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May 28, 2015

## MEMORANDUM

**TO:** Legislative Education Study Committee

**FR:** Christina McCorquodale

**RE: ADMINISTRATIVE RULEMAKING: CONTENT STANDARDS WITH BENCHMARKS AND PERFORMANCE STANDARDS FOR CAREER AND TECHNICAL EDUCATION, GRADES 7-12**

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**Adopted Rule:**

**6.29.3 NMAC, Content Standards with Benchmarks and Performance Standards for Career and Technical Education, Grades 7-12**

**Adopted Rule**

In the April 30, 2015 issue, the Public Education Department (PED) published in the *New Mexico Register* a Notice of Adopted Rules (see **Attachment**) introducing new content standards with benchmarks and performance standards for career and technical education (CTE), grades 7-12.

Among its provisions, the adopted rule:

- adds the new language, "career technical" in the statutory authority section of the rule;
- replaces the term "career-related" with the term "career and technical-related" to the existing content standards; and

- adds new sections to include benchmarks and performance standards for each career cluster and pathway that should align to business and industry certification where available and appropriate. They include:

  - **Agriculture, Food, and Natural Resources** [6.29.3.9 NMAC] (**refer to Attachment for career pathways, page 2**);
  - **Architecture and Construction** [6.29.3.10 NMAC] (**refer to Attachment for career pathways, page 4**);
  - **Arts, Audio-Visual Tech and Communications** [6.29.3.11 NMAC] (**refer to Attachment for career pathways, page 5**);
  - **Business Management and Administration** [6.29.3.12 NMAC] (**refer to Attachment, page 6**);
  - **Education and Career Training** [6.29.3.13 NMAC] (**refer to Attachment for career pathways, page 7**);
  - **Finance** [6.29.3.14 NMAC] (**refer to Attachment for career pathways, page 8**);
  - **Government and Public Administration** [6.29.3.15 NMAC] (**refer to Attachment for career pathways, page 10**);
  - **Health Sciences** [6.29.3.16 NMAC] (**refer to Attachment for career pathways, page 11**);
  - **Hospitality and Tourism** [6.29.3.17 NMAC] (**refer to Attachment for career pathways, page 12**);
  - **Human Services** [6.29.3.18 NMAC] (**refer to Attachment for career pathways, page 14**);
  - **Information Technology** [6.29.3.19 NMAC] (**refer to Attachment for career pathways, page 15**);
  - **Law, Public Safety, Corrections and Security** [6.29.3.20 NMAC] (**refer to Attachment, page 17**);
  - **Manufacturing** [6.29.3.21 NMAC] (**refer to Attachment for career pathways, page 20**);
  - **Marketing** [6.29.3.22 NMAC] (**refer to Attachment for career pathways, page 21**);
  - **Science, Technology, Engineering and Mathematics** [6.29.3.23 NMAC] (**refer to Attachment for career pathways, page 22**); and
  - **Transportation, Distribution and Logistics** [6.29.3.24 NMAC] (**refer to Attachment for career pathways, page 23**).

The last section (**refer to Attachment, page 24**), **Career-Ready Practices** [6.29.3.25 NMAC] are benchmark indicators for a person who is career-ready. These indicators demonstrate that a person is:

- a responsible and active member of the community as a citizen and employee; and
- prepared for the workforce as someone who:

  - applies academic and technical skills, as well as maintains personal and financial health;
  - communicates effectively and demonstrates creative innovation;
  - is a problem solver and demonstrates effective leadership skills;

- works cooperatively as well as considers the environmental, social and economic impact of his decisions;
- uses technology and valid and reliable research strategies for productivity; and
- plans education and career to align with personal goals.

## Background

### 2014 Legislative Education Study Committee (LESC) Interim Testimony

During the December 2014 interim meeting, LESC heard testimony on a preliminary analysis conducted by the Southern Regional Education Board (SREB). The report indicated that New Mexico needs a clear definition of high-quality career pathways that connect high school and postsecondary studies with 21st Century job opportunities. The Senior Vice President of SREB informed the committee on the following CTE attributes for New Mexico:

- high school students have access to at least 320 CTE courses;
- over 130,000 students were enrolled during school year 2013-2014 in one or more CTE courses;
- approximately 46 percent of seniors in school year 2013-2014 will complete four or more CTE courses; and
- not enough students are completing a sequence of four CTE courses in a planned, structured career pathway.

The SREB representative summarized the preliminary analysis by stating that, while there was a sufficient quantity of courses, they were not a well-defined set of expectations for courses that were linked to postsecondary study and employment opportunities. He further noted that most of the courses appeared to be at the introductory level, although there were over 130,000 students enrolled in CTE courses. He added that the analysis also indicated the following:

- small schools have limited capacity to offer quality career pathways;
- few students take advanced/capstone CTE courses or participate in work-based learning experiences;
- online and dual credit CTE courses are limited, introductory, and often are not part of a structured career pathway; and
- fewer than 400 high school students earned credible industry credentials or licensures in 2013.

The SREB representative further noted that New Mexico not only should clearly define a career pathway but also should include a rigorous program that is aligned with employment opportunities with such features as:

- rigorous, relevant, career pathways;
- college- and career-readiness standards in literacy and math;
- assessments of technical and workplace readiness that are linked to more advanced certifications;
- increased number of young adults earning credentials by age 25;

- restructuring low-performing high schools with low graduation rates and create a guidance system for career information, exploration, and advisement; and
- attracting, preparing, and retaining high-quality CTE teachers.

Finally, the SREB representative recommended that New Mexico provide all high school students in the many diverse regions of the state with access to high-quality career pathways that lead to advanced credentials and good jobs. The state can use various policies and incentives to encourage districts, postsecondary institutions, and employers to develop career pathways that include:

- access to early advanced credential programs or early college programs that will enable them to enroll in occupational programs;
- offer high-quality, web-based CTE courses; and
- establish in policy a definition of what constitutes a career pathway/program of study.

**Laws 2015, Chapter 60 (HB 178a, *Career Technical Education Courses & Terms*)**

During the 2015 legislative session, HB 178a, *Career Technical Education Courses & Terms* was enacted. Laws 2015, Chapter 60, which will become effective July 1, 2015 amended the *Public School Code* to allow students:

- to receive credit for certain career technical education courses as electives;
- defines certain career technical education terms; and
- allows districts to choose whether students who successfully complete an industry-recognized credential, certificate, or degree may receive additional weight in the calculation of their grade point average.

New Mexico Register / Volume XXVI, Issue 8 / April 30, 2015

This is an amendment to 6.29.3 NMAC, Sections 3 and 8 and adding new Sections 9 through 25, effective 4-30-2015. In 6.29.3.8 NMAC, Subsection B through J were not published as there were no changes.

**6.29.3.3 STATUTORY AUTHORITY:**

**A.** Section 22-2-2 NMSA 1978 grants the authority and responsibility for the assessment and evaluation of public schools, state-supported educational institutions and educational programs conducted in state institutions other than New Mexico military institute.

**B.** Section 22-2-2 NMSA 1978 directs the department to set graduation expectations and hold schools accountable. Section 22-2C-3 NMSA 1978 requires the department to adopt academic content and career technical performance standards and to measure the performance of public schools in New Mexico.

[6.29.3.3 NMAC - N, 6-30-2009; A, 4-30-2015]

**6.29.3.8 CONTENT STANDARDS WITH BENCHMARKS AND PERFORMANCE STANDARDS FOR CAREER AND TECHNICAL EDUCATION, GRADES 7-12:**

**A.** Strand 1: Academic foundations.

**(1)** Content standard 1: Students will achieve the academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities common to all career clusters. Students will:

**(a)** grades 7-12 benchmark 1: complete required training, education and certification to prepare for employment in a particular career field; grades 7-12 performance standards:

**(i)** identify training, education and certification requirements for one's occupational choice;

**(ii)** participate in [~~career-related~~] career and technical-related training or degree programs;

**(iii)** prepare for certification tests to qualify for licensure or certification in a chosen occupational area;

**(b)** grades 7-12 benchmark 2: demonstrate knowledge and skills in language arts required to pursue the full range of postsecondary education and career opportunities; grades 7-12 performance standards:

**(i)** model behaviors that demonstrate active listening;

**(ii)** adapt language for audience, purpose and situation (i.e., choice of diction, structure, style);

**(iii)** organize oral and written information;

**(iv)** compose well-organized copy for a variety of written documents such as: agendas, speeches and audio-visual presentations, bibliographies, drafts, forms/documents, notes, oral presentations, reports and explanations of technical terminology;

**(v)** edit copy to create well-organized written documents such as: agendas, speeches and audio-visual presentations, bibliographies, drafts, forms/documents, notes, oral presentations, reports and explanations of technical terminology;

**(vi)** demonstrate key elements of oral and written information such as: cause/effect, comparisons/contrasts, conclusions, context, purpose, charts/tables/graphs, evaluation/critiques, mood, persuasive text, sequence, summaries and technical subject matter;

**(vii)** evaluate oral and written information for: accuracy, adequacy/sufficiency, appropriateness, clarity, conclusions/solutions, fact/opinion, propaganda, relevance, validity and relationship of ideas;

**(viii)** identify assumptions, purposes, outcomes/solutions and propaganda techniques in oral and written information;

**(ix)** predict potential outcomes or solutions based on oral and written information regarding trends;

**(x)** present formal and informal speeches including: discussion, information requests, interpretation and persuasive arguments;

**(c)** grades 7-12 benchmark 3: demonstrate knowledge and skills of mathematics required to pursue the full range of postsecondary education and career opportunities; grades 7-12 performance standards:

**(i)** identify whole numbers, decimals and fractions;

**(ii)** demonstrate knowledge of arithmetic operations such as: addition, subtraction, multiplication and division;

**(iii)** demonstrate use of relational expressions such as: equal to, not equal, greater than, less than, etc.;

**(iv)** apply data and measurements to solve problems;

**(v)** analyze mathematical problem statements for missing or irrelevant data;

**(vi)** construct charts/tables/graphs from functions and data;

**(vii)** analyze data when interpreting operational documents;

**(d)** grades 7-12 benchmark 4: demonstrate knowledge and skills of science required to pursue the full range of postsecondary and career education opportunities; grades 7-12 performance standards:

**(i)** evaluate scientific constructs including: conclusions, conflicting data, controls, data, inferences, limitations, questions, sources of error and variables;

**(ii)** apply scientific methods in qualitative and quantitative analysis, data gathering, direct and indirect observation, predictions and problem identification.

