

Minnesota Attorney General: Administrative Rules Proceedings

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Version 3
August 20, 2018

Our File # 597

Permanent Rule X

Temporary Rule _____

RULES REVIEW CHECKLIST

DATE RULES RECEIVED 4/30 DUE DATE 5/20

Resubmitted and Received _____

a. Returned to Agency w/o Filing w/Secretary of State 6/10/80
b. Approved 6/4/80 Date Sent Back to Agency 6/10/80

- -

1. Rules as Adopted ✓ (also included is copy of final form showing changes from Rules As Proposed)
2. Rules as Proposed ✓
3. Certificate of Board's Authorizing Resolution, where applicable ✓
4. Order for Hearing ✓
5. Notice of Hearing ✓ 10.26.79
   Sufficiency ✓
6. Secretary of State's List ✓ (one copy only)
7. Certificate of Acquisition of Secretary of State's List ✓
8. Secretary of State's Certification of Delivery of Secretary of State's List to Agency ✓
9. Affidavit of Mailing ✓
   At least 30 days prior to hearing ✓
10. Publication in State Register ✓ copy not submitted but see HE rpt ¶2
    At least 30 days prior to hearing ✓
11. Statement of Need and Evidence ✓
12. Hearing Examiner's Report ✓
13. Agency's Findings of Fact ✓
14. Certificate of Board's Resolution Adopting Rules, where applicable ✓
15. Order Adopting ✓
16. Report of Chief Hearing Examiner ✓ incorrect date in 1st sentence
17. Order Approving Incorporation by Reference, where applicable N/A
18. Certificate of Compliance with Rulemaking Procedures ✓
19. Copy of Notice of Intent to Solicit Outside Opinion, where applicable ✓ copy not submitted but see HE rpt, ¶4
20. Petition by Public, where applicable ✓

ADMIN 1000 (Rev. 1-78)
SF-00006-01

STATE OF MINNESOTA

DEPARTMENT ATTORNEY GENERAL

Office Memorandum

TO : RUTH A. MEYERS, President
State Board for Vocational Education

DATE: May 20, 1980

ATTN: BOB MATTSON, Director

FROM : JERRY S. ANDERSON
Special Assistant
Attorney General

PHONE: 296-1288

SUBJECT: In the Matter of the Proposed Adoption of Rules of the State Board of Education (State Board for Vocational Education) Governing Licensure of Vocational Education Personnel and the Repeal of Rule 5 MCAR sec. 1.0074.

The rules in the above-entitled matter have not been approved by this office for the following reasons.

1. Section 1.0780 X. As proposed at the hearing in this matter, and for consistency with similar language in other sections, parenthesis should be placed around the phrase "outside of education or teaching."

2. Section 1.0781 C. 1. The word "commissioner has an extra "s."

3. Section 1.0782 B. 3. c. (4). It is my understanding that the intent of the second sentence is to permit an entrance license holder who meets the requirements of the first sentence of this option to obtain a regular license without taking the introduction vocational teaching course or engaging in the nine-week internship. In other words, an applicant is being given the option of complying or not complying with those two items of the vocational teacher education sequence in an application that is being made pursuant to option four.

As the second sentence is written, however, it also seems to suggest that the commissioner may exercise some discretion not to delete the two items of the educational sequence, without providing any criteria for exercising such discretion. (See paragraph 6 below.) Thus, the sentence should be rewritten to clarify that the applicant is the person who may choose to delete the items or that the applicant need not satisfy those two requirements.

4. Section 1.0788 B. 2. d.e. In both of these subsections, the last word apparently should be "unavailable."

5. Section 1.0793 C. 9. b.10.b. These subsections contain numerous references to the American Heart Association and the American Red Cross. In each instance the last two words of each phrase should be capitalized.

Also, in section 1.0793 C. 10. b. (1)(d), "health" apparently should be "Heart."

6. Section 1.0795 B. 1.2. Both sections provide that a particular license (either 5 year or 2 year, depending on the section) may be granted if certain requirements have been fulfilled or if certain conditions exist. The wording suggests that the possibility exists that in some cases the license may not be granted even though the requirements or conditions are satisfied. Thus, the commissioner appears to be given discretion to grant or deny the license on other unstated criteria. Such criteria would be an agency statement of general applicability and future effect, however, and therefore would be a rule subject to rulemaking procedure.

In conversations with agency personnel, however, it appears that what is intended is that if an applicant satisfies the requirements of one of the sections, then the respective license shall be granted. The insertion of the word "shall" in place of the word "may" in both sections would eliminate this problem.

Upon consideration of the issues raised in this memorandum, and any subsequent action taken by the Board, these rules may be resubmitted. Please be advised that the Chief Hearing Examiner requests that any changes other than those that are merely typographical or those that go only to form that are made subsequent to his review be resubmitted to that office. Therefore, this office suggests that you contact the Chief Hearing Examiner regarding any changes made pursuant to paragraphs 3 and 6 above.

At the time of resubmission to this office, please insure that the original and two copies of the Order Adopting and the Rules as Adopted are submitted as they are necessary for filing with the Secretary of State.

JSA:mb

Enclosure

Our File: #597

ADMIN 1000 (Rev. 1/73)
SF-00006-01

STATE OF MINNESOTA

DEPARTMENT ATTORNEY GENERAL

Office Memorandum

TO : ROBERT M. MADSON
Director of Operations
Vocational-Technical Education

DATE: June 10, 1980

FROM : JERRY ANDERSON
Special Assistant
Attorney General

PHONE: 296-1288

SUBJECT: Rules as Approved In the Matter of the Proposed Adoption of Rules of the State Board of Education (State Board for Vocational Education) Governing Licensure of Vocational Educational Personnel and the Repeal of Rule 5 MCAR sec. 1.0074.

Enclosed herewith are the rules you have submitted for approval. These rules have been approved by this office and filed with the Secretary of State. Note that they have NOT been filed with the State Register; this must be done promptly by your agency.

Upon receipt and before transmittal to your agency, however, it is important that you recheck these rules as to:

1. Affixation of the stamps of the Attorney General and Secretary of State to the last page of the rules;

2. Coverage by these stamps of all rules submitted; and

3. Inclusion of all pages of the rules in the approved set.

Directly following the approved rules is a complete set of required documents and transcript which must be retained with the rules by you or your agency.

If you have any questions in this regard, please contact me.

JA/bw
Enclosure
cc: Duane Harves
Susan Robertson

ADMIN 1000 (Rev. 1/78)
SF-00006-01

STATE OF MINNESOTA

DEPARTMENT Education

Office Memorandum

TO : Jerry S. Anderson
Special Assistant Attorney General

DATE: May 22, 1980

FROM : Robert M. Madson, Director of Operations
Division of Vocational-Technical Education

PHONE: 296-3387

SUBJECT: Rules Governing Licensure of Vocational Education Personnel

The purpose of this memorandum is to confirm our discussion relative to the proposed rules for licensure of vocational education personnel, 5 MCAR § 1.0788 B. 2. d. and e.

After discussing this, it would appear that subsections d. and e. as proposed after the Hearing would be appropriate.

No change will be made in them as a part of these proposed rules; however, in early fall an amendment will be proposed which will allow the rule to be easier to understand and clearer in its meaning.

cb
cc: Charles Coskran

PRINTED ON RECYCLED PAPER

file

STATE OF MINNESOTA

OFFICE OF HEARING EXAMINERS

ROOM 300 – 1745 UNIVERSITY AVENUE
ST. PAUL, MINNESOTA 55104
(612) 296-6910

May 22, 1980

Mr. Robert M. Madson
Director of Operations
Division of Vocational-Technical Education
Minnesota Department of Education
550 Cedar Street
St. Paul, Minnesota 55101

Re: EDU-80-001-PE

Dear Mr. Madson:

Receipt is herewith acknowledged of your May 22 correspondence relating to rules for licensure of vocational education personnel.

Based upon my review of your letter, the Attorney General's memorandum dated May 20, and your changes in the rules pursuant to the Attorney General's memorandum, I have found that my opinion as expressed in my Order dated April 24, 1980, would not change and thus may be deemed applicable to the rules as you have now proposed to change them.

Thank you for your submission.

Yours very truly,

DUANE R. HARVES
Chief Hearing Examiner

Telephone: 612/296-8100

DRH:sh
cc: Jerry S. Anderson

AN EQUAL OPPORTUNITY EMPLOYER

ADMIN 1000 (Rev. 1/78)
SF-00006-01

STATE OF MINNESOTA

DEPARTMENT Education

Office Memorandum

TO : Jerry S. Anderson
Special Assistant Attorney General

DATE: May 22, 1980

FROM : Robert M. Madson, Director of Operations
Division of Vocational-Technical Education

PHONE: 296-3387

SUBJECT: Rules Governing Licensure of Vocational Education Personnel

I have discussed the proposed changes you identified in your May 20, 1980, memorandum with Mr. Duane Harves, and Mr. Harves is in concurrence that they will clarify the proposed rules and make them more usable.

The suggested changes in your memorandum will be implemented as identified in the attached document.

cb
attachment
cc: Charles Coskran

PRINTED ON RECYCLED PAPER

Suggested Changes that would cause the Rules to be in compliance with the Request of Mr. Jerry Anderson:

1. Section 1.0780 X.

   Mr. Anderson's Comment -- "As proposed at the hearing in this matter, and for consistency with similar language in other sections, parenthesis should be placed around the phrase 'outside of education or teaching'."

   Rule as Proposed -- "Except where otherwise stated in these rules, paid work experience outside of education or teaching in a job or jobs directly related to the area of licensure being sought, with at least 500 hours within the five year period immediately preceding the date of application for licensure."

   Suggested Rule Change -- "Except where otherwise stated in these rules, paid work experience (outside of education or teaching) in a job or jobs directly related to the area of licensure being sought, with at least 500 hours within the five year period immediately preceding the date of application for licensure."

   Justification -- This is a typographical error and the suggested correction is approved.

2. Section 1.0781 C. 1.

   Mr. Anderson's Comment -- "The word 'commissioner' has an extra 's'."

   Rule as Proposed -- "Licenses become valid on the date of approval by the commisssioner of education."

   Suggested Rule Change -- "Licenses become valid on the date of approval by the commissioner of education."

   Justification -- This is a typographical error and the suggested correction is approved.

3. Section 1.0782 B. 3. c. (4).

   Mr. Anderson's Comment -- "...Thus, the sentence should be rewritten to clarify that the applicant is the person who may choose to delete the items or that the applicant need not satisfy those two requirements."

   Rule as Proposed -- "...The introduction to vocational teaching course and the nine-week teaching internship may be deleted from the vocational teacher education sequence set forth in 5 MCAR § 1.0784."

   Suggested Rule Change -- "...The introduction to vocational

teaching course and the nine-week teaching internship shall be deleted from the vocational teacher education sequence set forth in 5 MCAR § 1.0784."

Justification -- The intent of the proposed rule would be clarified by substituting "shall" for "may"; therefore, the correction as suggested is appropriate.

4. Section 1.0788 B. 2. d. e.

Mr. Anderson's Comment -- "In both of these subsections, the last word apparently should be 'unavailable.'"

Rule as Proposed -- "d. a member of a community organization related to the educational licensure area, if the member designated in e. (below) is available, e. a member of the public, if the member in d. (above) is available."

Suggested Rule Change -- "d. a member of a community organization related to the educational licensure area, if available, e. a member of the public, if available."

Justification -- The whole thrust of the review committee format as identified in 5 MCAR § 1.0788 B. reflects the fact that the commissioner of education is appointing a review committee of a minimum of three people. The changes that were made in "d." and "e." were the corrections of an Intern and were inappropriate to keep the spirit of the proposed review committee format section. It is necessary that the suggested rule changes be made so that the proposed rules are accurate.

5. Section 1.0793 C. 9. b. and 10. b.

Mr. Anderson's Comment -- "These subsections contain numerous references to the American Heart Association and the American Red Cross. In each instance the last two words of each phrase should be capitalized. Also, in section 1.0793 C. 10. b. (1) (d), 'health' apparently should be 'Heart'."

