

Information Bulletin
for
Pre-Professional Assessment and Certification
in
Broad Field Family and Consumer Sciences



American Association of Family and Consumer Sciences
400 N. Columbus Street, Suite 202
Alexandria, VA 22314
(703) 706-4600
www.aafcs.org

Information Bulletin
for
Pre-Professional Assessment and Certification
in
Broad Field Family and Consumer Sciences

Table of Contents

	<u>Page</u>
Overview	3
Description of the Assessment and Certification	3
Uses of the Assessment and Certification	4
Careers	4
Assessment Specifications	5
Format	5
Scoring	6
Assessment at a Glance	7
Content Outline of Domains and Competencies	7
Sample Assessment Items	14
Suggested Preparation Techniques	16
Suggested Instructional Resources	16
Acknowledgements	17

Overview

The American Association of Family and Consumer Sciences (AAFCS), a well-respected leader in the FCS field, proudly offers the Pre-Professional Assessment and Certification (Pre-PAC) Program, creating the *premier* family and consumer sciences pre-professional assessment and certification system in the nation. AAFCS added a portfolio of standards-based assessments and industry-recognized certifications to support pre-professional level family and consumer sciences career areas and programs of study for the following reasons:

- To help satisfy the growing emphasis on assessment and accountability in secondary and postsecondary education, including requirements for Perkins funding for Career and Technical Education, and
- To help satisfy the growing emphasis on credentials as a human resource and quality control tool in employment settings throughout the career ladder.

Through these assessments, AAFCS assures that pre-professionals are effectively prepared with the knowledge and skills necessary for demanding career opportunities, therefore providing a workforce to meet the needs of business and industry in the demanding U.S. economy.

Consistent with the increasingly complex challenges faced by individuals and families living and working in a diverse global society, AAFCS specifically developed a national standards-based competency assessment measuring knowledge and skills in the broad field area of family and consumer sciences. A broad and comprehensive background in FCS is assessed, and special attention is given to the application of the concepts and content.

Description of the Pre-Professional Assessment and Certification

Assessments in the Pre-PAC portfolio are high quality, rigorous, valid, and reliable as documented through formal psychometric analysis of pilot test data. The assessments are delivered through a premier online testing platform and are used to validate competency at the pre-professional level.

The Broad Field Family and Consumer Sciences Assessment and Certification are:

- driven by business and industry standards;
- based on relevant content standards and consistent with the National Standards for Family and Consumer Sciences Education and the National Career Clusters Initiative;
- appropriate to validate achievement of competencies related to Broad Field Family and Consumer Sciences;
- useful in a broad range of education and employment settings, such as secondary and post-secondary education, community-based education programs, and employer-based human resource and staff development programs; and
- advantaged to utilize a gold-standard, computer-based testing platform format that provides for valid and reliable competency measurement and a reporting mechanism for data-driven program improvement, accountability, and individual remediation and acceleration.

Uses of the Pre-Professional Assessment and Certification

The assessments have application in a broad range of education, community development, staff development, and human resource settings where there is a need to document or validate competency achievement. Pre-PAC assessments are designed for use with secondary and post-secondary students and programs, pre-professionals working in early employment positions, and employers conducting staff development and training for pre-professionals. Further, the assessment and certification can be used to:

- document exit-level achievement in rigorous secondary programs and lower division post-secondary courses;
- satisfy accountability reporting mandates required by federal Perkins IV legislation as well as state and local policies;
- facilitate seamless articulation, placement, and credit-by exam within post-secondary institutions;
- validate competencies required for employment at the pre-professional and/or paraprofessional level; and
- provide an industry-recognized, pre-professional level certification.

Careers

The Broad Field FCS assessment/certification will be at a knowledge and skill level associated with early career employment opportunities and rigorous education programs that prepare for this level of the career ladder. The knowledge and skills validated span across a broad range of Family and Consumer Sciences content areas and are central to career areas involving:

- human services;
- consumer services, protection, and advising
- education and training (public and community-based); or
- social and community services.

In accordance with those career areas, the assessment is aligned with the following National Career Clusters:



The Career Clusters icons are being used with permission of the:



States' Career Clusters Initiative, 2010, www.careerclusters.org

Assessment Specifications

The assessment specifications provided in this section of the bulletin are intended to provide test candidates with a comprehensive overview of the domains and competencies that are covered on the assessment.

