

Career & Technical Education (Ed 612.31) Self-Assessment Worksheet

Ed 612.31 Career & Technical Education

Directions: This matrix worksheet should be completed by the program. It should contain information that serves as an index or guide for the reviewers as they review all evidence provided. Evidence referenced on this worksheet should be clearly marked according to the standards. The same piece of evidence may meet more than one standard. Please reference specific parts of evidence whenever possible, particularly for large pieces of evidence.

| Ed 612.31 CAREER & TECHNICAL EDUCATION | DESCRIPTION OF HOW THE PROGRAM ADDRESSES THE STANDARD. INDICATE THE RELATIONSHIP TO ED 610.02 PROFESSIONAL EDUCATION STANDARDS (IF ANY). | DESCRIPTION OF THE ASSESSMENT SYSTEM USED TO PROVIDE EVIDENCE AND DATA AND TO INFORM CONTINUOUS IMPROVEMENT. |
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| (a) The preparation program for career and technical education in grades 7-12 shall provide the teaching candidate with the following skills, competencies, and knowledge through a combination of academic experiences and demonstrated competency and equivalent experiences in the area of career and technical education: | | |
| (1) Knowledge of the history, legislation and philosophy of career and technical education; | | |
| (2) Ability to keep abreast of current and future trends relating to career and technical education; | | |
| (3) Ability to plan and develop technical programs that include program advisory committees, goals and objectives, occupational analysis, community surveys, student follow-up studies, and evaluation techniques utilizing state performance indicators; | | |
| (4) Ability to create career and technical programs that relate workplace cultural expectations to workplace skills and provide work-based learning opportunities; | | |

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| <p>(5) Ability to provide assistance to career and technical students to help meet their personal and educational needs, including providing information on educational and career opportunities, providing assistance in applying for further education or employment, and encouraging positive work habits and attitudes;</p> | | |
| <p>(6) Ability to implement a career and technical student organization that enables students to acquire workplace, leadership, and communication skills as an integral part of the curriculum;</p> | | |
| <p>(7) Ability to integrate career and technical education into all other curricular areas, foster a program consistent with RSA 193-C:3, III, and foster the integration of all aspects of industry into the career and technical program curriculum;</p> | | |
| <p>(8) Ability to manage career and technical programs, including the purchase of equipment and supplies and supervision of maintenance of laboratory facilities;</p> | | |
| <p>(9) Ability to implement the laws and policies relating to safe environments and incorporate appropriate safety standards in all learning areas;</p> | | |
| <p>(10) Ability to prepare reports and budgets and to disseminate them to all appropriate constituencies; and</p> | | |
| <p>(11) Participation in professional organizations relating to career and technical education.</p> | | |

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| (b) A preparation program for career and technical education shall offer one or more of the following areas of certification: | | |
| (1) Comprehensive agricultural education in compliance with (c) below; | | |
| (2) Comprehensive technology education in compliance with (d) below; | | |
| (3) Comprehensive marketing education in compliance with (e) below; | | |
| (4) Comprehensive business education in compliance with (f) below; and | | |
| (5) Comprehensive family and consumer science education in compliance with (g) below. | | |
| (c) The preparation program in comprehensive agricultural education shall provide the teaching candidate with following skills, competencies, and knowledge: | | |