Rule as Proposed -- "(1) (c) shall have certification in cardio-pulmonary resuscitation, as granted by the American heart association or American red cross, and (d) shall have certification in either standard first aid or multi-media first aid, as granted by the American heart association or American red cross. (2) (d) shall have certification in cardio-pulmonary resuscitation as granted by the American heart association or American red cross, and (e) shall have certification in either standard first aid or multi-media first aid, as granted by the American heart association or American red cross. c. (1) (b) shall hold cardio-pulmonary resuscitation certification, as granted by the American heart association and American red cross, (c) shall hold standard first aid or multi-media first aid certification as granted by the American heart association and American red cross. Advanced first aid or emergency medical training may be substituted, and..."

"10. b. (1) (c) shall have certification in cardio-pulmonary resuscitation, as granted by the American heart association or American red cross, and (d) shall have certification in either standard first aid or multi-media first aid, as granted by the American health association or American red cross. (2) (c) shall have certification in cardio-pulmonary resuscitation, as granted by the American heart association or American red cross, and (d) shall have certification in either standard first aid or multi-media first aid, as granted by the American heart association or American red cross."

Suggested Rule Change -- "9. b. (1) (c) shall have certification in cardio-pulmonary resuscitation, as granted by the American Heart Association or American Red Cross, and (d) shall have certification in either standard first aid or multi-media first aid, as granted by the American Heart Association or American Red Cross. (2) (d) shall have certification in cardio-pulmonary resuscitation as granted by the American Heart Association or American Red Cross, and (e) shall have certification in either standard first aid or multi-media first aid, as granted by the American Heart Association and American Red Cross. c. (1) (b) shall hold cardio-pulmonary resuscitation certification, as granted by the American Heart Association and American Red Cross, (c) shall hold standard first aid or multi-media first aid certification as granted by the American Heart Association and American Red Cross. Advanced first aid or emergency medical training may be substituted, and..."

"10.b. (1) (c) shall have certification in cardio-pulmonary resuscitation, as granted by the American Heart Association or American Red Cross, and (d) shall have certification in either standard first aid or multi-media first aid, as granted by the American Heart Association or American Red Cross. (2) (c) shall have certification in cardio-pulmonary resuscitation, as granted by the American Heart Association or American Red Cross, and (d) shall have certification in either standard first aid or multi-media first aid, as granted by the American Heart Association or American Red Cross."

Justification -- This is a typographical error and the suggested correction is approved.

6. Section 1.0795 B. 1. 2.

Mr. Anderson's Comment -- "...In conversations with agency personnel, however, it appears that what is intended is that if an applicant satisfies the requirements of one of the sections, then the respective license shall be granted. The insertion of the word 'shall' in place of the word 'may' in both sections would eliminate this problem.

Rule as Proposed -- "B. 1. Regular five-year continuing license. A five-year continuing license may be granted if an applicant..."

"B. 2. Two-year nonrenewable continuing license. A two-year nonrenewable continuing license may be granted if an applicant..."

Suggested Rule Change -- "B. 1. Regular five-year continuing license. A five-year continuing license shall be granted if an applicant..."

"B. 2. Two-year nonrenewable continuing license. A two-year nonrenewable continuing license shall be granted if an applicant ..."

Justification -- The intent of the proposed rule would be clarified by substituting "shall" for "may"; therefore, the correction as suggested is appropriate.

STATE OF MINNESOTA
OFFICE OF HEARING EXAMINERS

FOR THE DEPARTMENT OF EDUCATION

In the Matter of the Proposed Adoption of Rules of the State Board of Education (State Board for Vocational Education) Governing Licensure of Vocational Education Personnel and the Repeal of Rule 5 MCAR § 1.0074

REPORT OF THE HEARING EXAMINER

The above-entitled matter came on for hearing before Hearing Examiner Peter C. Erickson of the State Office of Hearing Examiners at 9:00 a.m. on October 26 and 27, 1979 in Room 83 of the State Office Building, St. Paul, Minnesota.

Charles Mottl, Special Assistant Attorney General, appeared as counsel on behalf of the State Board of Education. Robert Madson, Director of Program Operations; Robert Van Tries, Assistant Commissioner for Vocational Technical Education; Colleen Kish, Vocational Licensure Specialist; Rosemary Fruehling, Teacher Education Specialist; Tom Strom, Manager of Secondary Vocational Education Programs; Dave McCullough, Manager of Adult Vocational Programs; Hal Birkland, Manager of Special Needs Programs; and Jim Staloch, Manager of Post-Secondary Vocational Education, testified on behalf of the Board in support of the proposed rules. The hearing continued until all interested groups or persons had had an opportunity to comment concerning the adoption of the proposed rules. Pursuant to Minn. Stat. § 15.0412, subd. 4, the Chief Hearing Examiner granted an extension through January 11, 1980 for the completion of this Report.

Pursuant to Minn. Stat. § 15.0412, subd. 4 (1978), this Report shall be available for review to all affected individuals upon request for at least five days. Thereafter, the Commissioner of Education shall, if he proposes to adopt the rules as originally proposed or amended, submit a copy of the Order Adopting Rules, a copy of any additional agency findings, a copy of the rules as originally proposed, and a copy of the rules as adopted to the Chief Hearing Examiner for review pursuant to Minn. Stat. § 15.052, subd. 4 (1978). The submission to the Chief Hearing Examiner shall precede review by the Attorney General. The Chief Hearing Examiner shall complete his review and submit his report to the Commissioner on the issues of substantial changes in the rule and compliance with Minn. Stat. § 15.0412 (1978) within ten calendar days. The Commissioner will be responsible for filing the rules with the Attorney General and for notifying persons who have indicated that they wish to be notified of such filing.

Based upon all the records and proceedings herein, the Examiner makes the following:

FINDINGS OF FACT

1. On August 8, 1979, the Board of Education filed the following documents with the Chief Hearing Examiner:

(a) A copy of the proposed rules.
(b) The Order for Hearing proposed to be issued.
(c) The Notice of Hearing proposed to be issued.
(d) A Statement of the number of persons expected to attend the hearing and estimated length of the Agency's presentation.

2. On September 17, 1979, a Notice of Hearing and a copy of the proposed rules were published at 4 State Register 417.

3. On September 20, 1979, the Board mailed the Notice of Hearing to all persons and associations who had registered their names with the Secretary of State for the purpose of receiving such notice.

4. On October 1, 1979, the Board filed the following documents:

(a) The Order for Hearing and authorizing resolution.
(b) The Notice of Hearing as mailed.
(c) The Affidavit of Receipt of the Secretary of State's list.
(d) The Affidavit of Mailing the Notice to all persons on the Secretary of State's list.
(e) The Secretary of State's Certificate and list.
(f) The Statement of Need and Reasonableness.
(g) All materials received following a Notice of Intent to Solicit Outside Opinion published at 2 State Register 1959 (May 1, 1978) and 3 State Register 2306 (July 2, 1979).
(h) The names of Board personnel who will represent the Agency at the hearing together with the names of any other witnesses solicited by the Agency to appear on its behalf.

The documents were available for inspection at the Office of Hearing Examiners from the date of filing to the date of the hearing.

5. The record remained open through November 16, 1979 for the receipt of written comments and statements, the period having been extended by order of the Hearing Examiner to 20 calendar days following the hearing.

6. Statutory authority to promulgate the proposed rules is contained in Minn. Stat. § 125.185, subd. 4 (1978).

7. Proposed new MCAR §§ 1.0780-1.0799 govern the licensure of vocational educational personnel in Minnesota. The proposed rules govern the procedure for licensure, the duties, and the minimum educational and occupational experience requirements for all vocational, instructional, supportive and administrative staff who are required to be licensed.

8. The proposed new rules, comprised of many sections and numerous subsecsections, are both lengthy and complex. This Report will address only those sections and subsections about which questions have been raised or comment is necessary. To the extent that any section or subsection of the proposed rules is not specifically discussed in this Report, the Examiner finds such section or subsection to be both needed and reasonable as supported by the Statement of Need and Reasonableness.

At hearing, the Board submitted "Additions and Corrections" to the proposed rules. Insofar as any of the changes are substantive, they will be discussed in this Report. A document setting forth the additions and corrections was available to the public at hearing. Consequently, the proposed rules were addressed as so amended.

9. 5 MCAR § 1.0780 includes a statement of the scope of the proposed new rules and definitions of words, phrases and terms used throughout the rules.

a. Subsection K defines "credit" as "one quarter credit shall equal 12 clock hours where applicable." The Minnesota Board of Teaching, (Joseph

Moren, Chairman), and the Minnesota Educational Association (Dan Moriarity), both contend that this standard is inconsistent with the general continuing education rule that one quarter credit equals ten renewal units. The Examiner finds that the Board has not demonstrated any need for or the reasonableness of the 12-clock equivalence figure rather than the accepted 10-unit equivalence. The Board did not offer any reasons for the 12-hour equivalence. The record supports the reasonableness of the 10-unit equivalence should the Board wish to amend the rule accordingly.

rule not changed see F. of F page 2.

b. Subsection V defines "local vocational supervisor". Alan Fletcher, 916 Vocational Center, White Bear Lake, Minnesota, suggests the following underlined words be added to this definition:

> Local vocational supervisor - The licensed vocational supervisor who has major responsibility for the development and supervision of local vocational programs in a vocational discipline or for supervision of a student personnel services area or other supportive services area at the secondary, post-secondary, or adult level(s) for a district, center or area vocational technical institute, as assigned by the authorized local vocational administrator.

In addition, Mr. Fletcher proposes adding a new category, "Supervisor of Curriculum Development" at § 1.0798 E.1.b.(3) as follows:

> Supervisor of curriculum development
>
> (a) Shall have completed a master's degree in instructional development, A-V communications, education, or psychology with a major emphasis in structional design.
>
> (b) Shall meet vocational license criteria for one of the following:
>
> (i) Instructional resources specialist or
>
> (ii) Curriculum and personnel development specialist, or
>
> (iii) A vocational program area.
>
> (c) Shall have completed 4,000 hours of related work experience,
>
> (d) Shall have completed nine quarter credits or 108 clock hours in supervisory techniques, and
>
> (e) Shall have completed a course in philosophy of vocational education.

The Board of Education has responded to Mr. Fletcher's proposals as follows:

> The two proposals by Mr. Fletcher must be read together, as the first proposal amending the definition of the term "local vocational supervisor" was made to accommodate the addition of a new licensure position--Supervisor of curriculum development.
>
> The State Board for Vocational Education strongly believes that the addition of the supervisor of curriculum development category would unduly restrict a school district from exercising flexibility in this rule for the curriculum development specialist (pages 53 and 54 of rule) are sufficient to allow a person presently holding that position to adequately fill the supervisor position if the school district feels a need for such.
>
> Since the additional licensure category is not needed and should not be added to this rule, the proposal to change the definition in § 1.0780 V. becomes unnecessary.

The Examiner finds that the rule as proposed by the Board of Education is both needed and reasonable and that the addition proposed by Mr. Fletcher is unnecessary.

c. Giles Roehl, Cottonwood River Cooperative Center, Springfield, Minnesota, and Ronald Anderson, Oak Land Vocational Center, Cambridge, Minnesota, both commented on Subsection X which defines "Office management experience" in terms of supervision of a minimum of seven office employees. While agreeing that supervisory experience is relevant, both felt that requiring a minimum of seven employees would place an undue hardship on instructors in outstate Minnesota where an office staff of seven is not a common occurrence.

The Board of Education responded as follows:

> The State Board of Vocational Education believes that the inclusion of "a minimum of seven office employees" in the definition of office management experience is reasonable.
>
> This definition is referred to in the licensure charts on page 81 of the proposed rule. Office management work experience is only one of three options for a model office teacher manager to acquire office management competencies. It is identified as "equivalent" to a course or workshop in management and may be as limited as 250 hours in length. Therefore, to place credibility in the "variety of management experience," an office management setting of seven persons was identified to provide the necessary experience base in office management.
>
> Further, the model office teacher manager will be "managing" 10 to 20 "employees" (students) in the model office setting. To become better qualified to handle the model office management setting, a prospective model office teacher-manager needs experience in an office of seven or more employees to insure transfer of relevant competencies to the model office setting.
>
> Since the office management workshop/course is regularly available from the teacher education institutions, the substitution of office management work experience will not be the typical route to this licensure.