Format

A large bank of high quality, valid test items have been developed for each Pre-PAC assessment. Each test administered is a unique combination of 80, four-option multiple choice items randomly selected from the item bank. Each of the items has only one (1) correct response. Of the 80 items presented on the assessment, 70 are scored and 10 are non-scored (used for piloting and research purposes).

The online testing software presents the items in five to seven groups or “blocks” corresponding to the domain areas identified on the assessment competency list. Testing is conducted under the supervision of proctors using PC or MAC computers in approved local schools and employment sites. During the assessment administration, it is possible to navigate forward and backward between items within a block of items. As items are viewed, they can be answered, skipped, or flagged for later review prior to submitting the item block. The testing software restricts access to other computer functions while the test is open. Local test administrators and proctors are authorized to make testing accommodations formally specified in Individual Education Plans for those with special needs.

In addition to each item being associated with a domain and competency, the items are also designed to assess appropriate cognitive levels necessary for competent practice. Specifically, some items assess at the lower level, some at the middle levels, and some at higher order levels. The items included on each test proportionally represent three cognitive difficulty levels:

- Level 1- 40%;
- Level 2 – 30%; and
- Level 3 – 30%.

Original Bloom’s Taxonomy	Revised Bloom’s Taxonomy	Pre-PAC Cognitive Complexity Level
<u>Knowledge</u> Defines, describes, identifies, labels, lists, matches, names, reads, records, selects, states, views	<u>Remember</u> Recognize, retrieve, identify, recall	1
<u>Comprehension</u> Classifies, describes, discusses, lists, matches, names, reads, records, selects, states, views	<u>Understand</u> Interpret, clarify, translate, illustrate, categorize, classify, conclude, predict, summarize, infer, compare, explain	

<u>Application</u> Assesses, determines, develops, discovers, establishes, informs, predicts, projects, provides, relates, shows, uses	<u>Apply</u> Execute, carry out, use, implement	2
<u>Analysis</u> Breaks down, correlates, differentiates, illustrates, infers, points out, recognizes	<u>Analyze</u> Differentiate, select, focus, organize, outline, attribute, determine point of view	
<u>Synthesis</u> Communicates, compares, contrasts, creates, designs, expresses, formulates, plans, reorganizes, reinforces, substitutes	<u>Evaluate</u> Check, coordinate, detect, monitor, test, critique, judge	3
<u>Evaluation</u> Appraises, compares & contrasts, concludes, criticizes, decides, defends, interprets, judges, justifies, supports	<u>Create</u> Generating, hypothesizing, planning, designing, producing, constructing	

Scoring

Once the assessment is submitted, results will be available immediately to the test candidate. The results provide an overall percentage score, a breakdown of scores corresponding to the domain levels on the competency list, and the indication whether pre-professional certification has been achieved. Based on the rigor and difficulty level of the assessment, the national cut score for pre-professional certification eligibility is established annually by AAFCS. Individuals who complete the assessment and earn the cut-score for certification are granted a time-limited pre-professional certification (3 years).

Scores can be used to demonstrate an individual's learning and competency, pinpoint weaknesses or gaps in performance, improve programs and curriculum, and demonstrate accountability to various stakeholders. Through articulation agreements, scores may be used as the basis for advanced placement and/or credit-by-exam by post secondary institutions. Thus, state and local entities have latitude for independently establishing passing or qualifying scores for other purposes.

Assessment At A Glance

The specific content being assessed by the items on the assessment follows the test specifications outlined in this section of the bulletin. Please note the number of items on the assessment in each domain.

Domain	Weighting	Number of Items
1. Interpersonal Relationships	16.7%	12
2. Life Span and Human Development	16.7%	11
3. Family Well-being	16.7%	12
4. Career Connections	16.7%	11
5. Family and Consumer Resources	16.7%	12
6. Nutrition	16.7%	12

Content Outline for Domains and Competencies

The following outline provides an overview of the content addressed within the domains and competencies. The outline is provided as a tool to be used for guidance in preparations for the assessment and is not intended to be totally inclusive. The numbered concepts listed under each competency are meant to be representative rather than prescriptive.

Domain 1: Interpersonal Relationships

Competency 1A: Analyze functions and expectations of various types of relationships.