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| <p>(1) In the area of plant science:</p> <ul style="list-style-type: none">a. Relating to plant systems, the ability to:<ul style="list-style-type: none">1. Demonstrate knowledge of the structure and function of plant parts and the physiological processes of plants;2. Identify types, varieties, characteristics, and uses of agriculturally important plants grown in New Hampshire and the United States; and3. Identify the components of soil, describe the physical and chemical properties of soils, and classify different types of soils;b. Relating to industrial applications, the ability to:<ul style="list-style-type: none">1. Apply principles of plant growth and reproduction to the cultivation of horticultural plants;2. Demonstrate the function and operation of businesses that supply goods and services to plant-related enterprises; | | |
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| <p>3. Demonstrate knowledge of the process, marketing, and distribution of plant-related products; and</p> <p>4. Demonstrate knowledge of diversity of agriculture and agricultural production and its cultural impact on world economics and trade, including knowledge of:</p> <ul style="list-style-type: none">(i) Productive capacity;(ii) Production potential; and(iii) Comparative advantage; <p>c. Relating to integrated pest management, the ability to use integrated pest management practices to control horticultural plant pests;</p> <p>d. Relating to ethical issues, the ability to use approved procedures for propagating horticultural plants; and</p> <p>e. Relating to current and emerging technologies, the ability to select and use current and emerging technologies appropriate to the agricultural industry;</p> | | |
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| <p>(2) In the area of animal science:</p> <p>a. Relating to animal systems, the ability to:</p> <ol style="list-style-type: none">1. Describe the characteristics and uses of various breeds and types of animals of major economic importance in the United States;2. Demonstrate knowledge of major organs and organ systems and physiological processes of various animals;3. Apply principles of genetics to selected breeding of animals; and4. Apply knowledge of natural and artificial breeding practices; | | |
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| <p>b. Relating to safe handling and management of animals, the ability to:</p> <ol style="list-style-type: none">1. Demonstrate knowledge of general animal management procedures, including, but not limited to knowledge concerning:<ol style="list-style-type: none">(i) Immunization;(ii) Taking vital signs;(iii) Restraining;(iv) Medicating; and(v) Common surgical procedures; and2. Identify signs, symptoms, and effects of common animal diseases, disorders, parasites, and nutritional deficiencies; | | |
| <p>c. Relating to ethical issues, the ability to demonstrate how contemporary issues including but not limited to ethics and waste management affect the principles of genetics, breeding selection, nutrition, and care of animals for use in production, companionship and recreation;</p> | | |

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| <p>d. Relating to animal industries, the ability to:</p> <ol style="list-style-type: none">1. Analyze trends in the consumption of animal products in New Hampshire and the United States and health issues related to the consumption of animal products;2. Apply the principles of the care and health of animals for use in production and recreation; and3. Demonstrate knowledge of diversity of agriculture, agricultural production and its cultural impact on world economics and trade, including knowledge of productive capacity, production potential, and comparative advantage; and | | |
| <p>e. Relating to current and emerging technologies, the ability to select and use current and emerging technologies appropriate to the agricultural industry;</p> | | |
| <p>(3) In the area of natural resources:</p> | | |

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| <p>a. Relating to ecological principles and concepts, the ability to:</p> <ul style="list-style-type: none">1. Apply basic knowledge of environmental systems and cycles; and2. Apply the principles and practices of ecology and conservation in the areas of air, water, land, and wildlife flora and fauna; | | |
| <p>b. Relating to ethical issues, the ability to demonstrate the relationship among natural resources, the environment, and society;</p> | | |

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| <p>c. Relating to industrial applications, the ability to:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of diversity of agriculture and agricultural production and its cultural impact on world economics and trade, including, but not limited to, knowledge of: <ol style="list-style-type: none"> (i) Productive capacity; (ii) Production potential; and (iii) Comparative advantage; 2. Apply knowledge of land use for best management practices for community planning; 3. Demonstrate the role of forest and agricultural management in protecting habitats and species; and 4. Apply the basic principles and methods of agricultural recreation management in the areas of forest, fish, and wildlife; and | | |
| <p>d. Relating to current and emerging technologies, the ability to select and use current and emerging technologies appropriate to the agricultural industry;</p> | | |

| (4) In the area of agricultural mechanization: | | |
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| <p>a. Relating to the principles of agricultural mechanization, the ability to:</p> <ol style="list-style-type: none">1. Apply principles and practices of mechanical systems including fluid, electrical, and fuel-powered units;2. Demonstrate knowledge of surveying practices and measuring equipment in agricultural applications;3. Apply knowledge of structures to agricultural applications; and4. Apply skills in repairing and maintaining agricultural machinery and structures; | | |
| <p>b. Relating to safety, the ability to:</p> <ol style="list-style-type: none">1. Identify and use personal safety equipment and identify hazards and safety needs in the home and workplace; and2. Demonstrate knowledge of the safe and proper operation of agricultural tools, machinery, and equipment; | | |

