - Human Development, Education, and Services:

- Puckett, M.B. and Black, J.K. (2008). *The young child: development from prebirth through age eight.*
- Turner, P.H. and Welch, K.J. (2011). *Parenting in contemporary society.*
- Brooks, J. (2001). *The process of parenting.*

- The Curriculum Center for Family and Consumer Sciences. (2001). *Child care and guidance, management, and services reference book*. Available for purchase or loan at 806-742-3029 or www.depts.ttu.edu/hs/ccfcs/FCS_Certification_Information.php.

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Standard 4 - Nutrition, Wellness, and Food Science:

- Brown, Amy. (2010). *Understanding food principles and preparation*.
- Byrd-Bredbenner, C et. al. (2008). *Wardlaw's perspectives in nutrition*.
- McWilliams, M. (2008). *Fundamentals of meal management*.
- Bennion, M. and Scheule, B. (2009). *Introductory foods*,

Standard 5 - Food, Lodging, and Hospitality:

- Nitschke, A., and Frye, W.D. (2008). *Managing housekeeping operations*.
- Kasavana, M.L. & Brooks, R.M. (2009). *Managing front office operations*.
- Cichy, R.F. et. al. (2011). *Managing service in food and beverage operations*.
- Gray, W.S. & Liguori, S.C. (2002). *Hotel and motel management and operations*, (3rd ed). Englewood Cliffs, NJ.
- Borsenik, F.D. & Stutts, A.T. (1997). *The management of maintenance and engineering systems in the hospitality industry*.
- The Curriculum Center for Family and Consumer Sciences. (2000). *Food production, management, and services reference book*. Available for purchase or loan at 806-742-3029 or www.depts.ttu.edu/hs/ccfcs/FCS_Certification_Information.php .
- The Curriculum Center for Family and Consumer Sciences. (2001). *Hospitality services reference book*. Available for purchase or loan at 806-742-3029 or www.depts.ttu.edu/hs/ccfcs/FCS_Certification_Information.php.
- The Curriculum Center for Family and Consumer Sciences. (2001). *Institutional maintenance management and services reference book*. Available for purchase or loan at 806-742-3029 or www.depts.ttu.edu/hs/ccfcs/FCS_Certification_Information.php.
- Gregoire, MB. (2009). *Foodservice organizations: a managerial and systems approach*.
- Payne-Palacio, J. and Theis, M. (2008). *Introduction to foodservice*.

Standard 6 - Consumer and Resource Management:

- Miller, R.L., & Stafford, A.D. (2003). *Economic issues for consumers*.
- Winger, B.J. (2003). *Personal finance: an integrated planning approach*.
- Garman, E. T. (2005). *Consumer economic issues in America*.

- Goldsmith, E. (2009). *Resource management for individuals and families*.

Standard 7 -Textiles and Apparel:

- Kadolph, SJ and Langford, AL. (2010). *Textiles*.
- Brown, P. (2000) *Ready-to-wear apparel analysis*.
- The Curriculum Center for Family and Consumer Sciences. (2000). *Textile and apparel production, management, and services reference book*. Available for purchase or loan at 806-742-3029 or www.depts.ttu.edu/hs/ccfcs/FCS_Certification_Information.php.
- Weber, J. (2003) *Clothing: Fashion, Fabrics & Construction*.

Standard 8 - Environmental Design:

- Kicklighter, C. & Kicklighter, J. (2005). *Residential housing*.
- Lewis, E. & Turner, C. (2005) *Housing decisions*.
- Mills, J., & Smith, J. K. (1985). *Design concepts*.
- The Curriculum Center for Family and Consumer Sciences. (2001). *Housing, furnishings, and equipment production, management, and services reference book*. Available for purchase or loan at 806-742-3029 or www.depts.ttu.edu/hs/ccfcs/FCS_Certification_Information.php.

Professional Code of Ethics

Preamble

These principles are intended to aid those achieving professional certification from the American Association of Family and Consumer Sciences individually and collectively in maintaining a high level of ethical conduct. They are guidelines by which individuals may determine the propriety of conduct in relationships with students, clients, colleagues, members of allied professions, and with various publics.