- 1.A.1 Healthy vs. unhealthy relationships (i.e., strategies for developing healthy relationships)
- 1.A.2 Emotions associated with relationships (i.e., infatuation, love, affection, trust)
- 1.A.3 Friendships
- 1.A.4 Dating relationships
- 1.A.5 Engagement
- 1.A.6 Marriage
- 1.A.7 Divorce
- 1.A.8 Custodial relationships
- 1.A.9 Roles (i.e., role conflict, role expectations, role identity)
- 1.A.10 Effects of work on individual and family relationships
- 1.A.11 Maintaining professional relationships

Competency 1B: Analyze personal needs and characteristics and their effects on interpersonal relationships.

- 1.B.1 Mate selection
- 1.B.2 Religion and marriage
- 1.B.3 Complementary needs, role conflict, and proximity
- 1.B.4 Varied role expectations
- 1.B.5 Patterns/styles of adjustment (i.e., accommodation, compromise, concession, hostility)
- 1.B.6 Types of love (i.e., eros, mature, agape, etc.)

Competency 1C: Demonstrate communication skills that contribute to positive relationships.

- 1.C.1 Verbal communication
- 1.C.2 Nonverbal communication
- 1.C.3 Feedback
- 1.C.4 Role of empathy in communication
- 1.C.5 Conflict resolution and tips for productive quarreling
- 1.C.6 Effective communication strategies

Competency 1D: Demonstrate standards that guide behavior in interpersonal relationships.

- 1.D.1 Risk-taking behaviors in relationships
- 1.D.2 Assertive vs. aggressive behaviors
- 1.D.3 Problem-solving and decision-making
- 1.D.4 Accountability in relationships
- 1.D.5 Maintaining balance in relationships
- 1.D.6 Standards for developing quality relationships, including marriage
- 1.D.7 Common adjustment issues for newlyweds
- 1.D.8 Patterns of communication that build esteem in family members
- 1.D.9 Expectations or reasons for parenthood
- 1.D.10 Scape-goating
- 1.D.11 Principles of group dynamics and theory

Domain 2: Life Span and Human Development

Competency 2A: Analyze principles of human growth and development across the life span.

- 2.A.1 Caring and nurturing environments
- 2.A.2 Personality development
- 2.A.3 Family life cycle
- 2.A.4 Life Course Development Theory
- 2.A.5 Stages of the life span
- 2.A.6 Role adjustment across the life span
- 2.A.7 Adaptation strategies for aging
- 2.A.8 Balancing roles of work and family
- 2.A.9 Adolescent development
- 2.A.10 Parenting strategies
- 2.A.11 Special learning needs

Competency 2B: Analyze conditions that influence human growth and development.

- 2.B.1 Factors that influence personality development
- 2.B.2 Positive reinforcement
- 2.B.3 Self-esteem
- 2.B.4 Family trends
- 2.B.5 Family ecosystem
- 2.B.6 Family of origin and family of procreation
- 2.B.7 Preparation for parenthood
- 2.B.8 Promoting self efficacy in children with special needs
- 2.B.9 Nature of human aging
- 2.B.10 Effects of historical events on lifespan development
- 2.B.11 Effects of societal issues and conditions on lifespan development

Competency 2C: Analyze strategies that promote growth and development across the life span.

- 2.C.1 Stages of the family life cycle
- 2.C.2 Family crisis
- 2.C.3 Functional families and commitment to meeting individual needs
- 2.C.4 Family communication strategies (i.e., family meetings, etc.)
- 2.C.5 Family problem solving strategies
- 2.C.6 Role of parents in helping children build healthy relationships

Domain 3: Family Well-being

Competency 3A: Analyze the effects of family as a system on individuals and society.

- 3.A.1 Family systems (i.e., open and closed systems)
- 3.A.2 Impact of individual members on the family system
- 3.A.3 Families of children with disabilities
- 3.A.4 Complementary roles of parents
- 3.A.5 Effects of crisis on the family
- 3.A.6 Effective coping mechanisms for the family
- 3.A.7 Family resiliency
- 3.A.8 Reciprocal effects of family and society

Competency 3B: Evaluate the effects of diverse perspectives, needs, and characteristics on individuals and families.

- 3.B.1 Developmental delays
- 3.B.2 Culturally diverse society
- 3.B.3 Stereotyping and opportunity limitation
- 3.B.4 Family structures (i.e., nuclear, foster, extended, single-parent, blended, and step families)
- 3.B.5 Ethical decision-making

Competency 3C: Analyze and promote roles and responsibilities of parenting.