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| <p>c. Relating to industrial application, the ability to demonstrate knowledge of diversity of agriculture and agricultural production and its cultural impact on world economics and trade, including, but not limited to, knowledge of:</p> <ol style="list-style-type: none"> 1. Productive capacity; 2. Production potential; and 3. Comparative advantage; and | | |
| <p>d. Relating to current and emerging technologies, the ability to select and use current and emerging technologies appropriate to the agricultural industry;</p> | | |
| <p>(5) In the area of principles of and business management in the agricultural industries:</p> | | |
| <p>a. Relating to agencies and laws, the ability to:</p> <ol style="list-style-type: none"> 1. Analyze economic policies and their influence on agriculture; and 2. Apply basic knowledge of United States Department of Agriculture and other regulations and procedures for processing, grading, storing, and marketing agricultural products; | | |
| <p>b. Relating to agriculture in New Hampshire, the ability to demonstrate knowledge of the agricultural industry in New Hampshire;</p> | | |

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| <p>c. Relating to pricing and sales, the ability to:</p> <ol style="list-style-type: none"> 1. Apply principles of marketing and economics in agricultural business operations; 2. Apply strategies for effective sales and service in agricultural applications; and 3. Apply entrepreneurship principles to the development and operation of an agricultural business; | | |
| <p>d. Relating to global trends, the ability to recognize the impact of world markets on United States and New Hampshire agriculture; and</p> | | |
| <p>e. Relating to current and emerging technologies, the ability to select and use current and emerging technologies appropriate to the agricultural industry; and</p> | | |
| <p>(6) In the area of personal growth and career awareness development in agricultural education, the ability to demonstrate knowledge of the:</p> | | |
| <p>a. Unique leadership, personal growth, and career success through the structure of an organization for students of agricultural education, including but not limited to the National Future Farmers of America Organizations' activities;</p> | | |

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| <p>b. Principles and practices of community-based organizations, including but not limited to Farm Bureau, 4-H, humane societies, Cooperative Extension, Chambers of Commerce, and Rotary Clubs; and</p> | | |
| <p>c. Basic principles and practices of career planning and exploration.</p> | | |
| <p>(d) The preparation program in comprehensive technology education shall provide the teaching candidate with the following skills, competencies, and knowledge:</p> | | |
| <p>(1) In the area of curriculum and instruction, the candidate shall have the ability to plan and implement units, projects, and lessons based on the technological design process, including, but not limited to:</p> <ul style="list-style-type: none"> a. Defining a problem by brainstorming or other methods; b. Researching and generating ideas; c. Selecting an approach after: <ul style="list-style-type: none"> 1. Identifying the criteria to be applied; 2. Specifying any constraints; and 3. Exploring various possible approaches; d. Developing a design proposal; e. Making a model or prototype; f. Testing and evaluating the design; g. Refining the design; h. Producing and marketing the product; and i. Communicating the processes and results; | | |

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| <p>(2) In the area of process skills, the candidate shall have the ability to model, teach, and encourage the development of:</p> <ul style="list-style-type: none">a. Time management skills;b. Oral, written, and technological communication skills;c. Problem solving strategies;d. Persistence and entrepreneurship;e. Technological documentation; andf. Collaborative group process and leadership skills; | | |
| <p>(3) In the area of safety, the candidate shall demonstrate the ability to model, teach, and encourage safe and efficient habits in the application of tools, materials, and machines;</p> | | |

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| <p>(4) In the area of knowledge of content, the candidate shall demonstrate knowledge of, ability to produce products for, and ability to design lessons about present and future technologies in 3 or more of the following areas:</p> <ul style="list-style-type: none"> a. Medical technologies; b. Agricultural technologies; c. Biotechnologies; d. Energy and power technologies; e. Information and communications technologies; f. Transportation technologies; g. Manufacturing technologies; h. Construction technologies; i. New and emerging technologies; and j. Engineering principles and design; and | | |
| <p>(5) In the area of technology and society, the candidate shall have the ability to integrate information and lessons involving careers, history of technology and ethical practice.</p> | | |
| <p>(e) The preparation program in comprehensive marketing education shall provide the teaching candidate with following skills, competencies, and knowledge:</p> | | |

