

505-3-.36 FAMILY AND CONSUMER SCIENCES EDUCATION PROGRAM

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach family and consumer sciences in grades 6-12, and supplements requirements in GaPSC [Rule 505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS](#) and in GaPSC Rule [505-3-.03 FOUNDATIONS OF READING, LITERACY, AND LANGUAGE](#).

(2) **Requirements.**

- (a) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards published by the National Association of Teacher Educators for Family and Consumer Sciences (2020).
1. Career, Community, and Family Connections. The program shall prepare candidates who analyze family, community, and work interrelationships; investigate career paths through work based learning activities; examine family and consumer sciences careers in education and human services, hospitality and food production, and visual arts and design; develop employability skills and other 21st century skills; apply career decision making and transitioning processes; and implement service learning.
 2. Consumer Economics and Family Resources. The program shall prepare candidates who use local and global resources responsibly to address the unique needs and goals of individuals, families, and communities worldwide in family and consumer sciences areas including resource management, consumer economics, financial literacy, living environments, and textiles and apparel.
 3. Family and Human Development. The program shall prepare candidates who use culturally responsive principles of human development and interpersonal and family relationships to strengthen individuals and families across the lifespan in contexts such as parenting, care giving, and the workplace.
 4. Food and Nutrition. The program shall prepare candidates who promote nutrition science and food literacy practices and develop food preparation and production skills in personal and professional settings that enhance individual and family well-being across the lifespan and address related concerns in a global society.
 5. Wellness. The program shall prepare candidates who utilize the practical reasoning process to make informed decisions and apply appropriate preventative and protective strategies to achieve optimal quality of life including social and emotional well-being for individuals, families, and communities.
 6. Career and Technical Student Organization Integration. The program shall prepare candidates who integrate the Family, Career and Community Leaders of America (FCCLA) co-curricular student organization into the program to foster students' academic growth, apply family and consumer sciences content, develop leadership skills, engage in community service learning including competitive events, and make career and content connections.
 7. Curriculum Development. The program shall prepare candidates who develop, justify, and implement course curricula in programs of study supported by research and theory that address perennial and evolving family, career, and community issues; reflect the critical, integrative nature of family and consumer sciences; integrate core academic areas; and reflect high quality career and technical education practices.

8. Instructional Strategies and Resources. The program shall prepare candidates who facilitate students' critical literacy and problem solving in family and consumer sciences through varied instructional strategies and technologies by experiences modeling responsible management of resources in schools, communities, and the workplace.
 9. Laboratory Management. The program shall prepare candidates who develop, implement, and demonstrate laboratory policies and procedures based on current industry standards specific to the focus of the course to ensure both the safety of students and clients, and sustainability of products and the environment.
 10. Student and Program Assessment. The program shall prepare candidates who collect student and program data to assess, evaluate, and improve student learning and family and consumer sciences programs using evidence-based criteria, standards, and authentic processes.
 11. Learning Environment. The program shall prepare candidates who create and implement a safe, supportive, and culturally responsive learning environment that shows sensitivity to the differing needs, values, and characteristics of students, families, and communities.
 12. Professionalism. The program shall prepare candidates who engage in ethical professional practice based on the history, philosophy, and family and consumer sciences Body of Knowledge, and relationship to career and technical education through civic engagement, advocacy, collaboration with other professionals, recruitment and mentoring of prospective and new professionals, and ongoing professional development.
- (b) The program shall prepare candidates who meet the Secondary (6-12) standards for the teaching of reading as specified in GaPSC Rule [505-3-.03 FOUNDATIONS OF READING, LITERACY, AND LANGUAGE](#) (paragraph (3) (e)).