- 3.C.1 Transition to parenting roles
- 3.C.2 Meeting the physical, emotional, cognitive, and social needs of children
- 3.C.3 Balancing the needs of the child with the needs of the parent
- 3.C.4 Effective parental guidance and child development
- 3.C.5 Basic human needs
- 3.C.6 Promoting socialization of children
- 3.C.7 Typical behaviors of children

Competency 3D: Evaluate and promote parenting practices that maximize human growth and development.

- 3.D.1 Reorganization of family to fit needs of children
- 3.D.2 Age appropriate discipline strategies
- 3.D.3 Role of communication in parenting
- 3.D.4 Types of play (i.e., manipulative, dramatic, and housekeeping, etc.)
- 3.D.5 Strategies to develop healthy eating habits in children

Competency 3E: Evaluate and promote support systems that provide services for parents and/or families.

- 3.E.1 Crisis situations (i.e., suicide, sexual assault, domestic violence, bullying, death)
- 3.E.2 Role of social services and social workers
- 3.E.3 Community-based support groups

Domain 4: Career Connections

Competency 4A: Analyze strategies to manage multiple roles and responsibilities.

- 4.A.1 Similarities and differences between a career and a job
- 4.A.2 Strategies for choosing a career
- 4.A.3 Understanding the paycheck (i.e., net vs. gross pay, take-home pay, bonus, deductions, taxes)
- 4.A.4 Family and Medical Leave Act
- 4.A.5 Employment requirements (i.e., medical exams, screenings, etc.)
- 4.A.6 Sexual harassment
- 4.A.7 Discrimination
- 4.A.8 Time management

Competency 4B: Demonstrate transferable and employability skills in school, community and workplace settings.

- 4.B.1 Goal setting
- 4.B.2 Steps in problem-solving
- 4.B.3 Communication skills
- 4.B.4 Work protocol (i.e., proper notice, leaving a company, etc.)
- 4.B.5 Interviewing skills
- 4.B.6 Safety considerations in the workplace
- 4.B.7 OSHA
- 4.B.8 Basic math, reading, and writing skills
- 4.B.9 Teamwork

Competency 4C: Evaluate the reciprocal effects of individual and family participation in community activities.

- 4.C.1 Leadership
- 4.C.2 Parliamentary procedure (i.e., quorum, motion, debate, vote, etc.)
- 4.C.3 Personal priorities
- 4.C.4 Human services agencies and groups
- 4.C.5 Free enterprise system (i.e., socialism, market economy, capitalism)
- 4.C.6 FCCLA membership and involvement

Domain 5: Family and Consumer Resources

Competency 5A: Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, human capital, and money.

- 5.A.1 Resources
- 5.A.2 Effective cost-cutting strategies for purchases (i.e., food, clothing, home energy use, recreation, and transportation)
- 5.A.3 Advertising strategies
- 5.A.4 Managing clothing costs (i.e., garment durability, fads, etc.)
- 5.A.5 Housing costs (i.e., leases, rent, mortgage, interest rate, down payment, property tax, security deposit)
- 5.A.6 Insurance (i.e., homeowner's insurance, liability, medical insurance, bodily injury, property damage, uninsured motorists)
- 5.A.7 Time management (i.e., prioritizing, scheduling)

Competency 5B: Analyze the relationship of the environment to family and consumer resources.

- 5.B.1 Nonrenewable resources
- 5.B.2 Conserving and protecting resources
- 5.B.3 Ecosystem
- 5.B.4 Credit
- 5.B.5 Taxes (i.e., local, state, and federal)
- 5.B.6 State and local expenditures, including public welfare, education, and highways

Competency 5C: Analyze policies that affect consumer rights and responsibilities.

- 5.C.1 Food labeling requirements
- 5.C.2 Laws governing food additives
- 5.C.3 Government agencies (i.e., FAO, FDA, USDA, WHO)
- 5.C.4 Role of government consumer protection and services
- 5.C.5 Role of insurance policies

Competency 5D: Evaluate the effects of technology on individual and family resources and be able to take the appropriate actions.

- 5.D.1 Sustainable living
- 5.D.2 Online resources and shopping
- 5.D.3 Money management technology applications
- 5.D.4 Most used forms of energy, including petroleum and natural gas
- 5.D.5 Renewable resources
- 5.D.6 Strategies to reduce the use of nonrenewable resources

Competency 5E: Demonstrate management of financial resources to meet the goals of individuals and families across the life span.