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| <p>(1) In the area of integration of standards, the ability to:</p> <ul style="list-style-type: none">a. Integrate the New Hampshire academic content standards and the New Hampshire marketing education career field content standards in lesson planning and course of study development; andb. Create, deliver, and assess multiple lessons integrating academic and marketing content standards; | | |
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| <p>(2) In the area of strategizing and planning marketing activities and support functions, the ability to:</p> <ul style="list-style-type: none">a. Demonstrate strategic management skills, describe key marketing concepts, develop marketing plans for various types of businesses and assess identified return on marketing investment (ROMI);b. Understand how to staff a marketing department, use organizational and management skills, and implement time management and project management skills;c. Use business systems, set and monitor budgets, estimate project costs, manage financial resources, and analyze vendor performance;d. Prepare research findings and reports and evaluate marketing research procedures and findings to assess the validity of data; ande. Use marketing information to predict and analyze customer behavior, facilitate product and service management decisions, and assess marketing communications activities; | | |
| <p>(3) In the area of the four Ps of marketing, which are place, price, product and service management, and promotion, the ability to:</p> | | |

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| <p>a. Use information literacy skills and basic technology skills for a variety of business operations, including, but not limited to:</p> <ol style="list-style-type: none"> 1. Internet; 2. Blogs; 3. Operating systems; 4. Search engine marketing; 5. Pay-per-click operations; 6. E-mail; 7. Personal information management and productivity; 8. Word processing; 9. Presentation software; 10. Spreadsheet; 11. Website construction, design, and development as a marketing tool; 12. Social media; and 13. Databases; | | |
| <p>b. Use information technology tools to:</p> <ol style="list-style-type: none"> 1. Manage and perform work; 2. Collect information to guide decision-making; and 3. Identify needs for hardware and software; | | |
| <p>c. Describe all aspects of pricing and employ and assess pricing strategies for products and services;</p> | | |

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| d. Explain the product and service management function, including in-depth knowledge of this function as it relates to marketing communications; | | |
| e. Generate product and marketing communications ideas for business success, evaluate the effectiveness of the marketing communications mix and employ product and service mix strategies; | | |
| f. Position products, service, and a company to create a business image; | | |
| g. Assess product packaging to improve its function and brand recognition; | | |
| h. Evaluate long-term and short-term results of promotional messages and use metrics to measure effectiveness of marketing communications; | | |

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| <p>i. Perform the following functions relating to sales:</p> <ol style="list-style-type: none"> 1. Describe sales activities; 2. Acquire product knowledge; 3. Differentiate between consumer and business behavior; 4. Explain and employ sales processes and techniques; 6. Qualify customers; 7. Conduct pre-visit research; and 8. Perform pre-sales activities and prospects for customers; and | | |
| <p>j. Understand management of channel activities and develop and assess channel management strategies;</p> | | |
| <p>(4) In the area of interpersonal and communications skills when doing business with external and internal marketing customers, the ability to:</p> | | |
| <p>a. Demonstrate teamwork, problem-solving and leadership skills;</p> | | |
| <p>b. Use communication skills to foster open, honest communication and positive interactions with clients and to influence others in marketing environments;</p> | | |
| <p>c. Read to acquire meaning, listen actively, and use verbal skills to obtain and convey information, prepare written reports, and write internal and external business correspondence;</p> | | |

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| <p>d. Communicate with employees, coworkers and supervisors and interact with customers in a manner that:</p> <ol style="list-style-type: none"> 1. Enhances and reinforces the company image; 2. Fosters positive relationships with customers; and 3. Appropriately resolves conflicts; and | | |
| <p>e. Teach self-development and professional career skills, including:</p> <ol style="list-style-type: none"> 1. Critical thinking; 2. Career planning and advancement; and 3. Job-seeking for marketing careers; | | |
| <p>(5) In the area of general business administrative and management skills, the ability to:</p> | | |
| <p>a. Demonstrate these skills in the following areas:</p> <ol style="list-style-type: none"> 1. Business law; 2. Financial management; 3. Personal finance; 4. E-marketing and e-commerce; 5. Consumer education; 6. Entrepreneurship; and 7. Business economics, math, and English; | | |