**(2)** Content standard 2: Students will develop specific language arts, math and science skills required to pursue pathway opportunities within a career cluster. Students will:

**(a)** grades 7-12 benchmark 1: demonstrate knowledge and skills of language arts specific to a career pathway opportunity; grades 7-12 performance standards:

**(i)** identify types of oral and written opportunities within a selected career cluster;

**(ii)** comprehend key elements of oral and written information relevant to a selected career pathway;

**(iii)** create oral and written representations of communications appropriate to a selected pathway;

**(b)** grades 7-12 benchmark 2: demonstrate knowledge and skills of mathematics specific to a career pathway opportunity; grades 7-12 performance standards:

**(i)** demonstrate knowledge of arithmetic operations needed to succeed within a selected career pathway;

**(ii)** analyze and summarize data appropriate to a selected pathway;

**(iii)** construct charts/tables/graphs from functions and data needed to advance a selected career pathway;

**(c)** grades 7-12 benchmark 3: demonstrate knowledge and skills of science specific to a career; grades 7-12 performance standards:

**(i)** apply appropriate scientific methods in qualitative and quantitative analysis, data gathering, direct and indirect observation, predictions and problem identification;

**(ii)** understand how scientific discoveries and technological advancements are continually evaluated, validated, revised or rejected in relation to a selected career pathway.

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[6.29.3.8 NMAC - Rp, 6.30.2.21 NMAC, 6-30-2009; A, 4-30-2015]

**6.29.3.9 AGRICULTURE, FOOD AND NATURAL RESOURCES CAREER CLUSTER (AG) COMMON CAREER TECHNICAL CORE FOR CAREER AND TECHNICAL EDUCATION:**

**A.** All pathways in the AG career cluster should align to business and industry certifications where available and appropriate. Student abilities common to pathways in the AG career cluster are the ability to:

**(1)** analyze how issues, trends, technologies and public policies impact systems;

**(2)** evaluate the nature and scope of the cluster and the role agriculture, food and natural resources (AFNR) play in society and the economy;

**(3)** examine and summarize importance of health, safety and environmental management systems in AFNR organizations;

**(4)** demonstrate stewardship of natural resources in AFNR activities;

**(5)** describe career opportunities and means to achieve those opportunities in each of the pathways; and

**(6)** analyze the interaction among ANFR systems in the production, processing and management of food, fiber and fuel and sustainable use of natural resources.

**B.** Agribusiness systems career pathway (AG-BIZ). Students will:

**(1)** apply management planning principles in AFNR business enterprises;

**(2)** use record keeping to accomplish AFNR business objectives, manage budgets and comply with laws and regulations;

**(3)** manage cash budgets, credit budgets and credit for an AFNR business using generally accepted accounting principles;

**(4)** develop a business plan for an AFNR enterprise or business unit; and

**(5)** use sales and marketing principles common to agribusiness systems to accomplish AFNR business objectives.

**C.** Animal systems career pathway (AG-ANI). Students will:

**(1)** analyze historic and current trends impacting the animal systems industry;

**(2)** use best practice protocols for husbandry and welfare based upon animal behaviors;

**(3)** design and provide proper animal nutrition given desired outcomes for performance, development, reproduction and economic production;

**(4)** apply principles of animal reproduction given desired outcomes for performance, development or economic production;

**(5)** evaluate environmental factors affecting animal performance and implement procedures for enhancing performance and animal health;

**(6)** classify, evaluate and select animals based on anatomical and physiological characteristics; and

**(7)** apply principles of effective animal health care.

**D.** Environmental service systems career pathway (AG-ENV). Students will:

**(1)** use analytic procedures and instruments to manage environmental systems activities;

**(2)** evaluate the impact of public policies and regulations on environmental services facility operations;

**(3)** develop proposed solutions to environmental issues, problems and applications using scientific principles of meteorology, soil science, hydrology, microbiology, chemistry and ecology;

**(4)** demonstrate the operation of environmental service systems (e.g., pollution control, water treatment, wastewater treatment, solid waste management and energy conservation); and

**(5)** use tools, equipment, machinery and technology common to tasks in environmental system services.

**E.** Food products and processing systems career pathway (AG-FD). Students will:

**(1)** develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities;

**(2)** apply principles of nutrition, biology, microbiology, chemistry and human behavior to development of food products;

**(3)** select and process food products for storage, distribution and consumption; and

**(4)** explain the scope of the food industry and the historical and current developments of food products and processing.

**F.** Natural resources systems career pathway (AG-NR). Students will:

**(1)** plan and conduct natural resource management activities that apply logical, reasoned and scientifically based solutions to natural resource issues and goals;

**(2)** analyze interrelationships between natural resources and humans needed to manage natural resource systems;

**(3)** develop plans to ensure responsible and sustainable production and processing of natural resources; and

**(4)** demonstrate responsible management procedures and techniques to protect or maintain natural resources.

**G.** Plant systems career pathway (AG-PL). Students will:

**(1)** develop and implement a crop management plan for a given production goal that accounts for environmental factors;

**(2)** apply the principles of classification, plant anatomy and plant physiology to plant production and management;

**(3)** propagate, culture and harvest plants and plant products based on current industry standards; and

**(4)** apply principles of design in plant systems to enhance an environment (e.g., floral, forest, landscape and farm).

**H.** Power, structural and technical systems career pathway (AG-PST). Students will:

**(1)** apply physical science principles and engineering applications related to mechanical equipment, structures and biological systems to solve problems and improve performance in AFNR power, structural and technical systems;

**(2)** operate and maintain mechanical equipment related to AFNR power, structural and technical systems;

**(3)** service and repair mechanical equipment and power systems used in AFNR power, structural and technical systems;

**(4)** plan, build and maintain AFNR structures; and

**(5)** use control, monitoring, geospatial and other technologies in AFNR power, structural and technical systems.

[6.29.3.9 NMAC - N, 4-30-2015]

**6.29.3.10 ARCHITECTURE AND CONSTRUCTION CAREER CLUSTER (AC) FOR COMMON CAREER TECHNICAL CORE FOR CAREER AND TECHNICAL EDUCATION:**

**A.** All pathways in the AC career cluster should align to business and industry certifications where available and appropriate. Student abilities common to pathways in the AC career cluster are the ability to:

**(1)** use vocabulary, symbols and formulas commonly used in design and construction;

**(2)** use architecture and construction skills to create and manage a project;

**(3)** comply with regulations and applicable codes to establish and manage a legal and safe workplace and jobsite;

**(4)** evaluate the nature and scope of the AC cluster and the role architecture and construction play in society and the economy;

**(5)** describe the roles and responsibilities among trades and professions, including labor/management relationships;

**(6)** read, interpret and use technical drawings, documents and specifications to plan a project; and

**(7)** describe career opportunities and means to achieve those opportunities in each of the AC pathways.

**B.** Construction career pathway (AC-CST). Students will:

**(1)** describe contractual relationships with all parties involved in the building process to ensure successful build of a project;

**(2)** describe the approval procedures to ensure effective flow of information in the construction process;

**(3)** implement testing and inspection procedures to ensure successful completion of a construction project;

**(4)** apply scheduling practices to ensure the successful completion of a construction project;

**(5)** apply practices and procedures required to maintain jobsite safety;

**(6)** manage relationships with internal and external parties to successfully complete construction projects;

**(7)** compare and contrast the building systems and components for a given project;

**(8)** demonstrate the construction crafts required for each phase of a given project; and

**(9)** safely use and maintain appropriate tools, machinery, equipment and resources to accomplish construction project goals.

**C.** Design and pre-construction career pathway (AC-DES). Students will:

**(1)** justify design solutions through the use of research documentation and analysis of data;

**(2)** use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues;

**(3)** describe the requirements of the integral systems that impact the design of buildings and structures;

**(4)** apply building codes, laws and rules in the design and construction of projects;

**(5)** identify the diversity of needs, values and social patterns in project design, including accessibility standards, to appropriately meet client needs;

**(6)** apply the techniques and skills of modern drafting, design, engineering and construction to projects;

**(7)** employ appropriate representational media to communicate concepts and design; and

**(8)** apply standards, applications and restrictions pertaining to the selection and use of construction materials, components and assemblies for project design.