Because two other options are available to acquire office management competencies, and management of seven employees is an equivalent experience option, the Examiner finds that the proposed rule is both needed and reasonable.

d. The Minnesota Board of Teaching comments that Subsection Y, which defines "short-term substitutes", is not clear in its definition. The Examiner finds that the language of Subsection Y is both needed and reasonable and is sufficiently clear.

e. The Minnesota Board of Teaching (MBT) suggests that additional definitions be added to 5 MCAR § 1.0780, namely:

*authorized local vocational administrator(s)
certificate
competency based teacher program
consultant
coordinator
criterion exams
instructor
instructor-coordinator
instructor-manager
license
occupational representative
one-year license
ROX
specialist
two-year license
vocational educator
vocational program advisory committee

The Examiner finds that the definitions included in 5 MCAR § 1.0780 are both needed and reasonable (except as noted above). The additional terms suggested by the MBT are drawn to the Board's attention for possible inclusion should that inclusion seem appropriate.

not included see F & F p. 6.

f. Lorimer Bjorklund and William LaCroix, both of St. Cloud State University, criticized use of the term "Industrial Education" throughout the rules and suggested substituting the term "Trade and Industrial - T&I". Their criticism is that "Industrial Education" is a generic term, the breadth of its meaning thereby causing confusion. The Minnesota Vocational Association (MVA) suggests that "Industrial Education" be included as a definition in Section 1.0780 of the proposed rules as follows:

> Industrial education. The generic term "Industrial Education" as used in these regulations shall include or reference those preparatory or supplementary vocational trade, industrial, or technical education programs that have as their primary purpose preparation for specific career employment in the world of work. The term "Industrial Education" as used in these regulations does not include Industrial Arts or Practical Arts educational programs which are a part of general education curricula.

complied with

The Examiner finds that the use of the term "Industrial Education" is both needed and reasonable but suggests inclusion of the definition as proposed by the MVA as it will substantially satisfy the concerns raised.

10. 5 MCAR § 1.0781 governs general provisions for vocational licensure.

a. The MVA suggests the following underlined additions be made to the proposed rules:

> B.2.b. Licensure application fee. A fee established by the Board of Teaching shall be charged to the applicant for each application for licensure or relicensure. The application fee shall be minimal so as not to discourage applicants from seeking licensure because of economic reasons.

> B.2.C.(1) Fee. A fee established by the Commissioner of Education shall be charged to the applicant to apply to the cost of the re-evaluation. The petitioner fee shall be minimal so as not to discourage an applicant from seeking qualifications re-evaluation because of economic reasons.

> B.3. Licensure application fee for part-time, adult, and special short-term personnel. The licensure application fee for part-time, adult, and special short-term instructional personnel shall be proportionately lower than for full-time personnel to reflect the less than full-time employment of the individual.

The Examiner finds the proposed rule to be both needed and reasonable as written. What the MVA has proposed, although well intended, are policy guidelines with no criteria or enforcement mechanism.

11. 5 MCAR § 1.0782 governs the procedure for licensure of vocational instructional and supportive personnel.

a. Subsection B.1.a.(1) sets out as a general rule that initial entrance licensure applications may be processed without the signature of an authorized local vocational administrator. An exception to this general rule is provided in Subsection B.1.a.(2) which states that initial entrance licensure applications from adult supplementary instructors serving less than 500 hours annually shall include the signature of an authorized local vocational administrator.

Giles Roehl, Cottonwood River Cooperative Center, Springfield, Minnesota, suggests that consultants in adult supplementary programs should not be required to be licensed in order to receive state aid. The Board of Education responded as follows:

> M.S. § 124.572 permits aids to be paid only for licensed personnel. The State Board for Vocational Educaton is unable to change the proposed rule and still insure that adult vocational programs will receive aid for adult supplementary instructional staff

In light of the statutory requirement, the Examiner finds the licensure requirement to be both needed and reasonable.

b. Also with respect to Subsection B.1.a.(1) and (2), the Minnesota Education Association (MEA) suggests that the authority to sign and initial vocational licenses be in the hands of the licensure committee rather than in the hands of local vocational administrators as the proposed rules provide. In a similar vein, the Minnesota Board of Teaching (MBT), speaking to Subsections B.2.a.(2)(a) and B.3.a.(2)(a), suggests deletion of authority from "an approved Minnesota teacher in their field or an authorized local vocational administrator", and insertion of "the chairperson of the local vocational relicensure committee." These suggested changes generated more than 20 letters from various individuals and institutions around the state of Minnesota in opposition to such changes.

Typical of these letters are the following two excerpts:

First, from Donald Hamerlinck, Director, St. Cloud Area Vocational-Technical Institute, St. Cloud Minnesota:

> I have an equal concern for any suggestion that the Relicensure Committee would have the signature mandated on a request for license on the part of the adult teachers. Many of our adult teachers reside some distance away from their teacning station as well as many of our adult teachers might have a lot of difficulty preparing all of the certification paperwork to meet the scheduled dates that the Relicensure Committee has for considering all applications. As a result, adult program offerings would have to be scheduled based on when the Relicensure Committee met rather than when was the more appropriate time to start the program.

Second, from Nate Jonnson, Adult Vocational Educational Coordinator, Faribault Area Vocational-Technical Institute, Faribault, Minnesota:

> As an adult vocational education administrator, I feel that I have the ability to hire qualified part-time teachers and the knowledge to adhere to the state rules and regulations for part-time licensure. When dealing with upwards of 150 part-time staff a year, it would at best be very cumbersome to have all of these working people meet with the local Relicensure Committee. I believe that we have an outstanding "track record" in this regard, and I would urge you to maintain the status quo.

The Examiner finds that the language contained in the proposed rules in Subsections B.1.a.(1) and (2), B.2.a.(2)(a), and B.3.a.(2)(a) is both needed and reasonable and ought not be changed.

c. Subsection B.1.c. sets out four initial entrance license options. D. E. Backstrom, Sperry Univac, Roseville, Minnesota, William Faulkner, American Hoist and Derrick Company, St. Paul, Minnesota, and the Minnesota State Drafting Advisory Committee on Occupatinal Education (MSDAC) oppose inclusion of Option Three which allows an applicant who does not meet the occupational experience component of the licensure requirements to be eligible to: (1)

meet an alternate form of occupational experience; or (2) comply with secondary provisional licensure provisions (as set out in § 1.0789). As Wallace Lee, chairman of MSDAC states:

> We believe that the vocational school excellence in the State of Minnesota is due, in a large part, to the requirement that an instructor for the skill trades and occupations has occupational "hands on" experience in the subject he or she is teaching. We therefore object to any change in the rules for licensing which minimizes the requirements for "on-the-job" experience. It is our opinion that no amount of testing will substitute for the actual work experience.

The Board of Education made the following response:

> Vocational education in Minnesota utilizes a variety of individuals with varied backgrounds to provide quality vocational programming in the state. All of the options provided for in § 1.0782 B.1.c. were included to insure that no individual professionally and technically competent to teach vocational programs would be precluded from obtaining vocational licensure.
>
> Eliminating the competency based examination provided for in 1.0783 B.2. would prevent vocational education in this state from capitalizing on the expertise and knowledge of individuals who could not otherwise meet the licensure requirements. The State Board for Vocational Education strongly believes that §§ 1.0782 B.1.c.(3) and 1.0783 B.2. provide an alternative route to licensure without diminishing the licensure criteria. Any unnecessary restriction of licensure options may result in vocational staff shortages.

The Examiner recognizes the interest industry has in opposing Option Three of Subsection B.1.c, but finds that the Board of Education has demonstrated the need for and reasonableness of the inclusion of Option Three. The Examiner therefore finds the proposed rule to be both needed and reasonable in light of the stated considerations.

d. Subsection B.5.a. sets forth the procedure to be followed by an applicant seeking to obtain a substitute instructor license. The rule as proposed requires that substitute licenses be signed by the authorized local vocational administrator and by the designated representative of a vocational program advisory committee. The fact that this subsection requires an applicant to obtain two authorizing signatures before an application for a substitute license can be processed resulted in criticism from a number of individuals and groups, including: Donald Hamerlinck, St. Cloud Area Vocational-Technical Institute; the Minnesota Vocational Association; Kermit Eastman, Superintendent, District 742 Community Schools, St. Cloud; Betty Struck, Anoka Area Vocational Technical Institute; Alan Fletcher, 916 Vocational Center, White Bear Lake, Giles Roehl, Cottonwood River Cooperative Center, Springfield.

Specifically, the objection raised is that to require the signature of a member of the program advisory committee is unnecessary and at times impractical. As stated by Mr. Hamerlinck:

> From a very practical point of view in the day-to-day management of a school, many times a substitute teacher must be procured in a very short period of time, i.e., hours not days. It is not realistic to expect that an advisory committee member could be contacted and given basic information relative to the need and potential substitute candidates in the short period of time that is usually allocated in securing a substitute teacher.

The Board of Education responded to this concern by suggesting that the rule be amended to provide two options to local vocational administrators:

5. Substitute license.

a. Authorizing signature.

(1) Authorization. A substitute license in a specific occuptional area shall be issued to meet the short-term need fdor an instructor-substitute as determined by the local vocational administrator.

(a) The authorized local vocational administrator shall obtain the approval and the signature of the designated representative of the specific vocational program advisory committee (5 MCAR § 1.0070 RR) prior to recommendation to the commissioner of education the applicant(s) professionally and tecnnically qualified in the specific occupational area to be taught.

(b) If obtaining preapproval is impractical, tne authorized local vocational administrator may recommend the substitute licensure applicant subject to obtaining the post-approval of tne program advisory committee. A statement attesting to such responsibility shall be submitted by the administrator as part of tne licensure credentials.

rule amended, but wording used is slightly different from this

(2) Signature. Applications for initial and subsequently renewed substitute licenses shall be ~~signed~~ by the authorized local vocational administrator according to either 5.a.(1)(a) or 5.a.(1)(b) (above).

(3) Filing. Evidence of the advisory committee's recommendations shall be on file in the district, center, or AVTI and shall be made available for review.

The Examiner finds the rule, as amended above, to be both needed and reasonable.

12. 5 MCAR § 1.0783 governs the various forms of occupational experience which may be used by tne licensure applicant to meet occupational experience licensure requirements.

a. Subsection A. reads as follows:

> A. Occupational experience requirements. Except where otherwise stated in these rules, occupational experience shall mean paid work experience outside of education or teaching in a job or jobs directly related to the area of licensure being sought and shall include at least 500 hours within the five years immediately preceding the date of application for licensure.

Jack Cook, Roobinsdale Area Schools, and Ronald Anderson, Oak Land Vocational Center, Camoridge, Minnesota, each feel that the meaning of Subsection A is amoiguous in that it is unclear whether teaching experience is meant to be equated to occupational experience. They feel that as written, the rule does equate teaching and occupational experience. Mr. Cook agrees with this interpretation but Mr. Anderson feels that teaching experience should not become a means of acquiring occupational experience for certification purposes.

The Board of Education, in an effort to clarify the meaning of this paragraph, proposes it be amended as follows:

> A. Occupational experience. Except where otherwise stated in these rules, occupational experience shall mean paid work experience (outside of education or teaching) in a job or jobs directly related to tne area of licensure being sought and shall include at least 500 hours within the five years immediately preceding tne date of application for licensure.

The Board, in explanation of this proposed change, and in response to Mr. Cook, stated:

In the additions and corrections to the proposed rule presented at the public hearing, the addition of parentheses around the words "outside of education or teaching" was proposed to clarify the meaning of § 1.0783 A.

> Occupational experience is paid work experience outside of education and outside of teaching. Using teaching experience to satisfy the occupational experience requirement could not provide the technical knowledge base needed to prepare a teacher to practice in vocational education. Occupational experience which takes place outside of education or teaching enables the applicant to increase his/her individual understanding of the "real world" job environment. This in turn enables him/her to better prepare the vocational student for the world of work via the educational process.
>
> Employability is the measure of successful vocational-technical training. For this reason, service to the individual student means responsiveness to the needs of business, industry, and organized labor. Vocational education can respond to the needs of business, industry, and labor only by preparing vocational students who are employable upon graduation. Only instructors who have experienced the real employment situation can satisfactorily prepare vocational students to move immediately into the job market.