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| b. Assess management and operations functions and their applications in creating effective businesses; | | |
| c. Describe the process for opening an entrepreneurial venture; | | |
| d. Analyze financial data and use it in small business planning and to make informed decisions; | | |
| e. Describe how businesses are organized and evaluate business systems and their role in success; | | |
| f. Understand ethical business practices and their role in creating effective businesses; | | |
| g. Describe business laws and regulations and their impact on businesses; | | |
| h. Demonstrate the ability to use mathematics and technology to solve business problems and communicate results; | | |
| i. Demonstrate an understanding of human resources policy and its impact on business; | | |
| j. Demonstrate issues involved in operating multi-national enterprises; | | |
| k. Use oral and written communication skills in a variety of business situations; | | |
| l. Interpret data using statistical processes and use economic concepts in making decisions; | | |

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| <p>m. Understand and describe the legal rules associated with local, state, and national consumer protection, sales and advertising; and</p> | | |
| <p>n. Understand and describe the political and economic background, business incentives, risks and motivation, basic business activities, and associated business challenges involved with international trade.</p> | | |
| <p>(f) The preparation program in comprehensive business education shall provide the teaching candidate with following skills, competencies, and knowledge:</p> | | |
| <p>(1) In the area of accounting:</p> | | |
| <p>a. Knowledge of and ability to apply accounting principles and practices;</p> | | |
| <p>b. Knowledge of the various steps of the accounting cycle for a proprietorship, partnership, and corporation;</p> | | |
| <p>c. Knowledge of and ability to apply assets, liabilities, and owner's equity according to generally accepted accounting principles;</p> | | |
| <p>d. Knowledge of and ability to apply accounting principles as they apply to ownership, payroll, income taxation, and managerial systems;</p> | | |
| <p>e. Ability to prepare, interpret, and analyze financial statements using manual and computerized systems;</p> | | |

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| <p>f. Ability to apply:</p> <ol style="list-style-type: none"> 1. Components of the accounting cycle, including: <ol style="list-style-type: none"> (i) Analysis of source documents; (ii) Procedures for journalizing and posting transactions to ledgers; (iii) Creating financial statements; and (iv) Closing entries; and 2. User manual accounting and financial software applications; and | | |
| <p>g. Knowledge of and ability to apply legal and ethical principles pertaining to accounting;</p> | | |
| <p>(2) In the area of management and administration:</p> | | |
| <p>a. Knowledge of the importance of the basic tenets of management theories in the successful operation of an organization;</p> | | |
| <p>b. Knowledge of various organizational structures and the advantages and disadvantages of each;</p> | | |
| <p>c. Knowledge of the role of organized labor and its influences on government and business;</p> | | |

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| d. Knowledge of and ability to apply generally accepted operations management principles and procedures in order to be able to design an operations plan; | | |
| e. Knowledge of and ability to apply principles and methods of decision making and mathematical operations leading to quantitative and qualitative analysis; | | |
| f. Knowledge of the differentiation between ethical and legal issues related to social responsibility and business management; | | |
| g. Knowledge of the various management functions and their interrelationships; and | | |
| h. Knowledge of and ability to apply legal and ethical principles pertaining to management and administration; | | |
| (3) In the area of business communications: | | |
| a. Knowledge of ability to apply the concepts and methods of business communication including verbal and nonverbal communication; | | |
| b. Knowledge of and ability to apply the methods of business communication and business technology to develop and deliver effective communication skills; | | |

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| <p>c. Knowledge of the importance of so-called soft skills, such as character development and acceptable attitudes, in professional and personal settings;</p> | | |
| <p>d. Knowledge of the social and human relations skills needed to work effectively in a professional environment;</p> | | |
| <p>e. Knowledge of the cultural and global differences as they relate to interpersonal business relationships; and</p> | | |
| <p>f. Knowledge of and ability to apply legal and ethical principles pertaining to business communications;</p> | | |
| <p>(4) In the area of business law:</p> | | |
| <p>a. Knowledge of and ability to apply knowledge relating to:</p> <ol style="list-style-type: none"> 1. The relationship between ethics and the law; 2. The sources of the law; 3. The structure of the court system; 4. The different classifications of procedural law; and 5. The different classifications of substantive law; | | |
| <p>b. Knowledge of the relationships among contract law, law of sales, and consumer law;</p> | | |