**D.** Maintenance and operations career pathway (AC-MO). Students will:

**(1)** recognize and employ universal construction signs and symbols to function safely in the workplace;

**(2)** use troubleshooting procedures when solving a maintenance problem to maintain buildings and structures;

**(3)** apply construction skills when repairing, restoring, or renovating existing structures;

**(4)** determine work required to repair or renovate an existing building or structure;

**(5)** plan and practice preventative maintenance activities to service existing structures; and

**(6)** maintain and inspect building systems to achieve safe and efficient operation of facilities.

[6.29.3.10 NMAC - N, 4-30-2015]

**6.29.3.11 ARTS, AUDIO-VISUAL TECH AND COMMUNICATIONS CAREER CLUSTER (AR) FOR COMMON CAREER TECHNICAL CORE FOR CAREER AND TECHNICAL EDUCATION:**

**A.** All pathways in the AR career cluster should align to business and industry certifications where available and appropriate. Student abilities common to pathways in the AR career cluster are the ability to:

**(1)** analyze the interdependence of the technical and artistic elements of various careers within the AR cluster;

**(2)** analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio-video technology and communications activities and facilities;

**(3)** analyze the lifestyle implications and physical demands required in the arts, audio-visual technology and communications workplace;

**(4)** analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace;

**(5)** describe the career opportunities and means to achieve those opportunities in each of the AR pathways; and

**(6)** evaluate technological advancements and tools that are essential to occupations within the AR cluster.

**B.** A-V technology and film career pathway (AR-AV). Students will:

**(1)** describe the history, terminology, occupations and value of audio, video and film technology;

**(2)** demonstrate the use of basic tools and equipment used in audio, video and film production;

**(3)** demonstrate technical support skills for audio, video and film productions; and

**(4)** design an audio, video or film production.

**C.** Journalism and broadcasting career pathway (AR-JB). Students will:

**(1)** describe the diversity and variety of functions within the journalism and broadcasting career pathway;

**(2)** demonstrate writing processes used in journalism and broadcasting media;

**(3)** plan and deliver a media production (e.g., broadcast, video, web, mobile); and

**(4)** demonstrate technical support related to media production (e.g., broadcast, video, web, mobile).

**D.** Performing arts career pathway (AR-PRF). Students will:

**(1)** describe the scope of the AR-PRF pathway and the roles of various individuals and business principles;

**(2)** demonstrate the fundamental elements, techniques, principles and processes for various dance styles and traditions in the pathway;

**(3)** perform a varied repertoire of focal or instrumental music representing diverse styles, cultures and historical period;

**(4)** demonstrate knowledge of music theory;

**(5)** explain key issues affecting the creation of characters, acting skills and individual roles;

**(6)** create stage, film, television, or electronic media scripts in a variety of traditional and current formats;

**(7)** describe how technology and technical support enhances productions; and

**(8)** analyze all facets of stage and production management.

**E.** Printing technology career pathway (AR-PRT). Students will:

**(1)** manage the printing process including customer service and sales, scheduling, production and quality control;

**(2)** demonstrate the production of various print, multimedia, or digital media products; and

**(3)** perform finishing and distribution operations related to the printing process.

**F.** Telecommunications career pathway (AR-TEL). Students will:

**(1)** demonstrate the use of industry-specific terminology, tools and test equipment;

**(2)** demonstrate telecommunication installation techniques using appropriate tools, materials, schematics diagrams, blueprints and industry specific codes and regulations;

**(3)** demonstrate decision-making, problem-solving techniques and communication skills when providing services for customers; and

**(4)** demonstrate the installation, repair and delivery of network systems.

**G.** Visual arts career pathway (AR-VIS). Students will:

**(1)** describe the history and evolution of the visual arts and its role in and impact on society;

**(2)** analyze how the application of visual arts elements and principles of design communicate and express ideas; and

**(3)** analyze and create two- and three-dimensional art forms using various media.

[6.29.3.11 NMAC - N, 4-30-2015]

**6.29.3.12 BUSINESS MANAGEMENT AND ADMINISTRATION CAREER CLUSTER (BM) FOR COMMON CAREER TECHNICAL CORE FOR CAREER AND TECHNICAL EDUCATION:**

**A.** All pathways in the BM career cluster should align to business and industry certifications where available and appropriate. Student abilities common to pathways in the BM career cluster are the ability to:

**(1)** use mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business;

**(2)** describe laws, rules and regulations as they apply to effective business operations;

**(3)** explore, develop and apply strategies for ensuring a successful business career;

**(4)** identify, demonstrate and implement solutions in managing effective business customer relationships;

**(5)** implement systems, strategies and techniques used to manage information in a business; and

**(6)** implement, monitor and evaluate business processes to ensure efficiency and quality results.

**B.** Administrative support career pathway (BM-ADM). Students will:

**(1)** plan, staff, lead and organize human resources to enhance employee productivity and satisfaction;

**(2)** access, evaluate and disseminate information for business decision making; and

**(3)** plan, monitor and manage day-to-day business activities.

**C.** Business information management career pathway (BM-BIM). Students will:

**(1)** describe and follow laws and regulations affecting business operations and transactions;

**(2)** plan, monitor, manage and maintain the use of financial resources to ensure a business's financial well-being;

**(3)** access, evaluate and disseminate information for business decision making;

**(4)** plan, monitor and manage day-to-day business activities to sustain continued business functioning; and

**(5)** plan, organize and manage an organization/department to achieve business goals.

**D.** General management career pathway (BM-MGT). Students will:

**(1)** describe and follow laws and regulations affecting business operations and transactions;

**(2)** access, evaluate and disseminate information for business decision making;

**(3)** apply economic concepts fundamental to global business operations;

**(4)** employ and manage techniques, strategies and systems to enhance business relationships;

**(5)** plan, monitor, manage and maintain the use of financial resources to ensure a business's financial well-being;

**(6)** plan, monitor and manage day-to-day business activities to sustain continued business functioning;

**(7)** plan, organize and manage an organization/department to achieve business goals; and

**(8)** create strategic plans used to manage business growth, profit and goals.

**E.** Human resources management career pathway (BM-HR). Students will:

**(1)** describe and follow laws and regulations affecting human resource operations;

**(2)** access, evaluate and disseminate information for human resources management decision making;

**(3)** motivate and supervise personnel to achieve completion of projects and business goals;

**(4)** plan, monitor and manage the use of financial and human resources to ensure a business's financial well-being;

**(5)** plan, staff, lead and organize human resources to enhance productivity and satisfaction;

**(6)** plan, monitor and manage day-to-day business activities to foster a healthy and safe work environment; and

**(7)** plan, organize and implement compensation, benefits, health and safety programs.

**F.** Operations management career pathway (BM-OP). Students will:

**(1)** describe and follow laws and regulations affecting business operations and transactions;

**(2)** develop and maintain positive customer relationships;

**(3)** apply inventory tracking systems to facilitate operational controls; and

**(4)** plan, monitor and manage day-to-day business activities to maintain and improve operational functions.

[6.29.3.12 NMAC - N, 4-30-2015]

**6.29.3.13 EDUCATION AND CAREER TRAINING CAREER CLUSTER (ED) FOR COMMON CAREER TECHNICAL CORE FOR CAREER AND TECHNICAL EDUCATION:**

**A.** All pathways in the ED career cluster should align to business and industry certifications where available and appropriate. Student abilities common to pathways in the ED career cluster are the ability to:

**(1)** apply communication skills with students, parents and other groups to enhance learning and a commitment to learning;

**(2)** demonstrate effective oral, written and multimedia communication in multiple formats and contexts;

**(3)** use critical thinking to process educational communications, perspectives, policies or procedures;

**(4)** evaluate and manage risks to safety, health and the environment in education and training settings;

**(5)** demonstrate group collaboration skills to enhance professional education and training practice;

**(6)** analyze ethical and legal policies of professional education and training practice;

**(7)** explain legal rights that apply to individuals and practitioners within education and training settings;

**(8)** demonstrate ethical and legal behavior within and outside of education and training settings;

**(9)** describe state-specific professional development requirements to maintain employment and to advance in an education and training career;

**(10)** apply organizational skills and logic to enhance professional education and training practice; and

**(11)** demonstrate group management skills that enhance professional education and training practice.

**B.** Administration and administrative support career pathway (ED-ADM). Students will:

**(1)** use research-based practices to develop, communicate and enlist support for a vision of success for all learners;

**(2)** identify behaviors necessary for developing and sustaining a positive learning culture;

**(3)** create instructional programs to meet the learning organization's objectives;

**(4)** identify instructional practices that meet the learning organization's objectives;

**(5)** model leadership skills for personnel in order to improve the performance of the learning organization;

**(6)** identify operations to meet the learning organization's objectives;

**(7)** plan strategically to meet the learning organization's objectives;

**(8)** apply internal and external resources to meet the learning organization's objectives and learner needs; and

**(9)** describe advocacy strategies to promote the learning organization's needs.

**C.** Professional support services career pathway (ED-PS). Students will:

**(1)** identify strategies, techniques and tools used to determine the needs of diverse learners;

**(2)** implement methods to enhance learner success;

**(3)** identify resources and support services to meet learners' needs; and

**(4)** identify resources and support services available in the learning organization to enhance the learning environment.