The Examiner finds Subsection A, as amended, to be both needed and reasonable. It is clear that it is not the intent of the Board to equate teaching experience to occupational experience; the Examiner finds the language as amended is sufficiently unambiguous on this point.

b. Subsection B. covers alternate forms of occupational experience. Certain industry representatives (William Faulkner, American Hoist and Derrick, St. Paul; D. E. Backstrom, Sperry Univac, Roseville; Wallace Lee, Minnesota State Drafting Advisory Committee on Occupational Education) request deletion of the second of these options, competency based occupational examinations (Subsection B.2.). Subsection B.2. provides that successful completion of competency based occupational examinations shall be accepted as proof of occupational competence in lieu of two-thirds of the occupational experience requirements. In its Statement of Need and Reasonableness, the Board of Education explained this provision as follows:

> . . . The successful completion of competency based occupational examinations enables applicants to prove technical competency in the occupation to be taught. This alternate form of occupational experience will be accepted for only two-thirds of the occupational experience requirements to insure that the applicant is familiar with other relevant factors in the world of work (e.g., employer-employee relations, public relations, labor unions, and safety regulations) in addition to the demonstrated technical competencies. This alternate form of occupational experience is not available when the competency based occupational examination taken by the applicant is the same examination taken to obtain licensure to practice in the particular occupation. This limitation insures that the applicant does not meet occupational experience requirements by simply retaking the exam which enabled the applicant to practice in the field initially.

In light of the above considerations, the Examiner finds Subsection B.2. to be both needed and reasonable. Since licensure applicants can be expected to possess a variety of backgrounds and competencies which can be demonstrated in more than one way, this occupational experience option (along with the other options provided for) will allow more flexibility into the vocational licensure system.

13. 5 MCAR § 1.0785 identifies those vocational personnel who are required to participate in a human relations program; those who are encouraged, but not required, to participate in a human relations program; and those for whom the human relations requirement is waived. Subsection A.1. requires all vocational personnel who function in a half-time or greater capacity to participate in a human relations program. Other personnel are not so required.

The MEA and MBT urge that all teaching personnel, without exception, be required to participate in a human relations program. In excess of 20 letters were received speaking in opposition to the proposal by the MEA and MBT. Typical of these comments: A. A. Paciotti, Alexandria Area Vocatonal Technical Institute:

> Ninety-five percent of my adult instructors teach 50 hours of instruction a year or less. The Human Relations requirement would mean that most, if not all, of the instructors would elect not to teach because the cost of fulfilling the requirement would not make it economically feasible to teach. The Human Relations requirement should continue to be required by full time instructors only.

W. E. Magajna, Hibbing Area Vocational-Technical Institute:

> The Hibbing A.V.T.I. has a very large adult vocational program and utilizes approximately 150 different individuals in teaching classes. Most of the instructors come from industry and teach only to help their particular industry or their particular trade by doing the instructing. Additional requirements placed upon them for licensing would negate their willingness to teach these classes. For the past number of years our licensing requirements have been very adequate and have definitely proven that the kind of instruction which these people provide has been excellent. To place the requirement of Human Relations for this adult license would only create additional problems for these instructors, as well as place requirements upon them which would not improve the instruction given.

Dan Kocer, Mankato Area Vocational Technical Institute:

> If it would be required for part-time Adult Vocational teachers to take the required Human Relations class, we would find it next to impossible in obtaining competent instructors in the Mankato area since the majority of our intructors are part time providing anywhere from 3 to 40 hours of instruction.

The Examiner finds that the rule as proposed by the Board is both needed and reasonable.

14. 5 MCAR § 1.0786 governs continuing education requirements for relicensure of vocational instructional and supportive personnel.

a. Subsection B.6.a.(4) in the proposed rules reads:

> (4) Persons residing in states other than Minnesota who are unable to affiliate with a Minnesota local vocational relicensure committee for renewal of the continuing license may apply to the commissioner of education for a two-year license.

The MBT suggests deletion of this language and insertion of:

> "Persons holding a vocational license and not practicing in Minnesota and not able to affiliate with a Minnesota local vocational relicensure committee for the renewal of a continuing license, may apply to the board of teaching for a two-year license."

The Examiner finds that the language of the rule as proposed by the Board of Education is both needed and reasonable. Whether the license is issued by the MBT or the Commissioner is a policy decision left to the Department.

b. Subsection C.1. provides for preapproval of a relicensure candidate's upgrading activities by the local vocational relicensure committee. The MBT and Ruth D. Blacksted, Richfield Public Schools, both question the necessity of preapproval, suggesting that this doubles the workload of the local vocational relicensure committee which must also give post-approval of the activity.

The Duluth Relicensure Committee (Gary Zaudtke, chairperson) disagrees:

> We feel that preapproval is essential when working with relicensure of persons who hold a 5 year vocational certificate. We do not think that it is time consuming because the committee must thoroughly understand the activity to be able to make a decision as to the extent that it can be used for relicensure clock hours. Final approval is merely a verification of hours of attendance. We feel that it is important to inform the individual making the request whether or not it is allowable and to what extent prior to the spending of time and money; having done so, the local Vocational Relicensure Committee has fulfilled its obligation and the decision on attendance then rests with the individual.

The Board of Education also responded:

> It is the intention of the State Board of Education that "preapproval" in the context of local vocational relicensure be interpreted as approved <u>in advance</u> of participating in a specific activity.
>
> The relicensure committee may either:
>
> 1. preapprove a specific activity for all teachers who may participate or
>
> 2. preapprove the specific activity for individual teachers who intend to participate in that specific activity.
>
> The choice will depend upon whether the activity is relevant for all teachers or only for those in certain licensure areas. Approval of activities prior to participation in relicensing activities assures the applicant that that activity will indeed be counted toward relicensure clock hours. This preapproval prevents an applicant from "wasting" time in an activity which would ultimately be denied by the relicensure committee because it did not constitute an updating activity.
>
> Although the Board of Teaching asserts that preapproval would double the workload of the local vocational relicensure committee, the State Board for Vocational Education is hard pressed to understand how it would possibly do so. The activity is either preapproved or post-approved--not both. In fact, when asked to explain how preapproval would double the workload of the relicensure committee, Mr. Moran, the representative of the Board of Teaching, was unable to do so.

The Examiner finds that the provisions of Subsection C.1. are both needed and reasonable.

c. Subsection C.2.c. sets forth the type of updating activities which are acceptable for vocational renewal purposes. The proposed rules set out a list of seven categories of approved activities which would qualify as updating activities. A number of persons criticized these categories as not being broad enough in scope and a number of variant additional categories were suggested. In response, the Board of Education added one additional category covering organized technical researach. Other suggested updating activities include the following as set out by the Minnesota Vocational Association (MVA):

> 1. Regional, State or National committees related to vocational education.

2. Executive Board or committee chairmanship of vocational education professional organizations.

3. Advisor to a vocational education related business, industry, or service agency.

4. Serving on a state evaluation team for vocational programs.

5. Other vocational education related experiences not listed but approved by local relicensure committees. The activities must have stated, defined objectives.

Despite the MVA's and others' proposals, the Board of Education responded that the broadening of updating activities would be a mistake and stated:

The goal of vocational continuing education in Minnesota is threefold:

1. to increase technical competency related to the occupation to be taught or to the support service to be performed,

2. to increase competency in teaching that occupation or performing that support service, and

3. to insure that vocational students receive relevant, knowledgeable, instruction commensurate with the expenditure of public education funds and/or student tuition.

The State Board for Vocational Education very strongly believes that the various updating activities which have been recommended would jeopardize or dilute the goal vocational continuing education is attempting to achieve.

The Examiner finds that Subsection C.2.c. has been demonstrated to be both needed and reasonable. However, the Examiner suggests that certain other categories of activities suggested by the MVA and others may also be appropriate for inclusion and should be considered by the Board prior to final action on the rules.

see two additional categories p. 23

d. Subsection C.4. of the proposed rules reads as follows:

4. Application fo multiple relicensure. An applicant applying for relicensure in more than one area shall earn renewal clock hours in at least two activity categoraies with a part of the total 108 clock hours earned in each area of relicensure sought.

The MBT objects to this on the grounds that the proposed rule allows the candidate to earn all 108 clock hours in one category. The MBT suggests that at least one-fourth of the total renewal units be in each field.

The response of the Board of Education is as follows:

The proposed licensure rule is more liberal than the Board of Teaching licensure rule on this subject. The vocational rule does require completion of activities from at least two categories, as well as a portion of the 108 hours in each of multiple licensure categories. However, the specific amount to be completed in each of the multiple licensure areas is left to local discretion. The State Board for Vocational Education cannot see any justification for further restriction at this point as it would not increase the effectiveness of vocational education programs.

The Examiner agrees with the Board of Education's reading of the rule and finds it to be both needed and reasonable.

15. 5 MCAR § 1.0787 governs vocational teacher education licensing programs.

a. Subsection D.2.a. lists ten criteria by which vocational teacher education licensing programs will be evaluated with emphasis on guidelines generally considered in the accreditation of such programs. The seventh of these criteria [Subsection D.2.a.(7)] reads as follows:

> (7) evidence that the necessary faculty and physical resources are allocated to implement and maintain the vocational teacher education licensing program. Faculty who teach professional vocational courses shall be certificated as vocational teacher educators in accordance with the requirements of the joint council for vocational teacher educators,

David Pucel, Department of Vocational and Technical Education, University of Minnesota, Minneapolis, Minnesota, suggests this language be modified as follows:

> "Evidence that the institution applying for program approval would have at least one baccalaureate degree program in one of the vocational fields and evidence that the necessary faculty and physical resources are allocated to implement and maintain the vocational teacher education licensing program being proposed. Faculty who teach professional vocational courses shall be certified as vocational teacher educators in accordance with the requirements of the Joint Council for Vocational Teacher Educators, . . ."

The Board of Education responded as follows:

> Mr. Pucel's proposal is inappropriate. It would cause undue hardship to those certain areas of the state that are currently being served by institutions of higher education which do not or are unable (due to whatever circumstances) to offer at least one baccalaureate degree program in one of the vocational fields.
>
> Service currently being provided by these institutions would be precluded by the adoption of this proposal. In addition, no improvement in the service now being provided would appear to be forthcoming if the proposal were to be included in these rules.

The Examiner finds that the rule as proposed is both needed and reasonable. While recognizing Mr. Pucel's proposal to be well-intentioned, he does not take into consideration the impact it would have as set forth by the Board above.

b. Subsection D.4.ab.(1) provides for a consultation audit when a program revision necessitates approval of such revision(s). The rule as proposed by the Board reads:

> (1) Audit. A consultation audit, as set forth in E.2.a. of this rule (below), shall be made to verify that the revised approved vocational teacher education licensing program continues to meet these rules.

Mr. Pucel and Mr. Jerome Moss, Jr., both of the University of Minnesota's Department of Vocational and Technical Education, suggest the word "shall" in the proposed rule be changed to "may," and the words "in consultation with the institution" be added. The subsection would then read:

> "(1) Audit. A consultation audit, as set forth in E.2.a. of this rule (below), may be made in consultation with the institution to verify that the revised approved vocational teacher education licensing program continues to meet these rules."

By making such alteration, two things would be achieved: (1) The proposed system for the approval of vocational teacher education licensing programs would parallel the now existing rule 5 MCAR § 3.141.D., which governs

the approval of standard teacher education licensing programs; and (2) the rule would be sufficiently flexible to avoid mandating the use of a consultation audit in inappropriate circumstances. The point is well made that vocational programs may vary tremendously in size and scope and that requiring a consultation audit for programs involving perhaps only a single course and lasting for only a few class hours could result in a bureaucratic nightmare.

The Board of Education, while recognizing the proposed language change to be a reasonable and appropriate suggestion, responds that if the word "may" were to be substituted for "shall" in the proposed rule, criteria would have to be developed and included in the rule so that the board of teaching would know when a consultation audit was appropriate and when it was not. The Examiner concurs that such criteria must first be developed and considered before the proposed language change becomes feasible. Therefore, the Examiner finds the rule as proposed by the Board of Education to be both needed and reasonable. However, it seems appropriate for the Board, in light of the above considerations, to draft appropriate criteria and further consider possible language revision of Subsection D.4.b.(1) in line with Mr. Pucel and Mr. Moss' suggestion.

language revised - criteria not developed see p. 27

Mr. Pucel makes one further point with respect to 5 MCAR § 1.0787, with an eye towards making the process of implementation of the rule as efficient and effective as possible. Mr. Pucel notes that under the proposed rules the potential exists of there being 56 or more different vocational teacher education programs defined, each requiring separate approval. Mr. Pucel's suggestion is that some mechanism and language be devised so as to make multiple program approval possible within one proposal. As written, the rule requires an institution such as the University of Minnesota to submit an inordinate amount of paperwork to gain approval of all of its programs.