An individual obtaining professional certification from the American Association of Family and Consumer Sciences shall:

- Maintain the highest responsible standard of professional performance, upholding confidentiality and acting with intelligence, commitment, and enthusiasm.
- Fulfill the obligation to continually upgrade and broaden personal professional competence.
- Share professional competence with colleagues and clients, to enlarge and continue development of the profession.
- Advance public awareness and understanding of the professional field of practice.
- Maintain a dedication of enhancing individual and family potential as a focus for professional efforts.

Statement of Principles of Professional Practice

The following Principles of Professional Practice provide those who have achieved professional certification from the American Association of Family and Consumer Sciences with guidelines and with descriptions of the actions required for ethical professional practice.

Professional Competence

AAFCS-certified professionals base their competence on educational degrees earned from regionally accredited institutions and from training, experience, and certification programs recognized by AAFCS.

AAFCS-certified professionals seek continuing education reflecting new expectations, procedures, and values.

AAFCS-certified professionals assure accurate presentation of their work by organizations with whom they are affiliated.

AAFCS-certified professionals identify themselves as with the name and designation of the specific AAFCS certification achieved in a manner consistent with the procedures and guidelines of the AAFCS Council for Certification. Certified professionals may use the designation acronym in this identification for the duration of time in which their certification is maintained in good standing.

AAFCS-certified professionals claim competence only in an area or areas for which they have education, training, and experience.

AAFCS-certified professionals accurately present competencies of students, supervisors, colleagues, and others with whom they work.

AAFCS-certified professionals practice within the law and within the recognized boundaries of their education, training, and experience.

AAFCS-certified professionals verify the credentials of their employees and supervisors.

AAFCS-certified professionals refrain from professional practice when impairment due to mental or physical causes, including chemical and alcohol abuse, affects professional competence. Individuals seek appropriate professional help for such impairments.
AAFCS-certified professionals respect the rights and responsibilities of peers.

Respect for Diversity

AAFCS-certified professionals respect differences in the abilities and needs of the people with whom they work.

AAFCS-certified professionals recognize that differences exist among individuals and families and do not discriminate against or patronize others.

AAFCS-certified professionals obtain education, training, and experience to provide competent services to persons of diverse backgrounds or persuasions.

AAFCS-certified professionals conduct research relating to the uniqueness of individuals and families.

AAFCS-certified professionals utilize and present subject matter in such a way as to recognize and develop appreciation of diversity.

Scholarship and Research

AAFCS-certified professionals conduct, utilize, and report research using recognized research procedures and facilitate professional standards for the respective research endeavors.

AAFCS-certified professionals secure review and approval of research designs by knowledgeable professionals consistent with standards used by institutional review boards.

AAFCS-certified professionals, as part of research efforts, secure review of research designs by knowledgeable professionals not directly involved in the investigation.

AAFCS-certified professionals secure the informed consent of research participants based on disclosure of the research design and potentially harmful effects of participation. Investigators are especially sensitive to consent among at-risk and protected populations.

AAFCS-certified professionals honor individuals' choice to decline participation or withdraw at any time from research studies.

AAFCS-certified professionals acknowledge through publication credit and other avenues the efforts and contributions of others to research activities.

AAFCS-certified professionals are obliged to take steps to ensure that their research findings are accurately and clearly understood by consumers.

Confidentiality

AAFCS-certified professionals maintain and guard the confidentiality of persons with whom they have professional relationships.

Conflict of Interest

AAFCS-certified professionals avoid conflicting roles and take active steps to prevent and avoid exploitation of the individuals with whom they work.

AAFCS-certified professionals assume responsibility for fair treatment of consumers, other professionals, and individuals and/or families.

AAFCS-certified professionals make financial arrangements with clients, third-party payers, and supervisors that conform to commonly accepted professional practices and that are easily understood by all populations served.

AAFCS-certified professionals report truthfully all professional services rendered.