**D.** Training career pathway (ED-TT). Students will:

**(1)** use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs;

**(2)** employ knowledge of learning and developmental theory to describe individual learners;

**(3)** use content knowledge and skills of instruction to develop standards-based goals and assessments;

**(4)** identify materials and resources needed to support instructional plans;

**(5)** establish a positive climate to promote learning;

**(6)** identify motivational, social and psychological practices that guide personal conduct;

**(7)** demonstrate organizational and relationship building skills used to manage instructional activities and related procedures;

**(8)** demonstrate flexibility and adaptability in instructional planning;

**(9)** use assessment and evaluation tools and data to advance learner achievement and adjust instructional plans;

**(10)** evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development; and

**(11)** implement strategies to maintain relationships with others to increase support for the organization.

[6.29.3.13 NMAC - N, 4-30-2015]

**6.29.3.14 FINANCE CAREER CLUSTER (FN) FOR COMMON CAREER TECHNICAL CORE FOR CAREER AND TECHNICAL EDUCATION:**

**A.** All pathways in the FN career cluster should align to business and industry certifications where available and appropriate. Student abilities common to pathways in the FN career cluster are the ability to:

**(1)** use mathematical concepts, skills and problem solving to obtain necessary information for decision making in the finance industry;

**(2)** use tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources;

**(3)** plan, staff, lead and organize human resources in finance to enhance employee productivity and job satisfaction;

**(4)** determine effective tools, techniques and systems to communicate and deliver value to finance customers;

**(5)** create and maintain positive, ongoing relationships with finance customers;

**(6)** plan, monitor and manage day-to-day activities to ensure effective and efficient finance operations;

**(7)** implement safety, health and environmental controls to ensure a safe and productive finance work workplace;

**(8)** describe and follow laws, regulations and ethical standards that affect finance operations and transactions;

**(9)** plan, manage and maintain the use of financial resources to protect solvency;

**(10)** plan, organize and manage a finance organization or department;

**(11)** plan, monitor and manage day-to-day activities required to sustain continued business functioning;

**(12)** access, evaluate and disseminate financial information to enhance financial decision-making processes;

**(13)** manage a financial product or service mix in order to respond to market opportunities; and

**(14)** employ financial risk-management strategies and techniques used to minimize business loss.

**B.** Accounting career pathway (FN-ACT). Students will:

**(1)** describe and follow laws and regulations to manage accounting operations and transactions;

**(2)** use accounting tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources;

**(3)** process, evaluate and disseminate financial information to assist business decision making; and

**(4)** use career-planning concepts, tools and strategies to explore, obtain or develop an accounting career.

**C.** Banking services career pathway (FN-BNK). Students will:

**(1)** describe and follow laws and regulations to manage business operations and transactions in the banking services industry;

**(2)** create and maintain positive, ongoing relationships with banking customers;

**(3)** manage the use of financial resources to enhance banking performance;

**(4)** demonstrate the use of banking technology and equipment;

**(5)** plan, monitor and manage the day-to-day activities within a banking organization to ensure secure operations;

**(6)** use career-planning concepts, tools and strategies to explore, obtain or develop a career in banking services; and

**(7)** determine client needs and wants and respond through planned, personalized communication to guide purchase decisions and enhance future business opportunities in banking services.

**D.** Business finance career pathway (FN-BFN). Students will:

**(1)** describe and follow laws and regulations to manage business operations and transactions in corporate finance;

**(2)** manage the use of financial resources to ensure business stability;

**(3)** use career-planning concepts, tools and strategies to explore, obtain or develop in a corporate finance career; and

**(4)** employ risk-management strategies and techniques in corporate finance to minimize business loss.

**E.** Insurance career pathway (FN-INS). Students will:

**(1)** describe and follow laws and regulations to manage business operations and transactions in the insurance industry;

**(2)** plan, monitor and manage day-to-day insurance organization activities;

**(3)** use career-planning concepts, tools and strategies to explore, obtain or develop a career in insurance;

**(4)** demonstrate underwriting techniques and strategies to evaluate the risk posed by potential insurance clients; and

**(5)** determine client needs and wants and respond through planned, personalized communication to guide purchase decisions and enhance future insurance business opportunities.

**F.** Securities and investments career pathway (FN-SEC). Students will:

**(1)** describe and follow laws and regulations to manage business operations and transactions in the securities and investments industry;

**(2)** manage the use of financial resources to perform key duties in the securities and investments industry;

**(3)** plan, monitor and manage day-to-day securities and investments operations;

**(4)** use career-planning concepts, tools and strategies to explore, obtain or develop in a securities and investments career; and

**(5)** determine client needs and wants and respond through planned, personalized communication to guide purchase decisions and enhance future securities and investments opportunities.

[6.29.3.14 NMAC - N, 4-30-2015]

**6.29.3.15 GOVERNMENT AND PUBLIC ADMINISTRATION CAREER CLUSTER (GV) FOR COMMON CAREER TECHNICAL CORE FOR CAREER AND TECHNICAL EDUCATION:**

**A.** All pathways in the GV career cluster should align to business and industry certifications where available and appropriate. Student abilities common to pathways in the GV career cluster are the ability to:

**(1)** explain the purpose and functions of government and public administration and the application of democratic principles in the process of governmental and administrative policymaking;

**(2)** analyze the systemic relationships of government and public administration agencies;

**(3)** describe health, safety and environmental management systems, as well as policies and procedures in government and public administration agencies;

**(4)** describe the implementation of plans and policies to respond to public health, safety and environmental needs in government and public administration agencies;

**(5)** describe career opportunities and the means to achieve those opportunities in each of the GV career pathways; and explain the administration of human, financial, material and information resources in government and public administration agencies.

**B.** Foreign service career pathway (GV-FOR). Students will:

**(1)** apply the knowledge acquired from history, law, geography, science, language studies, social sciences (including economic and political science), business, foreign policy and culture to perform diplomatic functions;

**(2)** describe the laws, customs and current administrative practices of the United States and host countries used to manage administrative, social and policy matters;

**(3)** describe the application of United States and host country laws, regulations, policies and procedures used to manage consular administrative matters; and

**(4)** describe the application of host country laws, customs and effective administrative practices used to manage the conduct of diplomatic operations.

**C.** Governance career pathway (GV-GOV). Students will:

**(1)** employ research skills to gather and document factual information, analyze data and interpret statistics applicable to matters of public policy;

**(2)** develop and articulate reasoned, persuasive arguments to support public policy options or positions;

**(3)** select and apply appropriate political processes to gain consensus for the resolution of differing opinions and positions; and

**(4)** advocate to gain support for new laws, regulations, ordinances, programs or procedures; alternatively, advocate to gain support to reform or revoke existing laws, regulations, ordinances, programs or procedures.

**D.** National security career pathway (GV-SEC). Students will:

**(1)** instruct persons who will perform tasks relating to national homeland security;

**(2)** describe the appropriate duties, responsibilities and authority of a national security agency's personnel at all levels;

**(3)** describe the leadership characteristics necessary to ensure compliance with rules of engagement and applicable ethical standards;

**(4)** collect and analyze information from within and outside the United States to assess threats and opportunities regarding national security; and

**(5)** develop strategies to defend against and respond to the effects of chemical, biological, radiological, nuclear (CBR-N) or other emergent events.

**E.** Planning career pathway (GV-PLN). Students will:

**(1)** explain the planning process used to support the development and implementation of new and updated plans, programs and regulations for government and public administration agencies;

**(2)** develop a comprehensive and focused strategic planning process for government and public administration agencies to manage change; and

**(3)** formulate plans and policies that meet the social, economic and physical needs of the public.

**F.** Public management and administration career pathway (GV-MGT). Students will:

**(1)** describe the organization of government or public administration department or agency;

**(2)** design strategies to maximize the potential of a government or public administration department or agency to meet its vision, mission and goals;

**(3)** use fiscal management skills to manage budget and allocation processes to ensure that resources are applied in a manner consistent with the department or agency's vision, mission and goals;

**(4)** facilitate the flow of ideas and information to keep the department or agency and its constituency informed of policies and operations;

**(5)** create plans that use department or agency expertise to help elected officials and others identify, implement and achieve common goals and objectives;

**(6)** use analysis, planning and fiscal services to fund department or agency priorities;

**(7)** describe ethical and fiscally responsible procurement systems and procedures used to meet department or agency needs;

**(8)** prepare procurement requirements, procedures and solicitations for bids or proposals;

**(9)** evaluate bids and proposals consistent with the requirements of the procurement process;

**(10)** describe the oversight of awarded contracts to ensure the ethical and optimal use of public funds;

**(11)** describe laws and policies that are used to protect or disclose information; and

**(12)** develop strategies that encourage a creative and innovative environment in a government or public administration department or agency.

**G.** Regulation career pathway (GV-REG). Students will describe enforcement of compliance with legal requirements and regulatory standards.

**H.** Revenue and taxation career pathway (GV-REV). Students will:

**(1)** examine evidence and ensure revenue compliance by interpreting applicable laws, applying appropriate investigative principles and following relevant procedures;

**(2)** acquire, analyze and disseminate information to facilitate clear and accurate communication with revenue and taxation stakeholders; and

**(3)** design, develop, operate and review data analysis systems and procedures to minimize and eliminate revenue-related financial problems.