The Examiner recognizes Mr. Pucel's suggestion as being both valid and worthy of consideration. The Examiner finds the rule as proposed by the Board of Education to be both needed and reasonable; however, the Examiner feels Mr. Pucel's suggestion, which is not in opposition to the concept of the rule, but goes rather to its procedural effectiveness and efficiency, ought to be considered by the Board prior to final action on the rules.

no change

see F. & F p. 14.

16. 5 MCAR § 1.0788 governs the committee review process which provides individuals who do not meet the vocational licensure requirements set forth in these rules with an opportunity to obtain licensure via an alternative route.

a. Subsection B.2. stipulates that the review committee shall consist of a minimum of three people as follows:

2. Members. The review committee shall include:

a. a vocational educator,

b. a liensed practitioner in the petitioned educational licensure area,

c. an occupational representative, and

d. a member of the public, if available.

The MBT suggests that in B.2.b. the words "a licensed practitioner" be deleted and the words "two licensed practitioners" be inserted. The MBT asserts this revision would allow for greater opportunity for evaluation by an educator's peer and result in an uneven number of committee members

The Board responded to these concerns by proposing to amend B.2., as part of the Additions and Corrections, as follows:

B. Review committee formation.

1. Appointment procedure. The commissioner of education shall appoint a review committee of a minimum of three people.

2. Members. The review committee shall include:

a. a vocational educator,

b. a licensed practitioner in the petitioned educational licensure area,

c. an occupational representative,

d. a member of a community organization related to the educational licensure area, if available,

e. a member of the public, if available.

The committee shall be comprised of an uneven number of members to assure that a majority decision shall be reached.

amendment made, see p. 29.

The Board stated: Adding another recommended committee member is necessary in order to avoid the possibility of a deadlock committee with two members voting for and two members voting against approval of licensure. Since such a deadlock would negate the advantage that the committee review option affords the applicant, it is reasonable to require the committee to be composed of an uneven number to insure that a majority decision can be reached and the applicant so notified.

The addition of a member of a community organization related to the petitioned occupational licensure area is reasonable because such a person would be knowledgeable about the area of licensure sought, as well as affected by the outcomes of the vocational education program in which the applicant wishes to perform.

As amended, the Examiner finds the proposed rule to be both needed and reasonable.

b. Subsection D. stipulates that a petitioner shall demonstrate a basic understanding in each of four areas as those areas relate to deficiencies that have been identified in the licensure process. These four areas are vocational philosophy and organization, vocational teacher education and application, occupational skills and understanding, and the relationship between vocational education and community.

The Minnesota Vocational Association (MVA) comments that although it endorses the principle of committee review so that licensing does not discriminate against applicants who cannot satisfactorily document qualifications for licensure, it does not support a review procedure that exceeds the requirements for initial licensure under the regular vocational licensure procedure. Specifically, the MVA suggests deletions and language changes as follows:

5 MCAR 1.0788, Committee Review

D. Petitioner Demonstration. ~~The petitioner shall demonstrate a basic understanding in the following areas as they relate to deficiencies identified by the licensure process~~. A petitioner participating in the licensure committee review process shall be required to demonstrate proficiency or proficiencies only in the area or areas determined as deficient by the initial licensure process.

D.1. Vocational philosophy and organization. ~~The petitioner shall demonstrate:~~ The petitioner, if determined to be deficient by the licensure process, shall demonstrate:

D.2. Vocational teacher education and application. ~~The petitioner shall demonstrate~~: The petitioner, if determined to be deficient by the licensure process, shall demonstrate:

D.3. Occupational skills and understanding. ~~The petitioner shall demonstrate:~~ The petitioner, if determined to be deficient by the licensure process, shall demonstrate:

D.4. Relationship between vocational education and community. ~~The petitioner shall:~~ The petitioner, if determined to be deficient by the licensure process, shall:

The Board of Education responded as follows:

> The committee review process is predicated on the assumption that the individual does not meet all of the established licensure standards. The possibility that an applicant for the committee review process may have knowledge in an area which might not otherwise be necessary until after licensure may support his/her application where other prerequisites are missing. It is therefore appropriate for the committee to discuss the issues given in the rule (as they relate to the applicant's deficiencies) in the process of attempting to identify equivalent competencies.

The Examiner finds the rule as proposed by the Board to be both needed and reasonable. The rule as it is now written and as explained by the Board may actually grant a petitioner greater latitude in obtaining a license than the revisions suggested by MVA.

17. 5 MCAR § 1.0789 governs requirements that applicants must meet to be licensed as vocational secondary instructional personnel. Subsection C. identifies those applicants eligible for a secondary provisional license and sets forth the procedure to be followed to obtain the provisional license. The MBT recommends deletion of all of Subsection C. The MBT (BT) comments:

> . . . The BT believes that with the number of trained and qualified teachers now in a surplus situation in Minnesota and with a large number of programs/courses offered in the teacher education institutions in Minnesota, this section is unnecessary and perhaps harmful to the clients in our districts. The BT is aware of shortages in some fields and perhaps even critical at times. However, we don't know that this situation should lead to BT support for provisional licenses.

The Examiner finds the inclusion of Subsection C. in the rules to be needed and reasonable. It is hoped and expected that the new rules willl govern vocational licensure in Minnesota for many years to come. The concern raised by the MBT is essentially of a short-term nature; though shortages in most fields may be uncommon now, this may not be the case in future years.

18. 5 MCAR § 1.0792 governs special needs instructional and supportive personnel.

a. Subsection B.5. governs the licensing of post-secondary remedial related reading instructors. June Roos, St. Cloud Area Vocational-Technical Institute, St. Cloud, Minnesota, expresses concern that if the remedial related reading instructor is to be responsible for testing (diagnosis and assessment), designing individualized reading programs, and for providing individualized remedial instruction in reading, communication, and study skills, then the licensure requirement (as set out in 5 MCAR § 1.0799) of an education degree and one course in teaching students with reading problems is totally inadequate. Ms. Roos further comments:

> Working with special needs students with problems in reading demands a highly trained professional skilled in reading while at the same time being prepared to work with students with learning disabilities. Basic reading courses with emphasis on

remediation, and courses in diagnosis and correction of reading disabilities is a must. Also, courses dealing with learning disabilities or special needs is of the utmost importance. A secondary education degree in English, communication, or related areas should be the necessary requirement instead of an "education degree". Even an elementary degree with an emphasis in English and reading would be preferable to any education degree.

As a Special Needs Reading Instructor who designed and implemented the reading program at the St. Cloud AVTI, I am extremely concerned with the prospect of hiring untrained personnel, certifying them as remedial related reading instructors, and allowing them to assess and diagnose reading disabilities, design programs, and remediate special needs students.

The Board of Education's response is that there is insufficient evidence to necessitate the imposition of additional licensure requirements. The Board supports its position on grounds that: (1) a series of workshops are conducted to help licensees increase their competencies after they are employed, and (2) Ms. Roos was the only person to express a concern in this area.

The Examiner finds the rule as proposed to be both needed and reasonable. Ms. Roos has, however, raised a very legitimate concern and the Examiner recommends further consideration on this point by the Board of Education.

no chang
see F. of F. p. 14.

As part of the Additions and Corrections, the Board has proposed to add the following language as a new B.7.:

7. Bilingual/bicultural remedial related math instructor. Any person holding a position as a bilingual/bicultural remedial related math instructor shall be licensed pursuant to these rules when responsible for any of the following activities:

a. ascertaining the competency in math skills of limited English speaking students by administering tests designed to indicate the level at which the student is presently functioning.

b. designing individualized math programs for students when such students' competency test results indicate the need.

c. providing individualized remedial instruction in math utilizing the math program developed for each student identified to have a special need for such, and

d. participating on an advisory committee related to the special needs program(s) instructed.

B.7., 8., 9., 10. on page 42 of the rule will now become B. 8., 9., 10., and 11., respectively.

The Board supports this amendment as follows:

The bilingual/bicultural remedial related math instructor was inadvertently left out of the rules and the statement of need and reasonableness for the position is as follows:

Appraisal of the level at which the limited English speaker is functioning requires assessment of both native language (tongue) competency and English competency. This appraisal enables the instructor to establish whether a bilingual instructional approach is appropriate or English as a second language approach should be taken.

The assessment and/or appraisal to ascertain the level at which a limited English speaker is functioning may require preparation of an individualized plan to upgrade the math skills or to zero in on related program technical terminology comprehension.. The instructor must be responsible for designing individualized math programs for students when the students' test results indicate the need.

Utilizing the native language as the base from which development and acquisition of English can evolve is an expedient process by which a limited English speaker can develop the math skills necessary to successfully participate in a vocational program.

To insure that special needs students will be able to successfully complete a vocational program, communication must occur between the bilingual/bicultural remedial related math instructor and the advisory committee responsible for providing organizational and educational advice. To accomplish this task, the bilingual/bicultural remedial related math instructor must participate on the advisory committee.

see p. 41

The Examiner finds that the proposed rule, as amended, is both needed and reasonable and does not appear to be a substantial change.

19. 5 MCAR § 1.0793 governs specialized vocational instructional and supportive personnel. The rule identifies specialized areas of instruction and support which possess unique characteristics requiring individual consideration as to licensure requirements. Public comment centered upon two categories of supportive personnel, post-secondary instructional resources specialist (Subsection C.3.), and health/safety specialist (Subsection C.9.). The rules proposed by the Board do not require persons in these positions to be licensed although licensure is an option open to an individual who wishes to be licensed in a particular area. Seven individuals or organizations submitted statements opposing the proposed rule and requested mandatory licensure of individuals who come under the above categories. Representative of these statements are:

By Dr. Herb Murphy, Area Vocational Technical Institute, Anoka, Minnesota:

Providing preventative health service for students, assisting students who are chemically dependent, providing for emergency first aid, serving as the Safety Officer of the Institute in cooperation with OSHA are among some of the responsible duties of our Health Safety officer in our Institute. As manager of the Health Safety Specialist, it is my conviction that this position can best be served by a person who has had professional training and experience and therefore, should meet the requirements for Vocational Licensure

By Mary Batnke, Rochester Area Vocational-Technical Institute, Rochester, Minnesota:

Vocational technical institutes have expanded program offerings in the twelve years I have been an administrator of the Health and Home Economics Division at the Rochester Area Vocational Technical Institute, with the added responsibility of supervision and development of viable Integrated Media Centers for the entire Institute. We changed within two years after we started our school from small reading rooms associated with the vocational disciplines, under the supervision of secretaries and/or instructors, to a centralized operation staffed by a licensed Instructional Resource Specialist.

The Integrated Media Center provides a broad variety of services to students and staff. The educational and teaching compponent of these services which supplement the classroom teacher should not be provided by non-licensed personnel. The science of organization of print and non-print materials in a systematic way so that students and staff can retrieve relevant materials quickly depends on a comprehensive professional background.

The organization of media center materials so that AVTI Resource Centers can utilize and share materials with college libraries, regional libraries and public libraries is essential to broaden the information base available to AVTI instructors and students and to avoid unnecessary duplication of instructional materials. It requires a licensed individual with appropriate back ground and training to organize AVTI materials so they will "mesh" with other systems.

The Board responded in support of the rule as proposed:

At this time in the vocational education licensure rules there are five supportive positions which are not required to be licensed:

1. AVTI administrative assistant (page 47 of rule),
2. Post-secondary instructional resources specialist (page 48 of rule),
3. AVTI student financial aids officer (page 52 of rule),
4. Curriculum and personnel development specialist (page 53 of rule),
5. Health-safety specialist (page 54 of rule).

At no time have persons in these positions been required to be licensed. The present proposal does not constitute a radical change from past vocational licensure practices. The State Board for Vocational Education feels that there is not sufficient evidence to indicate that licensure in these five categories should be mandatory. It should be noted that the licensure rule does provide for licensure if an individual wishes to become licensed in one of these particular areas.

If a local school district feels that it is necessary to employ only licensed people in these positions, it is free to require that an applicant meet licensure requirements.