- 5.E.1 Unit pricing and cost per serving/use
- 5.E.2 Credit ratings and FICO scores
- 5.E.3 Collateral
- 5.E.4 Goals for saving throughout the life span
- 5.E.5 Estate planning
- 5.E.6 Living wills

Domain 6: Nutrition and Wellness

Competency 6A: Analyze factors that influence nutrition and wellness across the life span, and be able to educate others to implement this information.

- 6.A.1 Dietary needs throughout the life span, including infants and adolescents
- 6.A.2 Special dietary needs
- 6.A.3 Guidelines for helping children develop healthy eating habits
- 6.A.4 Techniques to serving healthy and appealing snacks/meals
- 6.A.5 Influence of food customs on food selection and preparation
- 6.A.6 Societal influences on nutrition and wellness
- 6.A.7 Overweight and obesity (i.e., definitions and contributing factors)
- 6.A.8 Body Mass Index (BMI)
- 6.A.9 Portion sizes
- 6.A.10 Effective strategies for coping with stress

Competency 6B: Evaluate various dietary guidelines when planning to meet nutrition and wellness needs, and be able to educate others to implement this information.

- 6.B.1 Dietary guidelines
- 6.B.2 Nutrition Facts labels
- 6.B.3 Food sources of nutrients
- 6.B.4 Anemia and iron
- 6.B.5 Proteins
- 6.B.6 Carbohydrates (i.e., dietary fiber, cellulose, sugars, complex carbohydrates)
- 6.B.7 Fats (i.e., trans fatty acids, cholesterol, saturated fat, unsaturated fat)
- 6.B.8 MyPyramid.gov
- 6.B.9 Menu planning
- 6.B.10 Food strategies to avoid (i.e., using candy as a reward, etc.)

Competency 6C: Evaluate factors that affect food safety from selection through consumption.

- 6.C.1 Microbial contaminants
- 6.C.2 Food intoxication
- 6.C.3 Bacterial toxins
- 6.C.4 HACCP
- 6.C.5 Function of food packaging
- 6.C.6 Strategies for safe food handling

Competency 6D: Evaluate the influence of science and technology on food composition, safety, and other issues.

- 6.D.1 Temperature danger zone
- 6.D.2 Plant maturation and ethylene
- 6.D.3 Roles and expertise of registered dietitians
- 6.D.4 Components of an experiment
- 6.D.5 Genetically engineered/modified foods
- 6.D.6 Antioxidants
- 6.D.7 Sulfites
- 6.D.8 Ascorbic Acid and oxidative browning
- 6.D.9 Monosaccharides and disaccharides
- 6.D.10 Boiling point and freezing point of water at sea level
- 6.D.11 Measuring dry and liquid ingredients
- 6.D.12 Cryogenic liquids and chilling food

Sample Assessment Items

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

1. Jamie and Fred have been in a relationship for 5 years. They have chosen to accept their differences and learned to live with them. Which pattern of adjustment are they using? (Domain 1, Competency B)
 - A. Accommodation
 - B. Compromise
 - C. Concession
 - D. Hostility
2. Reasons given by couples for deciding not to have children include all of the following **EXCEPT** _____. (Domain 1, Competency D)
 - A. career and financial concerns
 - B. fulfillment of role expectations
 - C. medical problems
 - D. personal freedom
3. Which of the following statements about child development is generally **TRUE**? (Domain 2, Competency A)
 - A. Children go through stages, but the order varies.
 - B. Children go through the same stages in the same order.
 - C. Children go through stages at the same rate.
 - D. Development occurs in only one area at a time.
4. All of the following are important guidelines for making positive reinforcement more effective **EXCEPT** _____. (Domain 2, Competency B)
 - A. be selective
 - B. be sincere
 - C. be specific
 - D. be spontaneous
5. Sam has his son set the table, eat lunch, and then stack the dishes each day. Which method of guidance is he using? (Domain 3, Competency C)
 - A. Punishment
 - B. Redirecting
 - C. Routine
 - D. Demanding

6. Which would be the most appropriate method to use if two preschoolers were fighting over a toy? (Domain 3, Competency D)
 - A. Give the child who makes the most noise the first turn, and the other child the turn second.
 - B. Punish the children for fighting and separate them until an agreement is reached by them.
 - C. Redirect one of the children to another activity until the other child has finished playing with the toy.
 - D. Use natural consequences and let the children settle their own differences between them.