[6.29.3.15 NMAC - N, 4-30-2015]

**6.29.3.16 HEALTH SCIENCES CAREER CLUSTER (HL) FOR COMMON CAREER TECHNICAL CORE FOR CAREER AND TECHNICAL EDUCATION:**

**A.** All pathways in the HL career cluster should align to business and industry certifications where available and appropriate. Student abilities common to pathways in the HL career cluster are the ability to:

**(1)** determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career;

**(2)** explain the healthcare worker's role within their department, their organization and the overall healthcare system;

**(3)** identify existing and potential hazards to clients, co-workers, visitors and self in the healthcare workplace;

**(4)** evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care;

**(5)** analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace; and

**(6)** evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.

**B.** Biotechnology research and development career pathway (HL-BRD). Students will:

**(1)** summarize the goals of biotechnology research and development within legal and ethical protocols;

**(2)** apply the fundamentals of biochemistry, cell biology, genetics, mathematical concepts, microbiology, molecular biology, organic chemistry and statistics to conduct effective biotechnology research and development of products;

**(3)** demonstrate basic knowledge of recombinant deoxyribonucleic acid (DNA),genetic engineering, bioprocessing, monoclonal antibody production, nanotechnology, bioinformatics, genomics, proteomics and transcript omics to conduct biotechnology research and development;

**(4)** demonstrate the principles of solution preparation, sterile techniques, contamination control and measurement and calibration of instruments used in biotechnology research;

**(5)** determine processes for product design and production and how that work contributes to an understanding of the biotechnology product development process; and

**(6)** summarize and explain the larger ethical, moral and legal issues related to biotechnology research, product development and use in society.

**C.** Diagnostics career pathway (HL-DIA). Students will:

**(1)** communicate information within a healthcare environment and convey key diagnostic information to healthcare workers and patients in an accurate and timely manner;

**(2)** assess and report patient's/client's health status in order to monitor and document patient progress;

**(3)** demonstrate the principles of body mechanics for positioning, transferring and transporting of patients/clients and perform them without injury to the patient/client or self;

**(4)** explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns; and

**(5)** select and interpret diagnostic procedures.

**D.** Health informatics career pathway (HL-HI). Students will:

**(1)** communicate health information accurately and within legal and regulatory guidelines, upholding the strictest standards of confidentiality;

**(2)** describe the content and diverse uses of health information; and

**(3)** demonstrate the use of systems used to capture, retrieve and maintain confidential health information from internal and external sources.

**E.** Support services career pathway (HL-SUP). Students will:

**(1)** describe, differentiate and safely perform the responsibilities of healthcare support services roles;

**(2)** demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms;

**(3)** follow established internal and external guidelines in order to provide high-quality, effective support services in the healthcare facility;

**(4)** maximize available resources for proper care and use of healthcare equipment and materials; and

**(5)** implement healthcare facility standards in order to maintain high-quality healthcare facilities.

**F.** Therapeutic services career pathway (HL-THR). Students will:

**(1)** use communication strategies to answer patient/client questions and concerns on planned procedures and goals;

**(2)** communicate patient/client information among healthcare team members to facilitate a team approach to patient care;

**(3)** use processes for assessing, monitoring and reporting patient/client health status to the treatment team within protocol and scope of practice; and

**(4)** evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.

[6.29.3.16 NMAC - N, 4-30-2015]

**6.29.3.17 HOSPITALITY AND TOURISM CAREER CLUSTER (HT) FOR COMMON CORE FOR CAREER AND TECHNICAL EDUCATION:**

**A.** All pathways in the HT career cluster should align to business and industry certifications where available and appropriate. Student abilities common to pathways in the HT career cluster are the ability to:

**(1)** describe the key components of marketing and promoting hospitality and tourism products and services;

**(2)** evaluate the nature and scope of the HT cluster and the role of hospitality and tourism in society and the economy;

**(3)** demonstrate hospitality and tourism customer service skills that meet customers' needs;

**(4)** describe employee rights and responsibilities and employers' obligations concerning occupational health and safety in the hospitality and tourism workplace;

**(5)** identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace; and

**(6)** describe career opportunities and means to attain those opportunities in each of the HT pathways.

**B.** Lodging career pathway (HT-LOD). Students will:

**(1)** use various communication technologies to accomplish work tasks in lodging facilities;
**(2)** explain the role and importance of housekeeping operations to lodging facility;
**(3)** allocate staff positions to meet the needs of various lodging departments;
**(4)** describe the role and responsibilities of lodging managers;
**(5)** compare the advantages and disadvantages of independently owned and chain-affiliated lodging facilities;
**(6)** analyze the departmental interrelationships of a lodging facility;
**(7)** explain various check-in and check-out procedures used in the lodging industry;
**(8)** understand reservation procedures used in the lodging industry;
**(9)** explain how room access policies and procedures ensure guest safety and minimize risks to the lodging facility;
**(10)** explain how cash control procedures are used in the lodging industry;
**(11)** explain how guests and property are protected to minimize losses or liabilities in the lodging facility; and
**(12)** explain the basic legal issues in lodging management.

**C.** Recreation, amusements and attractions career pathway (HT-REC). Students will:
**(1)** describe career opportunities in the HT-REC pathway;
**(2)** explain admission and traffic control procedures used to manage and control individuals, groups and vehicles in recreation, amusement and attraction venues;
**(3)** determine the maintenance and technology needs for various recreation, amusement and attraction venues;
**(4)** describe safety and security issues unique to the HT-REC pathway;
**(5)** compile a resource base to manage emergency situations in recreation, amusement and attraction venues;
**(6)** identify safety and security issues for recreation, amusement and attraction venues that might require customer education;
**(7)** compare different ticket sales options to maximize revenue for recreation, amusement and attraction venues;
**(8)** describe the types of information and directions a guest would need at a recreation, amusement and attraction entry point;
**(9)** develop marketing strategies for recreation, amusement and attractions venues;
**(10)** analyze the merchandising, program and product potential for different recreation, amusement and attraction venues; and
**(11)** compare and contrast various types of recreation, amusement and attraction venues.

**D.** Restaurants and food-beverage services career pathway (HT-RFB). Students will:
**(1)** describe ethical and legal responsibilities in food and beverage service facilities;
**(2)** demonstrate safety and sanitation procedures in food and beverage service facilities;
**(3)** use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities;
**(4)** demonstrate leadership qualities and collaboration with others;
**(5)** research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities;
**(6)** explain the benefits of the use of computerized systems to manage food service operations and guest service;
**(7)** use technical resources for food services and beverage operations to update or enhance present practice;
**(8)** implement standard operating procedures related to food and beverage production and guest service;
**(9)** describe career opportunities and qualifications in the restaurant and food service industry; and
**(10)** apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.

**E.** Travel and tourism career pathway (HT-TT). Students will:
**(1)** apply information about time zones, seasons and domestic and international maps to create or enhance travel;

**(2)** apply unit and time conversion skills to develop travel schedules and compute cost, distance and time (including travel time) factors;

**(3)** analyze cultural diversity factors to enhance travel planning;

**(4)** assess the potential (real and perceived) hazards related to multiple environments and recommend appropriate safety, health and security measures for travelers;

**(5)** develop a safety and security plan containing proactive and reactive solutions to manage emergency situations for travelers and staff;

**(6)** use common travel and tourism terminology used to communicate within the industry;

**(7)** customize travel with diverse transportation, lodging, cruise and food options;

**(8)** compare and contrast services and products from related industries to understand and evaluate how they impact the delivery of travel and tourism products and services to customers;

**(9)** identify the community elements necessary to maintain cooperative tourism development efforts;

**(10)** develop a travel product that matches customer needs, wants and expectations;

**(11)** design promotional packages to effectively market travel and tourism; and

**(12)** select the most effective communication technique and media venue to convey travel marketing information to a target audience.

[6.29.3.17 NMAC - N, 4-30-2015]

**6.29.3.18 HUMAN SERVICES CAREER CLUSTER (HU) FOR COMMON CAREER TECHNICAL CORE FOR CAREER AND TECHNICAL EDUCATION:**

**A.** All pathways in the HU career cluster should align to business and industry certifications where available and appropriate. Student abilities common to pathways in the HU career cluster are the ability to:

**(1)** evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services;

**(2)** evaluate the role of the family, community and human services in society and the economy;

**(3)** use effective communication with human services clients and their families;

**(4)** demonstrate ethical and legal conduct in human services settings;

**(5)** evaluate career opportunities in each of the HU pathways; and

**(6)** explain how human development principles enhance the well-being of individuals and families.

**B.** Consumer services career pathway (HU-CSM). Students will:

**(1)** summarize necessary credentials, licensures or state-specific requirements to prepare for a career in consumer services;

**(2)** communicate product or equipment features that meet the needs of clients and consumers;

**(3)** make consumer services recommendations meeting the needs of clients or customers;

**(4)** analyze financial/economic situations when making recommendations about consumer services;

**(5)** use standard business processes or procedures to create consumer service information and facilitate client interactions;

**(6)** use a variety of methods to educate audiences about consumer services;

**(7)** demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services; and

**(8)** apply business procedures and use equipment and facilities to produce satisfying client outcomes.

**C.** Counseling and mental health services career pathway (HU-CMH). Students will:

**(1)** use clear written, spoken and non-verbal messages when communicating with clients about mental health services and the counseling process;

**(2)** use functional and specialized assessments to evaluate needs and solutions for counseling and mental health;

**(3)** evaluate client motivation, strengths and weaknesses to develop a client treatment program;

**(4)** demonstrate knowledge of an operational mental health or counseling program that meets organizational goals;

**(5)** demonstrate the ethical and legal responsibilities of counseling and mental health services; and

**(6)** choose appropriate counseling and therapy techniques to serve identified needs.

**D.** Early childhood development and services career pathway (HU-EC). Students will:

**(1)** demonstrate communication techniques with children to facilitate ongoing development and enhance learning;

**(2)** communicate effectively with fellow staff members to facilitate child development activities;

**(3)** maintain working knowledge of child development licensing and certification organizations to keep abreast of current procedures and changes;