Testimony received at the public hearing appeared to reflect considerable concern by collective bargaining units that licensure be mandatory. The State Board for Vocational Education wishes to emphasize, however, that the decisions made concerning mandatory licensure are based upon the educational needs of vocational students and instructors, not on determining membership eligiblity of various bargaining units. This decision reflects a concern for preserving local control in school districts and was made without reference to the collective bargaining units.

The Examiner finds that the rule as proposed by the Board has been demonstrated to be both needed and reasonable. Since local school districts can require that only licensed people fill these positions (and thereby can impose a higher standard than specified under these rules), perceived needed protection of the students and the public on the local level can be mandated. Reasonable policy decisions as to who must be licensed are within the statutorily delegated discretion of the Department.

20. The Board withdrew proposed 5 MCAR § 1.0797 because the rule conflicts with Minn. Stat. § 15.014 and the Board has no statutory authority to promulgate the rule. + 15.059

21. 5 MCAR § 1.0798 governs vocational administrative and supervisory personnel.

Licensure criteria established for vocational administrative and supervisory personnel enumerates the requirement (among others) that the applicant shall have completed 6,000 hours of occupational experience outside of education or teaching. Earl Boven, Associated General Contractors of Minnesota, St. Paul, Minnesota, and N. K. Larson, Superintendent, Vocational Education, Northern States Power Company, Minneapolis, Minnesota, both suggest raising this 6,000-hour figure to a minimum of 8,000 hours.

The Examiner finds the 6,000 hours set forth in the Rules to be both needed and reasonable. Any figure named would, to some extent, be an arbitrary figure. The 6,000 hours required is not unduly minimal.

As part of the Additions and Corrections, the Board proposed to delete § 1.0798 E.1.b.(2), supervisor of practical nursing, for the following reasons:

> This category, as stated in the proposed rules, is obsolete. It is the practice of Vocational-Technical education to meet the same requirements as established by the Minnesota Board of Nursing. Recent activity within the Board of Nursing indicates that in the future, the Board no longer will establish these same requirements. Indications are the Board will not establish educational requirements, e.g., "baccalaureate degree," etc., but will identify "registered nurse, licensed to practice in Minnesota" as the only requirement. It is a requirement that prior to the establishment and operation of nursing education programs in Minnesota, the program must be approved by the Board of Nursing. Thus, it is only reasonable that these two agencies, Board of Nursing and the Vocational-Technical system, establish criteria which are not in conflict. In support of identifying in the Vocational Rules the licensure requirement for the supervisor of practical nursing and other future specialized health occupations supervisors, a statement will be added to 2., supervisor in specialized program area number 7.

Additionally, the Board proposed the following new language to § 1.0798 E.2.b.:

> (7) shall hold a current, valid license, registration, and/or certificate, as issued by the appropriate board, professional association, or accrediting agency, to practice in the specialized field.

The Board stated:

> It is reasonable that the supervisors of practical nursing and future supervisors in a specialized program within the health occupations field be identified in the Vocational Licensure Rules under this recommended category. Many of these supervisors do not have baccalaureate degress and as of now, are not required to have them by their profession. However, to hold a license, registration, and/or certificate is required by the profession. It is only reasonable that vocational education meet the requirements of the profession and of other similar specialized program areas in vocational education.
>
> Persons involved with these decisions were the Committee on the Future of Practical Nurse Education, who are seven representative practical nurse education personnel, three of whom are members of statewide nursing associations, one a member of the Minnesota Board of Nursing, one a Task Force Member of the Faculty Qualifications Committee for the Board of Nursing. Other personnel included the Department of Education Vocational Licensing Specialist and Post-Secondary Supervisor of Health Occupations Education.

As amended, the Examiner finds that the proposed rule is both needed and reasonable.

22. 5 MCAR § 1.0799 provides a licensure applicant with information concerning licensure requirements in chart format.

The secondary licensure chart for industrial education identifies several alternate methods by which an applicant may become licensed. William LaCroix, St. Cloud State University, St. Cloud, Minnesota, recommends deletion of Tracks B and C which provide methods by which non-degreed applicants may become licensed.

The Board responded as follows:

Current statistics indicate that 60 percent of the students graduating from schools in the state of Minnesota move directly into employment, while many engage in activities other than employment, such as furtnering their education options. It is critical that secondary schools in this state provide students with basic job exploration skills to enable them to secure needed employment.

To limit student opportunities at the secondary level to those areas for which degree graduates are available would immediately limit both vocational and exploratory experiences for the secondary students in this state.

In the area of auto body, for example, there are no four-year degree programs in this state that provide the technical competencies necessary to become an auto body instructor at the secondary level. It is essential, therefore, to utilize non-degreed individuals if this option is to continue to be available to vocational students in Minnesota.

Bill Beimers, Blue Mound Vocational Center, Luverne, Minnesota, commenting specifically on Track C:

. . . It would be my request that this particular option be allowed to remain in effect. In 1969, I entered the educational field as an Automotives Instructor in the first Vocational Center in Minnesota, located at Blue Earth. At that time, I had no formal teacher education however I did have 15 years of occupational experience and a desire to work with young people. It was the previously mentioned option which allowed for my certification. Since that time I have been involved in the establishment of two additional Vocational Centers as their Director and have experienced the difficulty, first hand, in hiring qualified people to teach in some of the technical areas. At present I am employing people who are not degreed but who also have a wealth of experience and a desire to help young people. They are extremely well qualified individuals in their field and with the teacher education sequence (TES) are very capable of teaching young people a technical trade.

I have found that people who have a degree from an accredited college are not necessarily qualified to teach these technical areas since most do not have the experience required for relevant training.

The Examiner finds that Tracks B and C, as identified above, are both needed and reasonable.

The Board proposed to amend the chart on page 89 of the proposed rules by distinguishing between the requirements for a bilingual math and bilingual reading instructor. The changed criteria reflect the distinctive qualifications required by each of the bilingual remedial math and bilingual remedial reading contexts. As amended, the Examiner finds the rule to be both needed and reasonable.

23. There were many comments regarding the proposed rules which were not addressed in this Report because of time and length considerations. The Board should carefully review all comments before taking final action on the rules herein.

24. Both the MEA and MFT, among others, raised concerns about effective teacher input in the rule drafting stage and a possible reconvened hearing after more time is allowed to evaluate the rules as actually proposed. The Examiner points out, as he did at hearing, that Intent to Solicit Notices were published in the State Register on May 1, 1978 and July 2, 1979. Interested teachers, and <u>especially</u> the organizations that represent them, must take it upon themselves to get involved as soon as the intent notices are published.

To wait until the proposed rules are published in the State Register (approximately 30 days prior to hearing) minimizes effective input regarding rule content.

Kathryn Rayburn, member of the Board of Teaching, submitted written comments which pointed out the unavailability of the State Register to "interested teachers" and even to teacher organizations. Presently, Intent to Solicit Notices must only be published in the State Register; no mailing is required as is mandated for Notices of rules hearings. It seems to this Examiner that prolonging the period between proposed rule publication and the hearing is not the answer to public involvement and evaluation. Rather, better notice requirements (i.e., mailing for Intent to Solicit Notices, too) and earlier, more enthusiastic input from persons and organizations is the key.

Based upon the foregoing Findings, the Hearing Examiner makes the following:

CONCLUSIONS

1. The Board of Education gave due, timely and adequate legal notice of the hearing.

2. Pursuant to Minn. Stat. § 15.052, subd. 3 (1978), it is the duty of the Hearing Examiner to: ". . . (4) make a report on each proposed agency action . . . taking notice of the degree to which the agency has (i) documented its statutory authority to take the proposed action, (ii) fulfilled all relevant, substantive and procedural requirements of law or rule, and (iii) demonstrated the need for and reasonableness of its proposed action with an affirmative presentation of facts".

3. The Board has documented its statutory authority to promulgate the proposed rules.

4. The Board has fulfilled all relevant, substantive and procedural requirements of law or rule.

5. The Board has demonstrated the need for and reasonableness of the proposed rules, with the exceptions noted herein by an affirmative presentation of facts.

Based upon the foregoing Conclusions, the Hearing Examiner makes the following:

RECOMMENDATION

That the Board of Education adopt the proposed rules as amended herein.

Dated this 11 day of January, 1980.

Peter C. Erickson

PETER C. ERICKSON
Hearing Examiner

ADMIN 1000 (Rev. 1/78)
SF-00006-01

STATE OF MINNESOTA

Office Memorandum

DEPARTMENT Education
736 Capitol Square Bldg.

TO : Joanne E. Hinderaker
Special Ass't. Attorney General
G25 Administration Bldg.

DATE: 4-25-80

FROM : Lois E. Steinhaus L.E.S.
Education Statistics Section

PHONE: 6-4428

SUBJECT: Approval for Rules Governing Licensure of Vocational Education Personnel and the Repeal of Rule 5 MCAR §1.0074

Enclosed is the complete record of the hearing.

Also enclosed are four copies of the rules as adopted and four copies of the order for hearing. In addition, are three copies each of the following:

1. Proposed rules
2. Notice of hearing
3. Affidavit of receipt of secretary of state's list
4. Certficate of delivery secretary of state's list
5. Affidavit of mailing
6. Statement of need and reasonableness
7. Findings of fact and Order adopting....
8. Certificate of board's authorizing resolution
9. Certificate of board's adoption of rules resolution
10. Chief hearing examiner's and hearing examiner's reports
11. One copy of the mailing list
12. One copy indicating changes from the proposed rules to the adopted rules

* Please call me when this is ready to be returned, so that I can send some one to pick it up. Thank you.

PRINTED ON RECYCLED PAPER

Copy

STATE OF MINNESOTA
COUNTY OF RAMSEY

BEFORE PETER C. ERICKSON
HEARING EXAMINER
OFFICE OF HEARING EXAMINERS

FINDINGS OF FACT AND ORDER
ADOPTING RULES

In the Matter of the Proposed Adoption of Rules of the State Board of Education (State Board for Vocational Education) Governing Licensure of Vocational Education Personnel and the Repeal of Rule 5 MCAR § 1.0074

The above-entitled matter came on for hearing before Hearing Examiner Peter C. Erickson, State Office of Hearing Examiners, at 9:00 a.m. on October 26 and 27, 1979 in the Auditorium, Room 83, State Office Building, St. Paul, Minnesota. Proper notice was served upon all persons, associations, and other interested groups registered with the Secretary of State and upon those who filed with the Department of Education for that purpose pursuant to Minn. Stat. § 15.0412. All interested persons were afforded the opportunity to be heard concerning the adoption of the proposed rules captioned above by the submission of either oral or written data, statements, or arguments.

After having reviewed all of the testimony and evidence submitted at the public hearing and to Hearing Examiner Peter Erickson before the close of the hearing record, after having considered the Report of the Hearing Examiner and applicable statutory standards, after having withheld action on the proposed rules for the required period of time after receipt of the Hearing Examiner's Report, and after having confirmed the need for the above captioned rules, the State Board for Vocational Education (hereinafter the "Board") holds that the findings of fact of the Hearing Examiner accurately reflect the facts in the record, except as designated below.

NOW THEREFORE, BE IT RESOLVED that the Board hereby adopts in part, and incorporates herein, the Report of the Hearing Examiner dated January 11, 1980, relative to the above-entitled matter except as set forth below.

FINDINGS OF FACT

I. 5 MCAR § 1.0780 provides definitions for words and phrases used in the rules for licensure of vocational education personnel.

A. Subsection G. defines "bicultural qualifications" and is amended as follows (underlining indicates additional language):

> G. Bicultural qualifications--The quality of being knowledgeable <u>about,</u> and sensitive to, the ethnic and cultural aspects of the particular student groups to be worked with. Bicultural qualifications of an applicant for licensure shall be verified by the local school administrator.

B. Subsection H. defines "bilingual" and is amended as follows:

> H. Bilingual <u>qualifications</u>--The ability to communicate both orally and in writing in two or more languages, the first and principal language being English and the second language being relevant to the ethnicity of the students to be worked with. Bilingual qualifications of an applicant for licensure shall be verified by the local school administrator.

The Board has adopted the foregoing changes to insure grammatical correctness and consistency in the rules.

C. Subsection K. defines "credit" as follows:

K. Credit--Quarter college credits taken from an accredited college. One quarter credit shall equal 12 clock hours where applicable.

