

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 64 SCHOOL PERSONNEL - COMPETENCIES FOR LICENSURE
PART 15 COMPETENCIES FOR ENTRY-LEVEL FAMILY AND CONSUMER SCIENCES
TEACHERS

6.64.15.1 ISSUING AGENCY: Public Education Department (PED)
[6.64.15.1 NMAC - N, 05-28-04; A, 10-31-07]

6.64.15.2 SCOPE: All institutions of higher education in New Mexico that establish or maintain a curriculum for persons seeking an endorsement in family and consumer sciences to a state educator license.
[6.64.15.2 NMAC - N, 05-28-04]

6.64.15.3 STATUTORY AUTHORITY: Sections 22-2-1, 22-2-2, and 22-10A-7 NMSA 1978.
[6.64.15.3 NMAC - N, 05-28-04]

6.64.15.4 DURATION: Permanent
[6.64.15.4 NMAC - N, 05-28-04]

6.64.15.5 EFFECTIVE DATE: May 28, 2004, unless a later date is cited in the history note at the end of a section.
[6.64.15.5 NMAC - N, 05-28-04]

6.64.15.6 OBJECTIVE: This rule establishes entry-level competencies that are based on what family and consumer sciences teachers must know and be able to do to provide effective family and consumer sciences programs in New Mexico schools. The competencies were developed to ensure alignment with the New Mexico content standards and benchmarks, the national family and consumer sciences standards, and must be used by New Mexico institutions of higher education to establish family and consumer sciences preparatory programs.
[6.64.15.6 NMAC - N, 05-28-04; A, 10-31-07]

6.64.15.7 DEFINITIONS: [RESERVED]
[6.64.15.7 NMAC - N, 05-28-04]

6.64.15.8 CORE LICENSURE REQUIREMENTS: Persons seeking an endorsement in family and consumer sciences to a New Mexico educator license must complete the following core requirements:

A. Beginning teachers seeking an endorsement in family and consumer sciences to an initial level 1 New Mexico teaching license, must satisfy all of the requirements of the license as provided in the PED rule for that license, which includes, among other requirements, 24-36 semester hours in family and consumer sciences.

B. Teachers seeking to add an endorsement in family and consumer sciences to an existing New Mexico teaching license of any level shall meet one of the following requirements:

(1) pass the content knowledge test(s) of the New Mexico teacher assessments, or predecessor New Mexico teacher licensure examination or accepted comparable licensure test(s) from another state, if available, in family and consumer sciences; or

(2) successfully complete an undergraduate academic major (24-36 semester hours), or coursework equivalent to an undergraduate major or a graduate degree in family and consumer sciences; or

(3) obtain certification in family and consumer sciences for the appropriate grade level of New Mexico licensure from the national board for professional teaching standards.
[6.64.15.8 NMAC - N, 05-28-04; A, 10-31-07]

6.64.15.9 COMPETENCIES FOR ENTRY-LEVEL FAMILY AND CONSUMER SCIENCES
TEACHERS: The family and consumer sciences teacher has a basic knowledge of the following concepts related to:

A. Foundations of family and consumer sciences: The family and consumer sciences teacher:

(1) integrates the knowledge and skills of family and consumer sciences to prepare students for personal, family, community, and career roles;

(2) has basic knowledge of cultural, economic, and gender influences on families, work, and society;

- (3) has basic knowledge of the interrelationships among career decisions and personal/family life, including parenting and care giving;
- (4) has basic knowledge of historical and current events, public policies, and research results and their effect upon the family, community, and work environment;
- (5) planning, implementing and evaluating family and consumer sciences education;
- (6) implementing family, career, and community leaders of America (FCCLA) programs and projects to promote students' growth;
- (7) the management processes, resources, and procedures required for maintaining an effective family and consumer sciences program; and
- (8) job-related competencies and skills needed for employment in family and consumer sciences related industries.