**(4)** create and maintain relationships between staff and parents/family members to encourage involvement and facilitate child development and learning;

**(5)** evaluate safety and sanitation procedures associated with the early childhood education environment to assure compliance and prevent potential hazards;

**(6)** adhere to ethical and legal responsibilities, laws and regulations to protect children and families;

**(7)** apply principles of child growth and development, including social, emotional, physical and cognitive milestones, to provide comprehensive program offerings; and

**(8)** evaluate curriculum for inclusiveness of children with special needs.

**E.** Family and community services career pathway (HU-FAM). Students will:

**(1)** use formal and informal assessment practices to create and evaluate a prevention or treatment plan;

**(2)** identify community resources to provide family and community services;

**(3)** communicate effectively to gain support from the client's family and other support groups;

**(4)** comply with laws and procedures that govern abuse, neglect, confidentiality and other health and safety situations; and

**(5)** evaluate crisis prevention, intervention and resolution techniques to formulate emergency plans.

**F.** Personal care services career pathway (HU-PC). Students will:

**(1)** analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services;

**(2)** evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action;

**(3)** use data and information to maintain electronic records of client services and make recommendations for personal care services;

**(4)** demonstrate policies and procedures to achieve a safe and healthy environment for personal care services;

**(5)** develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission and provide high-quality service to a diverse set of clients and families;

**(6)** identify personal care business opportunities enhanced by community involvement, self-improvement and current trends; and

**(7)** apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards.

[6.29.3.18 NMAC - N, 4-30-2015]

**6.29.3.19 INFORMATION TECHNOLOGY CAREER CLUSTER (IT) FOR COMMON CAREER TECHNICAL CORE FOR CAREER AND TECHNICAL EDUCATION:**

**A.** All pathways in the IT career cluster should align to business and industry certifications where available and appropriate. Student abilities common to pathways in the IT (information technology) career cluster are the ability to:

**(1)** demonstrate effective professional communication skills and practices that enable positive customer relationships;

**(2)** use product or service design processes and guidelines to produce a IT product or service;

**(3)** demonstrate the use of cross-functional teams in achieving IT project goals;

**(4)** demonstrate positive cyber citizenry by applying industry accepted ethical practices and behaviors;

**(5)** explain the implications of IT on business development;

**(6)** describe trends in emerging and evolving computer technologies and their influence on IT practices;

**(7)** perform standard computer backup and restore procedures to protect IT information;

**(8)** recognize and analyze potential IT security threats to develop and maintain security requirements;

**(9)** describe quality assurance practices and methods employed in producing and providing quality IT products and services;

**(10)** describe the use of computer forensics to prevent and solve IT crimes and security breaches;

**(11)** demonstrate knowledge of the hardware components associated with information systems; and

**(12)** compare key functions and applications of software and determine maintenance strategies for computer systems.

**B.** Information support and services career pathway (IT-SUP). Students will:

**(1)** provide technology support to maintain service;

**(2)** manage operating systems and software applications, including maintenance of upgrades, patches and service packs;

**(3)** apply appropriate troubleshooting techniques in resolving computer hardware, software and configuration problems;

**(4)** perform installation, configuration and maintenance of operating systems;

**(5)** demonstrate the use of networking concepts to develop a network;

**(6)** evaluate the effectiveness of an information system;

**(7)** employ system installation and maintenance skills to set-up and maintain an information system;

**(8)** employ system administration and control skills to monitor the performance of an information system;

**(9)** employ technical writing and documentation skills in support of an information system; and

**(10)** apply quality assurance processes to maximize information system operation.

**C.** Network systems career pathway (IT-NET). Students will:

**(1)** analyze customer or organizational network system needs and requirements;

**(2)** analyze wired and wireless network systems to determine if they meet specifications (e.g., institute of electrical and electronics engineers (IEEE), power, security);

**(3)** design a network system using technologies, tools and standards;

**(4)** perform network system installation and configuration; and

**(5)** perform network administration, monitoring and support to maintain a network system.

**D.** Programming and software development career pathway (IT-PRG). Students will:

**(1)** analyze customer software needs and requirements;

**(2)** demonstrate the use of industry standard strategies and project planning to meet customer specifications;

**(3)** analyze system and software requirements to ensure maximum operating efficiency;

**(4)** demonstrate the effective use of software development tools to develop software applications;

**(5)** apply an appropriate software development process to design a software application;

**(6)** program a computer application using the appropriate programming language;

**(7)** demonstrate software testing procedures to ensure quality products;

**(8)** perform quality assurance tasks as part of the software development cycle;

**(9)** perform software maintenance and customer support functions; and

**(10)** design, create and maintain a database.

**E.** Web and digital communications career pathway (IT-WD). Students will:

**(1)** analyze customer requirements to design and develop a web or digital communication product;

**(2)** apply the design and development process to produce user-focused web and digital communications solutions;

**(3)** write product specifications that define the scope of work aligned to customer requirements;

**(4)** demonstrate the effective use of tools for digital communication production, development and project management;

**(5)** develop, administer and maintain web applications;

**(6)** design, create and publish a digital communication product based on customer needs;

**(7)** evaluate the functionality of a digital communication product using industry accepted techniques and metrics;

**(8)** implement quality assurance processes to deliver quality digital communication products and services;

**(9)** perform maintenance and customer support functions for digital communication products; and

**(10)** comply with intellectual property laws, copyright laws and ethical practices when creating web/digital communications.

[6.29.3.19 NMAC - N, 4-30-2015]

**6.29.3.20 LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY CAREER CLUSTER (LW) FOR COMMON CAREER TECHNICAL CORE FOR CAREER AND TECHNICAL EDUCATION:**

**A.** All pathways in the LW career cluster should align to business and industry certifications where available and appropriate. Student abilities common to pathways in the LW career cluster are the ability to:

**(1)** analyze the nature and scope of the LW and the role law, public safety, corrections and security play in society and the economy;

**(2)** formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections or security services;

**(3)** assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections or security environment;

**(4)** conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements;

**(5)** analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security; and

**(6)** describe various career opportunities and means to those opportunities in each of the LW pathway.

**B.** Correction services career pathway (LW-COR). Students will:

**(1)** evaluate the correctional environment for signs of potential problems or danger;

**(2)** demonstrate leadership roles, responsibilities and collaboration in correctional environments;

**(3)** analyze the impact of federal, state and local laws on correctional facilities;

**(4)** describe the various roles and impacts of forensics and computer forensics in the resolution of crime in the correctional environment;

**(5)** describe the legal, regulatory and organizational guidelines governing the correction services;

**(6)** compare and contrast different career fields in the correction services;

**(7)** demonstrate effective communication skills (e.g., writing, speaking, active listening and nonverbal communication) in the correctional environment;

**(8)** analyze the techniques used to manage crisis situations and resolve conflicts in correctional environments;

**(9)** demonstrate the protocols regarding the reduction or elimination of sexual harassment or abuse in the correctional environment;

**(10)** analyze situations that require the use of force, including deadly force, to determine when varying degrees of force should be used in correctional facilities;

**(11)** analyze the impact of the fourth, fifth, sixth and fourteenth amendments in the correction services environment;

**(12)** apply the ethical and legal responsibilities of correctional staff to various situations in the correction services environment; and

**(13)** describe the knowledge and technical skills needed to carry out the day-to-day operations at a correctional facility.

**C.** Emergency and fire management services career pathway (LW-EFM). Students will:

**(1)** demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) while utilizing communications equipment and platforms common to emergency and fire management services;

**(2)** manage an incident scene as the first responder using emergency response skills;

**(3)** use up-to-date technology equipment and applications to facilitate the management of emergency and fire management situations;

**(4)** demonstrate an understanding of the objectives and a commitment to the mission of emergency and fire management services;

**(5)** execute safety procedures and protocols associated with local, state and federal regulations;

**(6)** develop an organizational professional growth plan including the development of team building and leadership skills within the emergency and fire management environment;

**(7)** describe the legal, regulatory and organizational guidelines governing emergency and fire management services;

**(8)** compare and contrast the different career fields in fire and emergency management services;

**(9)** execute protocols for handling emergency situations that range from minor medical and fire emergencies to area-wide incidents;

**(10)** demonstrate the use and various applications of the equipment commonly used in emergency and fire management services;

**(11)** implement an appropriate incident command system to effectively manage an incident scene;

**(12)** use common codes and icons to properly handle and transport potentially hazardous substances in fire and medical emergency scenes;

**(13)** implement public relations plans to enhance public awareness and safety in fire and emergency situations;

**(14)** describe the elements and issues involved in using the preparedness and response systems available to manage large-scale disasters; and

**(15)** analyze the key functions and techniques of critical infrastructure protection in cases of terrorism or natural disasters.