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| <p>c. Knowledge of the role and importance of agency law and employment law and ability to apply such laws as they relate to the conduct of business in the national and international marketplaces;</p> | | |
| <p>d. Knowledge of and ability to apply legal rules that apply to personal property and real property;</p> | | |
| <p>e. Knowledge of and ability to apply advancements in computer technology and how they affect areas such as property law, contract law, criminal law, international law, intellectual law, and substantive law relevant to business areas and knowledge of other legal issues that affect business; and</p> | | |
| <p>f. Knowledge of and ability to apply legal and ethical principles pertaining to business law;</p> | | |
| <p>(5) In the area of entrepreneurship:</p> | | |
| <p>a. Knowledge of the unique characteristics of entrepreneurship;</p> | | |
| <p>b. Knowledge of and ability to apply the financial concepts and tools needed by the entrepreneur in making business decisions;</p> | | |
| <p>c. Ability to develop a business and management plan needed to make business decisions;</p> | | |

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| <p>d. Knowledge of the different forms of management and ownership within an industry; and</p> | | |
| <p>e. Knowledge of and ability to apply legal and ethical principles pertaining to entrepreneurship;</p> | | |
| <p>(6) In the area of financial literacy:</p> | | |
| <p>a. Knowledge of and ability to apply the concepts of personal finance in order to make sound financial decisions;</p> | | |
| <p>b. Knowledge of the different consumer agencies that address consumer issues and concerns;</p> | | |
| <p>c. Knowledge of and ability to apply problem-solving skills to consumer economic principles relating to the following consumer purchases, including, but not limited to:</p> <ol style="list-style-type: none"> 1. Auto, health, and life insurance; 2. Food; 3. Clothing; and 4. Recreation; | | |
| <p>d. Knowledge of and ability to apply financial decision-making in the areas of taxes, budgeting, and investing, including, but not limited to, the following investments:</p> <ol style="list-style-type: none"> 1. Stock market; 2. Precious metals; 3. Jewelry; and 4. Collectibles; | | |

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| e. Knowledge of debit and credit options offered by financial institutions; | | |
| f. Ability to prepare, balance, and evaluate a spending or savings plan; and | | |
| g. Knowledge of and ability to apply legal and ethical principles pertaining to financial literacy; | | |
| (7) In the area of finance and economic systems: | | |
| a. Knowledge of the features of different economic systems; | | |
| b. Knowledge of the major features of the United States economy; | | |
| c. Knowledge of the role of exchange and money in an economic system; | | |
| d. Knowledge of the role of government in an economic system, especially the role of government in the United States economy; | | |
| e. Knowledge of the role of international trade and investment and international monetary relations in the global economy; | | |
| f. Knowledge of and ability to apply basic economic principles as they relate to microeconomic and macroeconomic theories and principles; and | | |
| g. Knowledge of and ability to apply legal and ethical principles pertaining to finance and economic systems; | | |

| (8) In the area of international business: | | |
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| a. Knowledge of why societies develop economic systems; | | |
| b. Knowledge of and ability to apply principles of different economic systems and philosophies and to recognize how differences in culture, language, values and social behavior affect the ethical conduct of business across domestic and international borders; | | |
| c. Knowledge of international business as it relates to ethics, finance, management, marketing, import and export trade concepts, communication and culture, and the environment; | | |
| d. Ability to analyze the effect of interdependence on economic activity; | | |
| e. Knowledge of the different types of competitive structures and ability to illustrate the role of competitive markets in the United States and other economies; | | |
| f. Knowledge of the importance of economic relationships among nations; and | | |
| g. Knowledge of and ability to apply legal and ethical principles pertaining to international business; | | |
| (9) In the area of information systems and technology applications: | | |

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| a. Knowledge of the development and impact of information technology and telecommunications on business and society; | | |
| b. Ability to analyze, synthesize, evaluate, and apply technologies to solve problems, increase productivity, and improve personal quality of life; | | |
| c. Knowledge of and ability to apply learning principles as they relate to skill development when learning software applications; | | |
| d. Knowledge of and ability to apply technology in communicating, collaborating, conducting research, and solving problems; and | | |
| e. Knowledge of and ability to apply the legal and ethical principles pertaining to information systems and technology applications; and | | |
| (10) In the area of marketing: | | |
| a. Ability to recognize the customer-oriented nature of marketing and to analyze the effect of marketing activities on the individual, business, and society; | | |
| b. Ability to analyze the elements of a marketing mix, their interrelationships, and how they are used in the marketing process; | | |
| c. Ability to conduct, prepare, and analyze marketing research in decision making; and | | |

