

Institutional Report

STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft 2014		
<u>10.58.514 FAMILY AND CONSUMER SCIENCES</u>		
(1) The program requires that successful candidates:	(1) The program requires that successful candidates:	
(a) analyze family, community, and work interrelationships, investigate career paths, examine family and consumer sciences careers, and apply career decision making and transitional processes;	(a) analyze family, community, and work interrelationships, investigate career paths, examine family and consumer sciences careers, and apply career decision making and transitional processes;	
	(b) <u>illustrate how each domain of human well-being including social, economic, financial, emotional, spiritual, physical, intellectual can be enriched in every family and consumer sciences content area;</u>	
(b) use resources responsibly to address the diverse needs and goals of individuals, families, and communities in family and consumer sciences areas such as resource management, consumer economics, financial literacy, living environments, and textiles and apparel;	<p>(b) use resources responsibly to address the diverse needs and goals of individuals, families, and communities in family and consumer sciences areas such as resource management, consumer economics, financial literacy, living environments, and textiles and apparel;</p> <p>(b)(c) use <u>manage</u> resources responsibly to address the diverse needs and goals of individuals, families, and communities in <u>all</u> family and consumer sciences areas such as resource management, consumer economics, financial literacy, living environments, and textiles and apparel <u>including, but not limited to practices related to human, economic and environmental resources;</u></p>	
(c) apply principles of human development, interpersonal relationships, and family to strengthen individuals and	(e)(d) apply principles of <u>early childhood</u> , human development, <u>and</u> interpersonal relationships and family to strengthen individuals relationships for	



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families across the life span in contents such as parenting, care giving, and the workplace;	individuals and families across the life span in contents such as parenting, care giving, and the workplace; <u>in the family, workplace and communities throughout the life span;</u>	
(d) apply principles of nutrition, food, and wellness practices that enhance individual and family well being across the life span, and address related concerns in a global society;	(d) apply principles of nutrition, food, and wellness practices that enhance individual and family well being across the life span <u>culinary arts, and sustainability and of wellness practices,</u> and address related concerns in a global society;	
(e) develop, justify, and implement curricula that address perennial and evolving family, career, and community issues, reflect the integrative nature of family and consumer sciences, and integrate core academic areas;	(e) develop, justify, and implement curricula that address perennial and evolving family, career, and community issues, and reflect the integrative nature of family and consumer sciences and integrate core <u>across all</u> academic areas;	
(f) create and implement a safe, supportive learning environment that shows sensitivity to diverse needs, values, and characteristics of students, families, and communities, including American Indians (20-1-501, MCA);	(f) create and implement a safe, supportive learning environment that shows sensitivity to diverse needs, values, and characteristics of students, families, and communities, including American Indians (20-1-501, MCA); <u>and tribes in Montana</u> (20-1-501, MCA);	
(g) demonstrate ethical professional practice based on the history and philosophy of family and consumer sciences and career and technical education through civic engagement, advocacy, and ongoing professional development;	(g) <u>(h)</u> demonstrate ethical professional practice based on the history and philosophy of family and consumer sciences and career and technical education through civic engagement, advocacy, and ongoing professional development;	
(h) assess, evaluate, and improve student learning and programs in family and consumer sciences using appropriate criteria, standards, and processes; and	(h) <u>(i)</u> assess, evaluate, and improve student learning and programs in family and consumer sciences using appropriate criteria, standards, and processes; and	



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(i) integrate leadership strategies into the program to develop students' academic growth, application of family and consumer sciences content, leadership, service learning, and career development.	(j) (k) integrate <u>Family, Career & Community Leaders of America (FCCLA) or leadership strategies, or both,</u> into the program to develop students' academic growth, application of family and consumer sciences content, leadership, service learning, and career development; and	
	<u>(k) facilitate each student's critical thinking and problem solving in family and consumer sciences through varied instructional strategies and technologies and through responsible management of resources in schools, communities, and the workplace.</u>	
(History: 20-2-114, MCA; <u>IMP</u> , 20-1-501, 20-2-121, MCA; <u>NEW</u> , 1979 MAR p. 492, Eff. 5/25/79; <u>AMD</u> , 1984 MAR p. 831, Eff. 5/18/84; <u>AMD</u> , 1989 MAR p. 397, Eff. 3/31/89; <u>AMD</u> , 1994 MAR p. 2772, Eff. 10/14/94; <u>AMD</u> , 2000 MAR p. 2406, Eff. 9/8/00; <u>AMD</u> , 2007 MAR p. 190, Eff. 2/9/07.)		