**D.** Law enforcement services career pathway (LW-ENF). Students will:

**(1)** demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement;

**(2)** demonstrate proficiency in the operation of communication equipment used in an emergency telecommunications center;

**(3)** use anger and conflict management strategies to resolve problems in law enforcement settings;

**(4)** model behaviors that exhibit integrity and commitment to a code of conduct and ethics for law enforcement professionals;

**(5)** analyze the impact of federal, state and local laws on law enforcement procedures;

**(6)** execute established procedures to avoid the violation of the rights guaranteed by the fourth, fifth, sixth and fourteenth amendments;

**(7)** manage crime and loss prevention programs in collaboration with the community;

**(8)** explain the appropriate techniques for managing crisis situations in order to maintain public safety;

**(9)** evaluate for the signs of domestic violence, child abuse and neglect;

**(10)** demonstrate the routine day-to-day tasks conducted by various law enforcement agencies;

**(11)** describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism and other disaster situations;

**(12)** demonstrate the procedures to properly protect, document and process the crime scene and all related evidence;

**(13)** demonstrate procedures to assist individuals requiring special assistance from law enforcement personnel; and

**(14)** describe the behavioral symptoms of drug use and the inherent dangers associated with handling dangerous drugs.

**E.** Legal services career pathway (LW-LEG). Students will:

**(1)** demonstrate effective communication skills (writing, speaking, listening and nonverbal communication) in the legal services environment;

**(2)** interpret nonverbal communication cues in order to discern facts from fabrication;

**(3)** produce written legal materials using writing strategies applicable to the legal services environment;

**(4)** apply information technology tools to perform daily tasks assigned to legal services professionals;

**(5)** analyze the role forensics plays in preventing and solving crimes;

**(6)** use legal terminology to communicate within the legal services community;

**(7)** compare and contrast different career fields in the legal services;

**(8)** analyze the influence of the three branches of the United States government (judicial, legislative and executive) on the legal services; and

**(9)** analyze the impact of the fourth, fifth, sixth and fourteenth amendments on the provision of legal services.

**F.** Security and protective services career pathway (LW-SEC). Students will:

**(1)** demonstrate effective communications skills (e.g., writing, speaking, listening and nonverbal communication) when communicating security-related directives, technical concepts and other information;

**(2)** use conflict resolution skills to resolve conflicts among individuals;

**(3)** compare and contrast the roles, responsibilities, tools and techniques of the criminal justice and security fields;

**(4)** describe the legal, regulatory and organizational guidelines governing the security and protective services;

**(5)** analyze the impact of federal, state and local laws on the security and protective services field;

**(6)** apply ethical and legal responsibilities of security and protective services personnel to various situations in the security and protective services field;

**(7)** analyze the impact of the fourth, fifth, sixth and fourteenth amendments on the security and protective services;

**(8)** compare and contrast the different career fields in the security and protective services;

**(9)** evaluate the application and relevance of crime prevention concepts and security assessments to security and protective services functions;

**(10)** explain the application of risk management principles to the protection of assets in various settings;

**(11)** describe the importance of utilizing good public relations techniques and building relationships in security and crisis situations;

**(12)** describe the role of security systems in an overall security strategy;

**(13)** explain the duties of security and protective services personnel in terrorism, homeland security and disaster preparedness;

**(14)** apply basic management principles for the effective supervision and management of a security force or an organization's security program;

**(15)** perform the roles and responsibilities of a security officer, including basic incident response;

**(16)** compare types and techniques of security approaches within the public and private sectors;

**(17)** demonstrate the concepts and techniques used to ensure the security of information-based and intangible assets; and

**(18)** summarize the importance and roles of intelligence analysis in crime prevention and homeland security.

[6.29.3.20 NMAC - N, 4-30-2015]

**6.29.3.21 MANUFACTURING CAREER CLUSTER (MN) FOR COMMON CAREER TECHNICAL CORE FOR CAREER AND TECHNICAL EDUCATION:**

**A.** All pathways in the MN career cluster should align to business and industry certifications where available and appropriate. Student abilities common to pathways in the MN career cluster are the ability to:

**(1)** evaluate the nature and scope of the MN cluster and the role of manufacturing in society and in the economy;

**(2)** analyze and summarize how manufacturing businesses improve performance;

**(3)** comply with federal, state and local regulations to ensure worker safety and health and environmental work practices;

**(4)** describe career opportunities and means to achieve those opportunities in each of the MN pathways;

**(5)** describe government policies and industry standards that apply to manufacturing; and

**(6)** demonstrate workplace knowledge and skills common to manufacturing.

**B.** Health, safety and environmental assurance career pathway (MN-HSE). Students will:

**(1)** demonstrate the safe use of manufacturing equipment;

**(2)** develop safety plans for production processes that meet health, safety and environmental standards;

**(3)** demonstrate a safety inspection process to assure a healthy and safe manufacturing environment;

**(4)** evaluate a system of health, safety or environmental programs, projects, policies or procedures to determine compliance;

**(5)** evaluate continuous improvement protocols and techniques in health, safety or environmental practices;

**(6)** conduct job safety and health analysis for manufacturing jobs, equipment and processes; and

**(7)** develop the components of a training program based on environmental health and safety regulations.

**C.** Logistics and inventory control career pathway (MN-LOG). Students will:

**(1)** demonstrate positive customer service skills in regard to logistics and inventory control issues;

**(2)** demonstrate proper handling of products and materials in a manufacturing facility;

**(3)** develop a safety inspection process to assure a healthy and safe manufacturing facility; and

**(4)** manage inventory using logistics and control processes and procedures.

**D.** Maintenance, installation and repair career pathway (MN-MIR). Students will:

**(1)** demonstrate maintenance skills and proficient operation of equipment to maximize manufacturing performance;

**(2)** demonstrate the safe use of manufacturing equipment to ensure a safe and healthy environment;

**(3)** diagnose equipment problems and effectively repair manufacturing equipment;

**(4)** investigate and employ techniques to maximize manufacturing equipment performance;

**(5)** implement a preventative maintenance schedule to maintain manufacturing equipment, tools and workstations; and

**(6)** implement an effective, predictive and preventive manufacturing equipment maintenance program.

**E.** Manufacturing production process development career pathway (MN-PPD). Students will:

**(1)** produce quality products that meet manufacturing standards and exceed customer satisfaction;

**(2)** research, design and implement alternative manufacturing processes to manage production of new or improved products;

**(3)** monitor, promote and maintain a safe and productive workplace using techniques and solutions that ensure safe production of products;

**(4)** implement continuous improvement processes in order to maintain quality within manufacturing production; and

**(5)** develop procedures to create products that meet customer needs.

**F.** Production career pathway (MN-PRO). Students will:

**(1)** diagnose production process problems and take corrective action to meet production quality standards;

**(2)** manage safe and healthy production working conditions and environmental risks;

**(3)** make continuous improvement recommendations based on results of production process audits and inspections;

**(4)** coordinate work teams when producing products to enhance production process and performance; and

**(5)** demonstrate the safe use of manufacturing equipment.

**G.** Quality assurance career pathway (MN-QA). Students will:

**(1)** evaluate production operations for product and process quality;

**(2)** recommend and implement continuous improvement in manufacturing processes;

**(3)** coordinate work teams to create a product that meets quality assurance standards;

**(4)** employ project management processes using data and tools to deliver quality, value-added products;

**(5)** perform safety inspections and training to ensure a safe and healthy workplace;

**(6)** implement continuous improvement processes to maintain quality products; and

**(7)** identify inspection processes that ensure products meet quality specifications.

[6.29.3.21 NMAC - N, 4-30-2015]

**6.29.3.22 MARKETING CAREER CLUSTER (MK) FOR COMMON CAREER TECHNICAL CORE FOR CAREER AND TECHNICAL EDUCATION:**

**A.** All pathways in the MK career cluster should align to business and industry certifications where available and appropriate. Student abilities common to pathways in the MK career cluster are the ability to:

**(1)** describe the impact of economics, economics systems and entrepreneurship on marketing;

**(2)** implement marketing research to obtain and evaluate information for the creation of a marketing plan;

**(3)** plan, monitor, manage and maintain the use of financial resources for marketing activities;

**(4)** plan, monitor and manage the day-to-day activities required for continued marketing business operations;

**(5)** describe career opportunities and the means to achieve those opportunities in each of the MK pathways;

**(6)** select, monitor and manage sales and distribution channels;

**(7)** determine and adjust prices to maximize return while maintaining customer perception of value;

**(8)** obtain, develop, maintain and improve a product or service mix in response to market opportunities;

**(9)** communicate information about products, services, images or ideas to achieve a desired outcome; and

**(10)** use marketing strategies and processes to determine and meet client needs and wants.

**B.** Marketing communications career pathway (MK-COM). Students will:

**(1)** apply techniques and strategies to convey ideas and information through marketing communications;

**(2)** plan, manage and monitor day-to-day activities of marketing communications operations;

**(3)** access, evaluate and disseminate information to enhance marketing decision-making processes;

**(4)** obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities; and

**(5)** communicate information about products, services, images or ideas to achieve a desired outcome.

**C.** Marketing management career pathway (MK-MGT). Students will:

**(1)** plan, organize and lead marketing staff to achieve business goals;

**(2)** plan, manage and monitor day-to-day marketing management operations;

**(3)** plan, manage and organize to meet the requirements of the marketing plan;

**(4)** access, evaluate and disseminate information to aid in making marketing management decisions;

**(5)** determine and adjust prices to maximize return and meet customers' perceptions of value;

**(6)** obtain, develop, maintain and improve a product or service mix in response to market opportunities; and

**(7)** communicate information about products, services, images or ideas.

**D.** Marketing research career pathway (MK-RES). Students will:

**(1)** plan, organize and manage day-to-day marketing research activities;

**(2)** design and conduct research activities to facilitate marketing business decisions; and

**(3)** use information systems and tools to make marketing research decisions.

**E.** Merchandising career pathway (MK-MER). Students will:

**(1)** plan, organize and lead merchandising staff to enhance selling and merchandising skills;

**(2)** plan, manage and monitor day-to-day merchandising activities;

**(3)** move, store, locate or transfer ownership of retail goods and services;

**(4)** access, evaluate and disseminate marketing information to facilitate merchandising decisions and activities;

**(5)** determine and adjust prices to maximize return and meet customers perceptions of value;

**(6)** obtain, develop, maintain and improve a product or service mix to respond to market opportunities;

**(7)** communicate information about retail products, services, images or ideas; and

**(8)** create and manage merchandising activities that provide for client needs and wants.

**F.** Professional sales career pathway (MK-SAL). Students will:

**(1)** access, evaluate and disseminate sales information;

**(2)** apply sales techniques to meet client needs and wants; and

**(3)** plan, organize and lead sales staff to enhance sales goals.

[6.29.3.22 NMAC - N, 4-30-2015]