The Board of Teaching and the Minnesota Educational Association both contend that this standard is inconsistent with the continuing education rule for elementary and secondary licensure in which one quarter credit equals ten renewal units.

The Hearing Examiner felt that "the Board did not offer any reasons for the 12-hour equivalence," and that "the record supports the reasonableness of the 10-unit equivalence should the Board wish to amend the rule accordingly."

The Board does not adopt an amendment to Subsection K. for the following reasons:

(1) Amendment of the equivalency ratio from 12:1 to 10:1 would result in increased renewal requirements for vocational personnel who choose to meet renewal requirements by taking credit courses in their area of licensure or in education courses. An applicant who enrolls in, and completes, three 3-credit courses would satisfy the relicensure requirements of 108 clock hours if the ratio remains 12:1. Adoption of a 10:1 ratio would result in a loss of 18 clock hours and would substantially increase relicensure requirements for vocational educators. The Board has used the 12-hour equivalence for vocational educators for almost 40 years. The 12-hour equivalence was established and used by vocational educators before the Board of Teaching was created and vocational educators are accustomed to the 12:1 ratio.

(2) The only justification submitted by the Board of Teaching and the Minnesota Educational Association for amending the rule to a 10:1 equivalence is inconsistency with the continuing education rule for elementary-secondary teachers. The relicensure rules for vocational versus elementary-secondary personnel are not consistent in every respect and inconsistency alone does not justify amendment of a rule with which vocational educators are familiar and which has been successfully used since the early 1940's.

(3) The Board reaffirms the reasoning supporting the 12:1 equivalence included in the Statement of Need and Reasonableness at page 33.

> An applicant can acquire renewal units in either credit hours or clock hours. The equation ratio between quarter credit hours is generally accepted by vocational educators as being 12:1, since this ratio equates roughly to traditional classroom hours. For example, a three-credit class meeting three hours per week for a twelve-week quarter equals 36 clock hours.

D. Subsection W. defines "occupational experience." In an effort to clarify the definition, the Board adopts the following amendment to Subsection W. (as proposed in the Additions and Corrections material introduced by the Board at the public hearing):

> W. Occupational experience--Except where otherwise stated in these rules, paid work experience (outside of education or teaching) in a job or jobs directly related to the area of licensure being sought, with at least 500 hours within the five-year period immediately preceding the date of application for licensure.

E. In an effort to clarify the meaning of the term "parent" referred to in 5 MCAR § 1.0792, the Board adopts the following addition to 5 MCAR § 1.0780:

> Parent--A parent, guardian, or an individual acting as a parent of a student in the absence of a parent or guardian.

F. The Minnesota Vocational Association suggested that the following definition be included in 5 MCAR § 1.0780:

> Industrial education. The generic term "Industrial Education" as used in these regulations shall include or reference those preparatory or supplementary vocational trade, industrial, or technical education programs that have as their primary purpose preparation for specific career employment in the world of work. The term "Industrial Education" as used in these regulations does not include Industrial Arts or Practical Arts educational programs which are a part of general education curricula.

The Hearing Examiner found that use of the term "industrial education" was both needed and reasonable, but suggested that the definition proposed by the MVA be included in the rules.

In an effort to clarify the meaning of the term "industrial education," the Board adopts the following addition to 5 MCAR § 1.0780:

> Industrial education--A generic term including or referencing those preparatory or supplementary vocational trade, industrial, or technical education programs that have as their primary purpose at the post-secondary level preparation for specific career employment in the world of work and at the secondary level: 1) in-depth exploration of occupations to assist in the career planning process, 2) development of occupational competencies designed to be recognized for advanced placement in post-secondary programs, and 3) development of occupational competencies necessary to enter an occupation. The term "industrial education" shall not include industrial arts or practical arts educational programs which are a part of general education curricula.

The definition proposed by the MVA has been modified to include the primary purposes of secondary as well as post-secondary vocational programs.

G. The Board of Teaching suggested that the following definitions be added to the rule for clarification:

*authorized local vocational administrator(s)
certificate
competency based teacher program
consultant
coordinator
criterian exams
instructor
instructor-coordinator
instructor-manager
license
occupational representative
one-year license
ROX
specialist
two-year license
vocational educator
vocational program advisory committee

The Hearing Examiner found the definitions included by the Board in 5 MCAR § 1.0780 to be both needed and reasonable. Definition of the additional terms suggested by the Board of Teaching would not clarify the rules, as the terms are clear from the context of the rules themselves.

II. 5 MCAR § 1.0786 sets forth the continuing education requirements for relicensure of vocational instructional and supportive personnel.

A. Subsection B. identifies those persons who may constitute the eligible voting personnel of the local vocational relicensure committee. Ruth Dittes Blackstad, educational leader in the Business Education

Department of the Richfield Public Schools voiced concern that the requirement that the eligible voting personnel of local vocational relicensure committees be "practicing" may preclude vocational teachers who hold a vocational license, but who are not assigned to a vocational class during some quarters or semesters from voting. She states as follows:

> In secondary schools in Minnesota, a new teaching schedule is determined several times during the year. Teaching assignments are based on current registration, plus the assigning of vocationally licensed teachers who could be scheduled for a particular section. Therefore, teachers who hold a vocational license may or may not be assigned to teach a vocational class during any one quarter or semester. That is, if you teach a class such as Business Machines, but the enrollment for the next quarter is insufficient to offer the class, you will not be scheduled to teach that class. You may or may not be scheduled to teach other vocational classes during that quarter, since it all depends on the number of licensed staff available and the current student enrollment. Yet, you will be under pressure from your administration to keep your license current and you are subject to meeting requirements. Thus, to use the language "practicing" is to disenfranchise those teachers who hold a license but may not be assigned to a vocational class during some of the quarters or semesters.

The Board finds that the concern is a valid one and amends Subsection B. as follows (underlining indicates additional language and interlining indicates deleted language):

B. Local vocational relicensure committee.

1. Local vocational relicensure committee formation.

a. Eligible voting personnel. Vocational personnel ~~practicing on~~ holding a valid regular five-year vocational license or a valid vocational license on a sequence preparatory to obtaining a regular five-year vocational license in a school district (district), an approved vocational or cooperative center (center), or nonpublic school shall constitute the eligible voting personnel. Only vocational personnel practicing on a valid regular five-year vocational license or on a valid vocational license on a sequence preparatory to obtaining a

regular five-year vocational license in a district, center, or nonpublic school shall be eligible to serve as committee members. Authorized local vocational administrators and supervisors shall not constitute eligible voting personnel.

2. Local vocational relicensure committee options.

a. Option A--The existing local continuing education committee may be utilized except that five eligible voting personnel members practicing on a valid vocational license shall replace the teaching faculty members of the existing committee whenever applications for vocational relicensure are considered. The five teaching faculty replacements shall be elected by secret ballot of the eligible voting personnel of the district, center, or nonpublic school.

b. Option B--A local vocational relicensure committee separate from the existing local continuing education committee may be formed. Such committee shall include:

(1) five eligible voting personnel members practicing on a valid vocational license in the district, center, or nonpublic school elected by secret ballot of the eligible voting staff in the district, center, or nonpublic schools,

(2) one authorized local vocational administrator or supervisor practicing on a valid vocational administrator or supervisor license in the district or center elected by the licensed, practicing vocational administrators and supervisors of the district or center. In nonpublic schools, one authorized local vocational administrator shall be elected by the authorized local vocational administrators of the nonpublic school(s),

(3) one resident of the geographic area serviced by the district, center, or nonpublic school designated by the local school board or the governing board or chief executive officer of the nonpublic school. The resident shall not be an employee of the district, center, or nonpublic school. School board and governing board members shall not be considered to be employees of the district, center, or nonpublic school.

c. Option C--Vocational personnel in two or more districts, centers, of nonpublic schools situated in close proximity may jointly operate with regard to the mandatory application of committee options A or B, set forth above, for the purpose of effecting the composition of the local committee and method of identification of committee members. Such joint operation shall be ratified by a majority of the eligible voting personnel casting a vote in such decision within each district, center or nonpublic school.

d. Option D—The existing local continuing education committee may be utilized with no change in composition.

3. Mandatory application of committee options.

a. Districts, centers, or nonpublic schools employing fewer than five eligible ~~voting~~ practicing vocational personnel members shall utilize option C or option D.

b. Districts, centers, or nonpublic schools employing more than four but fewer than nine eligible ~~voting~~ practicing vocational personnel members shall utilize option A, option C, or option D.

c. Districts, centers, or nonpublic schools employing more than eight but fewer than twenty-five eligible ~~voting~~ practicing vocational personnel members shall utilize option A or option C.

d. Districts, centers, or nonpublic schools which employ more than 24 eligible ~~voting~~ practicing vocational personnel members shall utilize option A, option B, or option C.

4. Committee member term of office. Members of the local relicensure committee shall serve a two-year term except for the initial election when two eligible ~~voting~~ personnel members and one resident member shall be elected for one-year terms. All terms shall commence on September 1 of the year in which elected.

Allowing nonpracticing license holders to vote will insure input into the relicensure process from those subject to the committee process. Limiting committee membership to practicing vocational educators will insure that knowledgeable persons will be making the relicensure decisions.

B. Subsection B.7.h. sets forth one of the duties of the local vocational relicensure committee as follows:

h. provide annual written recommendations to the authorized local vocational administrator concerning inservice needs of the district, center, or nonpublic school.

Daniel J. Smith, chairperson of the local vocational relicensure committee for Independent School District #112 and Carver-Scott Cooperative Center #930, suggested that the rule be revised to allow the relicensure committee more flexibility. Smith (speaking for the local vocational relicensure committee) stated:

> We feel that the proposed rule, as now stated, does not allow the committee enough flexibility. It may be construed that the committee must make annual recommendations to the local vocational administrator even when no evidence exists that a district is in need of further inservice activities. Or, worse, it may be construed that a committee may only communicate with a local administrator about inservice activities once each year.

The Board finds that the concern is a valid one and amends Subsection B.7.h. as follows:

> h. when appropriate, and when acting upon the advice of the vocational teaching staff, the committee shall make recommendations to district vocational administrators responsible for inservice activities.

C. Subsection C.2.c. sets forth the type of updating activities which are acceptable for vocational renewal purposes. The Minnesota Vocational Association suggested that the following updating activities be adopted:

1. regional, state or national committees related to vocational education,

2. executive board or committee chairmanship of vocational education professional organizations,

3. advisor to a vocational education related business, industry, or service agency,

4. serving on a state evaluation team for vocational programs.

A fifth proposal--other vocational education related experiences with stated, defined objectives not listed, but approved, by local relicensure committees was withdrawn by the MVA at the public hearing.

The Hearing Examiner found that Subsection C.2. was both needed and reasonable, but suggested however, that certain other categories of activities suggested by the MVA and others be considered by the Board prior to final action on the rules.

The Board, after careful review of the suggested updating activities, feels that Subsection C.2.c. may be amended to include the following two categories, while still insuring that vocational instructors maintain or improve teaching competencies.

(8) Organized technical research leading to the development of new or updated competencies in the area of licensure (e.g., research producing new knowledge preparatory to writing a related technical article, developing related curriculum, teaching a related specialized adult class, or producing a related technical invention) shall be rated on a clock hour basis at the discretion of the local vocational relicensure committee, in accordance with the local guidelines established pursuant to this rule. Notwithstanding local guidelines, a maximum of 20 clock hours may be credited toward the 108 clock hours each five years. Clock hours shall not be granted for the subsequent manual process of writing, teaching, or producing, as these activities simply restate knowledge the applicant has acquired through prior research or experience and do not in themselves create new or updated competencies related to the area of licensure.

(9) Service on a state evaluation team for vocational programs shall be rated on a clock hour basis. An individual evaluation shall equate to a maximum of 5 clock hours per day of evaluation. A maximum of 10 clock hours may be credited toward the 108 clock hours each five years.

The Board finds that the proposed rule, as amended, is both needed and reasonable for it insures that instructors and supportive personnel remain current in their respective licensure fields. Approved relicensure activities must be limited to those activities which directly relate to the applicant's vocational teaching competencies and vocational assignment. Subsection C.2., as amended, serves this function.

D. Subsection C.2.c.(5) identifies one of the updating activities for relicensure of vocational personnel as follows:

(5) Updating leaves relevant to the area of licensure taken in agencies, businesses, or industries shall be rated on a clock hour basis. A maximum of 60 clock hours may be credited toward the required 108 clock hours.