7. Sarah is a high school student, and she has told several people, "I want to become a teacher." This is an example of a _____. (Domain 4, Competency B)
 - A. short-term goal
 - B. standard
 - C. long-term goal
 - D. personal priorities

8. Factors to consider when shopping for a mortgage include all **EXCEPT** _____. (Domain 5, Competency A)
 - A. homeowner's insurance coverage
 - B. the down payment and size of mortgage
 - C. the interest rate and monthly payments
 - D. charges and closing costs

9. What condition can occur later in life from years of calcium deficiency? (Domain 6, Competency A)
 - A. Cancer
 - B. Osteoporosis
 - C. Bulimia
 - D. Anemia

10. The Nutrition Facts panels on food contain all of the following information **EXCEPT** _____. (Domain 6, Competency B)
 - A. calories per serving of the food item contained
 - B. per-serving information about various nutrients
 - C. serving size per container of the food item
 - D. daily calorie needed for adolescents and teens

Answer Key:

- | | |
|------|-------|
| 1. A | 6. C |
| 2. B | 7. C |
| 3. B | 8. A |
| 4. D | 9. B |
| 5. C | 10. D |

Suggested Preparation Techniques

The assessment measures two things: knowledge of the subject matter and ability to take an assessment. The first depends on the preparation, instruction, and experience gained in the selected content area. The second depends on self-confidence and experience with multiple-choice questions. It also depends upon the ability to recognize related information or solutions to problem situations.

In preparation for the assessments, test candidates should:

- 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.”
- Follow the directions! If read too quickly, something important may be missed.
- Read each item very carefully and avoid jumping to conclusions based upon a quick skimming of the wording.
- See if they can answer the item before looking at the four (4) response options.
- Never think they have immediately spotted the correct response. “Back into” the correct response by first eliminating the incorrect choices.
- Answer each item. Look for clues in the item and even in the choices. If able to eliminate some options, the chances of selecting the correct answer are improved. Use the “flag” options to denote items to come back to within the item block.
- Read the “Candidate Guide to Assessments.” It is important to understand details about online testing and navigation.

Suggested Instructional Resources

The Pre-PAC Instructional Resource Directory provides a list of suggested resources providing content addressed within Pre-PAC assessments. Development panel members and instructors have identified resources that would be relevant and useful in addressing the domains and competencies within the assessment. Use of the references and resources do not guarantee successful completion of the assessment.

AAFCS does not endorse any external products (textbooks, curriculum, etc), vendors, consultants, or documentation that may be referenced in the Directory. While every effort will be made to ensure accuracy and reliability of content, AAFCS assumes no responsibility for errors or for use of the information provided. Additionally, AAFCS disclaims any and all liability for any claims or damages that may result from providing information contained on the site, including any Web sites maintained by third parties and linked to the Pre-PAC site. The responsibility for content rests with the organizations that provide the information. The inclusion of links from the site does not imply endorsement by AAFCS.

The Pre-PAC Instructional Resource Directory is available online at <http://www.aafcs.org/CredentialingCenter/PrePAC.asp>.

Acknowledgements

AAFCS has engaged the assistance of a broad range of esteemed family and consumer sciences professionals and educators from across the nation to assist in identifying relevant industry standards and develop the assessment instrument. Recognizing the value of a solid assessment tool in assuring that programs are effectively preparing individuals with the knowledge and skills necessary to assume roles as family member, consumer, and community leader and for pre-professional careers requiring those skills, the following stakeholders participated on the development panel for the assessment and certification:

- Susie Brown, Child Care, Inc., New York, NY
- Marcia Copeland (Retired), General Mills, Plymouth, MN
- Juanita Mendenhall, Teen Health Promotion Coalition, Ridgeway, SC
- Jan Strand (Retired), Human Services Nonprofits, Santa Fe, NM
- Kay Wilder, San Diego Rescue Mission, San Diego, CA
- Luann Alemao, Columnist and Communications Specialist, Cedar Falls, IA
- Tina Morrow, Community Action Services, San Marcos, TX
- Toni Crouch, American Chamber of Commerce Executives, Alexandria, VA
- Sandy Markwood, National Association of Area Agencies on Aging, Washington, DC
- Don Bower, Extension Human Development Specialist, University of Georgia, Athens, GA
- Carol Kellett, Former Dean and Teacher Educator, Kansas State University, Manhattan, KS
- Karen Tanner Oliphant, Abraham Clark High School, Roselle, NJ
- Melissa Dittman, Butler Tech, Hamilton, OH