**6.29.3.23 SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS CAREER CLUSTER (ST) FOR COMMON CAREER TECHNICAL CORE FOR CAREER AND TECHNICAL EDUCATION:**

**A.** All pathways in the ST career cluster should align to business and industry certifications where available and appropriate. Student abilities common to pathways in the ST career cluster are the ability to:

**(1)** apply engineering skills in a project that requires project management, process control and quality assurance;

**(2)** use technology to acquire, manipulate, analyze and report data;

**(3)** describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces;

**(4)** understand the nature and scope of the ST career cluster and the role of STEM in society and the economy;

**(5)** demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the ST career pathways; and

**(6)** demonstrate technical skills needed in a chosen STEM field.

**B.** Engineering and technology career pathway (ST-ET). Students will:

**(1)** use STEM concepts and processes to solve problems involving design or production;

**(2)** display and communicate STEM information;

**(3)** apply processes and concepts for the use of technological tools in STEM;

**(4)** apply the elements of the design process;

**(5)** apply the knowledge learned in STEM to solve problems; and

**(6)** apply the knowledge learned in the study of STEM to provide solutions to human and societal problems in an ethical and legal manner.

**C.** Science and mathematics career pathway (ST-SM). Students will:

**(1)** apply science and mathematics to provide results, answers and algorithms for engineering and technological activities;

**(2)** apply science and mathematics concepts to the development of plans, processes and projects that address real world problems;

**(3)** analyze the impact that science and mathematics has on society; and

**(4)** apply critical thinking skills to review information, explain statistical analysis and to translate, interpret and summarize research and statistical data.

[6.29.3.23 NMAC- N, 4-30-2015]

**6.29.3.24 TRANSPORTATION, DISTRIBUTION AND LOGISTICS CAREER CLUSTER (TD) FOR COMMON CAREER TECHNICAL CORE FOR CAREER AND TECHNICAL EDUCATION:**

**A.** All pathways in the TD career cluster should align to business and industry certifications where available and appropriate. Student abilities common to pathways in the TD career cluster are the ability to:

**(1)** describe the nature and scope of the TD cluster and the role of transportation, distribution and logistics in society and the economy;

**(2)** describe the application and use of new and emerging advanced techniques to provide solutions for transportation, distribution and logistics problems;

**(3)** describe the key operational activities required of successful transportation, distribution and logistics facilities;

**(4)** identify governmental policies and procedures for TD facilities;

**(5)** describe transportation, distribution and logistics employee rights and responsibilities and employers' obligations concerning occupational safety and health; and

**(6)** describe career opportunities and means to achieve those opportunities in each of the TD career pathways.

**B.** Facility and mobile equipment maintenance career pathway (TD-MTN). Students will:

**(1)** develop preventative maintenance plans and systems to keep facility and mobile equipment inventory in operation; and

**(2)** design ways to improve facility and equipment system performance.

**C.** Health, safety and environmental management career pathway (TD-HSE). Students will:

**(1)** describe the health, safety and environmental rules and regulations in transportation, distribution and logistics workplaces; and

**(2)** develop solutions to improve performance of health, safety and environmental management services.

**D.** Logistics planning and management services career pathway (TD-LOG). Students will:

**(1)** develop solutions to provide and manage logistics services for the company and customers; and

**(2)** analyze and improve performance of logistics systems to provide logistics planning and management services.

**E.** Sales and service career pathway (TD-SAL). Students will:

**(1)** analyze the ongoing performance of transportation, logistics and distribution-related sales and service operations; and

**(2)** demonstrate the use of sales and ongoing service of products and services that are transportation-related to promote development of existing and future clients and customers.

**F.** Transportation operations career pathway (TD-OPS). Students will:

**(1)** develop and evaluate transportation plans to move people or goods to meet customer requirements;

**(2)** analyze performance of transportation operations in order to improve quality and service levels and increase efficiency; and

**(3)** comply with policies, laws and regulations in order to maintain safety, security and health and mitigate the economic and environmental risk of transportation operations.

**G.** Transportation systems and infrastructure planning, management and regulation career pathway (TD-SYS). Students will:

**(1)** develop plans to maintain or improve the transportation infrastructure;

**(2)** assess, plan and manage the implementation of transportation services; and

**(3)** describe ways to improve the system utilization, flow, safety and environmental performance of transportation systems.

**H.** Warehousing and distribution center operations career pathway (TD-WAR). Students will:

**(1)** demonstrate efficient and effective warehouse and distribution center operations;

**(2)** describe ways to improve the performance of warehouse and distribution operations; and

**(3)** analyze compliance with company policies and government laws and regulations in warehouse and distribution operations.

[6.29.3.24 NMAC - N, 4-30-2015]

**6.29.3.25 CAREER-READY PRACTICES.** The following indicate that a person is career-ready:

**A.** Acting as a responsible and contributing citizen and employee.

**B.** A career-ready individual:

**(1)** understands the obligations and responsibilities of being a member of a community, and demonstrates this understanding every day through interactions with others; career-ready individuals are conscious of the impact of their decisions on others and the environment around them; they think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace; they are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good;

**(2)** applies appropriate academic and technical skills; career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive; career-ready persons make connections between abstract concepts with real-world applications and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation;

**(3)** attends to personal health and financial well-being; career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; career-ready persons act on that understanding to regularly practice healthy diet, exercise and mental health activities; career-ready persons also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success;

**(4)** communicates clearly, effectively and reasonably; career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal or visual methods; career-ready persons communicate in the workplace with clarity and purpose to make maximum use of their own and others' time; they are excellent writers; they master conventions, word choice and organization and use effective tone and presentation skills to articulate ideas; they are skilled at interacting with others; they are active listeners and speak clearly and with purpose; career-ready persons think about the audience for their communication and prepare accordingly to ensure the desired outcome;

**(5)** considers the environmental, social and economic impact of their decisions; career-ready individuals understand the interrelated nature of their actions and regularly make decisions that have a positive impact on or mitigate negative impact on other people, organizations and the environment; they are aware of and use new technologies, understandings, procedures, materials and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and profitability of the organization;

**(6)** demonstrates creativity and innovation; career-ready individuals regularly think of ideas that solve problems in new and different ways, and contributing those ideas in a useful and productive manner to improve their organization; career-ready persons can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value; they seek new methods, practices and ideas from a variety of sources and seek to apply those ideas to their own workplace; they take action on their ideas and understand how to bring innovation to an organization;

**(7)** employs valid and reliable research strategies; career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies; career-ready persons use a reliable research process to search for new information; they evaluate the validity of sources when considering the use and adoption of external information or practices; they use an informed process to test new ideas, information and practices in their workplace situation;

**(8)** uses critical thinking to make sense of problems and persevering in solving them; career-ready individuals readily recognize problems in the workplace, understand the nature of the problem and devise effective plans to solve the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions; they carefully consider the options to solve the problem; once a solution is agreed upon, they follow through to ensure the problem is solved whether through their own actions or the actions of others;

**(9)** models integrity, ethical leadership and effective management; career-ready individuals act consistently in ways that align to personal and community-held ideals and principles while employing strategies to positively influence others in the workplace; career-ready persons have a clear understanding of integrity and act on this understanding in every decision; they use a variety of means to positively impact the direction and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes or beliefs; they recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morale and organizational culture;

**(10)** plans education and career path alignment to personal goals; career-ready individuals take personal ownership of their own educational and career goals, and regularly acting on a plan to attain these goals; career-ready persons understand their own career interests, preferences, goals and requirements; they have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship; they recognize the value of each step in the educational and experiential process, and they recognize that nearly all career paths require ongoing education and experience; they seek counselors, mentors and other experts to assist in the planning and execution of career and personal goals;

**(11)** uses technology to enhance productivity; career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems; career-ready persons are flexible and adaptive in acquiring and using new technology; they are proficient with ubiquitous technology applications; they understand the inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks;

**(12)** works productively in teams while using cultural or global competence; career-ready individuals contribute positively to every team, formally or informally; career-ready persons apply an awareness of cultural differences to avoid barriers to productive and positive interaction; they find ways to increase the engagement and contribution of all team members; they plan and facilitate effective team meetings.

[6.29.3.25 NMAC - N, 4-30-2015]