B. Family studies and human services: The family and consumer sciences teacher 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. Personal and family development concepts include:

- (1) factors contributing to the development of effective relationships within families;
- (2) management tools and strategies for successfully balancing work and family life;
- (3) societal, cultural, demographic, gender, economic, and environmental issues affecting individuals and families across the life span;
- (4) career and entrepreneurial opportunities in family studies and human services; and
- (5) societal attitudes about individual and family roles within a culture.

C. Human development, education, and services: The family and consumer sciences teacher understands:

- (1) human growth and development, parent/foster parent/guardian/educator roles and responsibilities;
- (2) career opportunities in human development, education, and services;
- (3) physical, social, ethical, emotional, and cognitive development of humans from conception through late adulthood;
- (4) parent/foster parent/guardian/educator/community roles and responsibilities related to human growth and development; and
- (5) entrepreneurship and career opportunities in human development, education, and services.

D. Nutrition, wellness, food science, and hospitality: The family and consumer sciences teacher understands:

- (1) the principles of food science, food technology, and nutrition and their relationships to growth, development, health and wellness, and applies this understanding to support informed decision-making that promotes good health;
- (2) career opportunities in nutrition, wellness, food science, and hospitality;
- (3) current nutrition and dietary guidelines for each phase of the life span;
- (4) health and wellness;
- (5) employment and entrepreneurial opportunities in nutrition, wellness, food science and technology, and hospitality;
- (6) food preparation and meal management techniques in family, community, and industry settings;
- (7) factors that affect the production, supply, and distribution of food;
- (8) food product development, processing, packing, and availability;
- (9) cultural influences on food preferences and decisions; and
- (10) principles and procedures of health, safety, sanitation, and environmental protection.

E. Consumer and resource management: The family and consumer sciences teacher understands:

- (1) consumer practices, consumer responsibilities, and resource management processes, and how these affect and are applied to personal, family, and work life;
- (2) career opportunities in consumer and resource management;
- (3) resource management (i.e., money, time, energy);
- (4) the effects of public policy on resource utilization and conservation for consumers, families, and the environment;
- (5) strategies and tools for financial planning;
- (6) techniques for managing the multiple roles of individual, worker, family member, community member, and wage earner throughout the life span;
- (7) issues related to consumer decision making;

- (8) cultural, demographic, and societal factors that influence family decisions;
 - (9) employment and entrepreneurial opportunities in consumer and resource management; and
 - (10) consumer rights and responsibilities.
- F. Textiles and apparel: The family and consumer sciences teacher understands:
- (1) the design, production, marketing, consumption, and maintenance of textile and apparel products;
 - (2) the career opportunities in the textiles and apparel industries;
 - (3) the psychological/sociological aspects of textile and apparel throughout the life span;
 - (4) the employment and entrepreneurial opportunities in textiles and apparel;
 - (5) the selection, use, and care of textile and apparel products; and
 - (6) aesthetic principles related to the near environment.
- G. Environmental design: The family and consumer sciences teacher understands:
- (1) the design and construction of interior and exterior environments;
 - (2) career opportunities in the housing, design, furnishings, and equipment management and service industries;
 - (3) maintaining a safe environment for families;
 - (4) housing choices available to individuals and families throughout the life span;
 - (5) home maintenance;
 - (6) consumer issues and considerations affecting housing, accessories, furnishings, materials, and equipment decisions;
 - (7) employment and entrepreneurial opportunities in housing, design, furnishings, and equipment;
 - (8) elements of art and principles of design as related to interior and exterior environments; and
 - (9) the influence of cultural, demographic, societal, and environmental factors on housing.
- [6.64.15.9 NMAC - N, 05-28-04]

6.64.15.10 IMPLEMENTATION: Institutions of higher education that prepare teachers shall deliver these competencies in a department-approved endorsement program within a range of twenty-four (24) to thirty-six (36) semester hours of credit. For secondary and pre K-12 licensed teachers, a minimum of twelve (12) semester hours must be upper-division credit.

[6.64.15.10 NMAC - N, 05-28-04; A, 10-31-07]

HISTORY OF 6.64.15 NMAC: [RESERVED]