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| <p>d. Knowledge of and ability to apply concepts in developing marketing plans for various types of businesses.</p> | | |
| <p>(g) The preparation program in comprehensive family and consumer science education shall provide the teaching candidate with:</p> | | |
| <p>(1) The following skills, competencies, and knowledge:</p> | | |
| <p>a. In the area of human development, early childhood, and parenting:</p> <ol style="list-style-type: none"> 1. Ability to analyze principles of human growth and development; 2. Ability to identify strategies that promote growth and development over an individual's life span; 3. Ability to analyze and evaluate roles and responsibilities of parenting and parenting practices; 4. Ability to identify external support systems that provide services for parents; 5. Ability to identify career paths within early childhood education and services; | | |

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| <p>6. Ability to integrate curriculum and instruction to meet children's development needs and interests;</p> <p>7. Ability to create a safe and healthy learning environment and collaborative relationships for children;</p> <p>8. Knowledge of professional standards and practices related to working with children; and</p> <p>9. Knowledge of and appreciation for diverse perspectives, needs, and characteristics of individuals and families;</p> | | |
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| <p>b. In the area of family and interpersonal relationships:</p> <ol style="list-style-type: none">1. Ability to identify external community resources that provide services to parents and families;2. Ability to comprehend and apply knowledge of the development of interpersonal relationships;3. Knowledge of family needs and priorities throughout the life cycle; and4. Ability to comprehend and utilize principles of social resources management; | | |
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| <p>c. In the area of consumer education and resource management:</p> <ol style="list-style-type: none">1. Ability to identify:<ol style="list-style-type: none">(i) Essential family and individual needs for food, clothing, shelter, and nurture; and(ii) How families meet those essential needs in different ways;2. Ability to describe how the resources of time, energy, skill, and money are used to fulfill needs;3. Ability to describe effective consumer practices and person resource management strategies;4. Ability to evaluate the effect of consumer practices on the environment; and5. Ability to analyze technologies available to families and evaluate their effect on family function; and | | |
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| <p>d. In the area of nutrition, food preparation, and wellness:</p> <ol style="list-style-type: none">1. Ability to identify the factors that influence nutrition and wellness practices over an individual's lifespan;2. Ability to identify the nutritional needs of individuals and families at all different ages;3. Knowledge of food safety and sanitation procedures;4. Ability to acquire, prepare, and use foods to meet nutritional needs of individuals and families at all different ages; and5. Ability to identify the impact of science and technology on nutrition, food composition, and preparation safety; and | | |
| <p>(2) Skills, competencies, and knowledge in either of the following areas:</p> | | |

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| <p>a. In the area of housing, interiors, textiles, and apparel management and design:</p> <ol style="list-style-type: none">1. Ability to identify the properties, characteristics and uses of fibers and textiles;2. Ability to assess apparel decisions in terms of value, function, and appearance;3. Ability to apply the elements and principles of design in the selection of textile and apparel products;4. Basic skills needed to produce, alter, and repair textiles products and apparel;5. Ability to evaluate fibers, design concepts, and construction techniques in textile products; | | |
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| <p>6. Ability to identify career opportunities in textiles, apparel, fashion, housing, and interiors industries;</p> <p>7. Knowledge related to decisions involving space allocations, space planning and technological influences on housing and its environment;</p> <p>8. Ability to apply design elements and principles to create safe, secure, and aesthetic environments for various stages of the life cycle;</p> <p>9. Ability to compare architectural styles, furniture designs, and floor plans; and</p> <p>10. Ability to identify financial and legal aspects and industry standards impacted by local state and national housing policy issues; or</p> | | |
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| <p>b. In the area of hospitality, tourism, and facilities:</p> <ol style="list-style-type: none">1. Ability to explore the career opportunities in the hospitality and tourism industry;2. Ability to apply the concepts of service to meet customer expectations;3. Knowledge of housekeeping standards and procedures;4. Knowledge of procedures applied to safety, security, and environmental issues; and5. Ability to identify organizational skills related to the management of functions, programs, events, and travel. | | |
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Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84, EXPIRED 5-16-90

New. #4851, eff 6-25-90, EXPIRED: 6-25-96

New. #6366, eff 10-30-96, EXPIRED: 10-30-04