Fran Curtis, chairperson of the local vocational relicensure committee for Independent School District #833, suggested that "updating" as used in this context be clarified. To clarify subsection C.2.c.(5) the Board adopts the following amendment.

(5) ~~Updating leaves~~ Leaves updating competencies relevant to the area of licensure taken in agencies, businesses, or industries shall be rated on a clock hour basis. A maximum of 60 clock hours may be credited toward the 108 clock hours.

III. 5 MCAR § 1.0787 provides for vocational teacher education licensing programs.

A. Subsection D.4.b.(1) provides for consultation audits by the Board of Teaching when revision of a vocational program necessitates approval of such revisions. The rule as proposed states:

> (1) Audit. A consultation audit, as set forth in E.2.a. of this rule (below), shall be made to verify that the revised approved vocational teacher education licensing program continues to meet these rules.

David Pucel and Jerome Moss, Jr., both of the University of Minnesota Department of Vocational and Technical Education, voiced concern that a bureaucratic nightmare could result if the Board of Teaching was required to audit every vocational program regardless of size and scope of the program. Requiring a full consultation audit for programs involving only a single course and lasting only a few hours would mandate a full consultation audit in inappropriate circumstances.

The Hearing Examiner found the rule as proposed both needed and reasonable, but suggested that the State Board of Education "consider possible language revision of Subsection D.4.b.(1) in line with Mr. Pucel and Mr. Moss' suggestion."

In order to meet the concern of Mr. Pucel and Mr. Moss, the Board amends Subsection D.4.b.(1) as follows:

> (1) Audit. ~~A consultation~~ An audit, which need not include an on-site visit, ~~as set forth in E.2.a. of this rule (below),~~ shall be made to verify that the revised approved vocational teacher education licensing program continues to meet these rules.

The amendment, as stated above, has been approved by Mr. Moss as meeting the concern expressed.

B. David Pucel has also suggested that some mechanism and language be devised to make multiple program approval possible within one proposal. The Hearing Examiner found 5 MCAR § 1.0787 both needed and reasonable, but suggested that the Board consider Mr. Pucel's proposal prior to final action on the rules.

The Board finds that the procedure established in the rules is currently being used effectively and does not bar procedural efficiency. Therefore, no amendment to the rule providing for multiple program approval is adopted.

IV. 5 MCAR § 1.0792 governs special needs vocational instructional and supportive personnel.

Subsection B.5. governs the licensing of post-secondary remedial related reading instructors. June Roos, St. Cloud Area Vocational-Technical Institute, expressed concern that the licensure requirements set forth in 5 MCAR § 1.0799 are inadequate.

Ms. Roos stated:

> Working with special needs students with problems in reading demands a highly trained professional skilled in reading while at the same time being prepared to work with students with learning disabilities. Basic reading courses with emphasis on remediation, and courses in diagnosis and correction of reading disabilities is a must. Also, courses dealing with learning disabilities or special needs is of the utmost importance. A secondary education degree in English, communication, or related areas should be the necessary requirement instead of an "education degree". Even an elementary degree with an emphasis in English and reading would be preferable to any education degree.

The Hearing Examiner recommended that the Board give Ms. Roos's comments further consideration, as he felt she had raised a legitimate concern. The Board agrees that Ms. Roos's concern is indeed legitimate; however, before revision of the licensure requirements would be appropriate, it will be necessary to study the impact which increased licensure requirements would have on the availability of remedial related reading instructors.

If results of such a study indicate the availability of a sufficient number of qualified instructors meeting the increased licensure requirements proposed by Ms. Roos, the Board will give consideration to amending the licensure requirements at a future public hearing.

V. 5 MCAR § 1.0793 governs specialized vocational instructional and supportive personnel.

A. Subsection C.4.c. sets forth additional licensure requirements for secondary vocational program counselors as follows:

> c. Secondary vocational program counselors. In addition to the requirements set forth in C.4.b.(1)-(4) of this rule (above), secondary vocational program counselors shall also meet the current licensure requirements of the board of teaching.

The Board of Teaching suggested that Subsection C.4.c. be amended as follows:

> c. Secondary vocational program counselors. In addition to the requirements set forth in C.4.b.(1)-(4) of this rule (above), secondary vocational program counselors shall also ~~meet the current licensure requirements of the Board of Teaching.~~ hold licensure as a secondary school counselor from the appropriate licensing board.

The Board adopts the foregoing amendment to Subsection C.4.c.

B. Subsections C.9. and C.10 respectively set forth the licensure requirements and criteria for health-safety specialists and assistants. The Board adopts the following amendments to the headings of these subsections to clarify the student level served by the position.

9. Post-secondary health-safety specialist.

10. Post-secondary health-safety assistant.

VI. 5 MCAR § 1.0796 sets forth continuing education programs for relicensure of vocational administrative and supervisory personnel. The following amendments (introduced in the Additions and Corrections material presented at the public hearing) were necessitated by the deletion of 5 MCAR § 1.0797 - Standards and Licensure Task Force for Relicensure of Vocational Administrative and Supervisory Personnel.

The use of a task force similar to that contained in the rules for relicensure of superintendents and principals was considered the best model to insure input and self-determination on the part of the administrators and supervisors who will be subject to the provisions of this rule. The use of such a task force is precluded in these rules by Minn. Stat. §§ 15.014 and 15.059 which limit the number and duration of task forces a state agency may have.

A. Subsection A. provides for approval of continuing education programs for relicensure of vocational administrative and supervisory personnel. Subsection A. is amended as follows to provide for the greatest possible amount of statewide input into the administrative relicensure process. While the Board is not as directly related to the administrative relicensure process as the task force would have been, the Board is comprised of individuals who do represent the state.

> A. Approval by ~~commissioner of education.~~ state board for vocational education. The initiator of any vocational administrative or supervisory continuing education program for relicensure of directors and supervisors shall obtain approval from the ~~commissioner of education~~ state board for vocational education for the program and the clock hours to be earned in such program.

B. Subsection B.1. sets forth the approval procedure for administrative and supervisory personnel continuing education programs and is amended as follows:

> 1. Vocational administrative or supervisory continuing education program proposals. The initiator of any vocational administrative or supervisory continuing education program shall forward a proposal of the program to the commissioner of education ~~for approval.~~ for review by the state board for vocational education.

Forwarding proposals to the commissioner of education will provide program initiators with a centralized figure to whom all program proposals can be sent. Minn. Stat. § 121.02 vests the Board with the authority to approve or disapprove proposals. It is necessary that these rules acknowledge that authority.

C. Subsection B.1.b. provides for approval of continuing education programs for administrative and supervisory personnel and is amended as follows:

b. Program approval. A vocational administrative or supervisory continuing education program shall be approved by the ~~commissioner of education upon the recommendation of the administrative standards and licensure task force established in 5 MCAR § 1.0797~~ state board for vocational education if it meets the requirements set forth in B.1.a.(2)(a)-(g) of this rule (above).

Upon review of the continuing education program proposal by the Board, the initiator must receive the Board's decision concerning approval status of the program proposal if the continuing education program is to be implemented. If the continuing education program meets the seven criteria set forth in this rule, it is reasonable to expect that that program will be able to provide administrative and supervisory personnel with quality continuing education.

D. Subsection C.1.b. identifies one of the responsibilities of the program initiator of continuing education programs for relicensure of administrative and supervisory personnel and is amended as follows:

b. forwarding vocational administrative or supervisory continuing education program proposals to the commissioner of education for review by the state board for vocational education, ~~for approval;~~

The initiator is made responsible for forwarding the continuing education program proposal to the commissioner for review by the State Board for Vocational Education to insure that the Board will actually receive the program proposals for evaluation. It is reasonable to place responsibility with the initiator since that will result in one filing per program rather than a filing from each of the many participants of the same program.

VII. 5 MCAR § 1.0799 sets forth licensure requirements for vocational education personnel in a chart format.

The Board amends the chart on page 86 of the proposed rules to clarify licensure requirements for cosmetology and barbering instructors.

The amendment is in response to a suggestion by Alice Trowbridge, a cosmetology instructor at Minneapolis AVTI and is set forth on page 21 of this Findings of Fact and Order Adopting Rules.

The State Board of Barbering and State Board of Cosmetology require licensure of cosmetology and barbering instructors pursuant to 4 MCAR § 10.004 and 4 MCAR §§ 8.042-8.055. Since licensure by the State Board of Barbering and the State Board of Cosmetology is legally required, the amendment insures that the licensure requirements for these instructors is in compliance with Minnesota law.

VIII. The standard licensure term commences on July 1 of each fiscal year. The Board finds that the rules for licensure of vocational education personnel and the repeal of 5 MCAR § 1.0074 must become effective as of July 1, 1980 or as of five working days after final publication in the state register, whichever date is later, to facilitate administrative processing of vocational licenses. The following rule is adopted by the Board to implement the effective date of the rules for licensure of vocational education personnel.

5 MCAR § 1.07991 Effective date of the rules for licensure of vocational education personnel.

The rules for licensure of vocational education personnel shall become effective as of July 1, 1980 or as of five working days after final publication in the state register, whichever date is later.

IX. The Board has carefully reviewed all comments submitted to the Hearing Examiner and expressed to the Board prior to adoption of the rules for licensure of vocational education personnel.

X. The Board finds all of the amendments contained herein both needed and reasonable.

POST-SECONDARY LICENSURE CHART	OPTIONS	RELEVANT EDUCATION: Related Degree	Appropriate Education Degree	Appropriate Non-Education Degree	Health-Related PS Program	2 Years PS Education	Licensure/Registration by Appropriate Board	Practicing License/Registration (1)	Instructor License in Area (2)	RECENT RELEVANT OCCUPATIONAL EXP: 2 yrs/4000 hours ROX	2 1/4 yrs/4500 hours ROX	3 yrs/6000 hours ROX	3 yrs/6000 hours ROX w/2000 within prior 5 yrs.	2 yrs Teaching Experience	4 yrs/8000 hours ROX	Special Recency Requirement (3)	Related Hours Requirement (4)	SPECIAL COURSES OR REQUIREMENTS: PS Teacher Education Sequence	Distributive Education Methods	Distributive Education Curriculum	One additional VE Course	Renewals/Minimal Progress (5)	Technical Courses (6)	Coordination Techniques	Curriculum Course	PRIOR TO FIRST RENEWAL: Human Relations	PRIOR TO 5 YEAR LICENSE: Philosophy of Vocational Education
DISTRIBUTIVE EDUCATION Instructor/Instructor Coordinator	A	X								X						X	X		X	X	X	X	X	X		X	X
	B											X				X	X		X	X	X	X	X	X		X	X
HEALTH EDUCATION Instructor	A						X		X			X				X		X								X	X
Instructor-Coordinator	A	X					X		X			X				X		X						X		X	X
	B				X		X		X			X				X		X						X		X	X
SERVICE, HOSPITALITY, AND HOME ECONOMICS EDUCATION	A		X					X		X								X								X	X
	B			X				X		X								X								X	X
Instructor Occupational	C							X				X						X								X	X
Instructor-Coordinator Occupational	A							X	X					X											X	X	X
Instructor Consumer Homemaking	A		X																							X	X
	B			X														X								X	X
INDUSTRIAL EDUCATION Instructor	A													X				X								X	X
	B					X					X							X								X	X
TECHNICAL EDUCATION Instructor	A					X							X					X								X	X

VE: Vocational Education.

ROX: Recent, relevant occupational experience. Unless otherwise indicated, ROX means paid experience outside of education or teaching and includes at least 500 hours within the prior five years.

Deg: Degree. Unless otherwise indicated, "Degree" means a four-year baccalaureate degree from an accredited college or university.

Education Degree: Baccalaureate or higher degree in a recognized educational field including at least 27 quarter credits in education with six quarter credits of student teaching.

ELABORATION ON SPECIAL COURSES OR REQUIREMENTS

1. Licensure, registration, or program certificate is required to teach in program areas where such is required to practice in the field. Cosmetology instructors shall have a senior instructor license issued by the State Board of Cosmetology. Barbering instructors shall have a license issued by the State Board of Barbering.

2. Areas such as First Aid Instructor, or Cardio-Pulmonary Resuscitation (CPR) Instructor and vocational license for Instructor Coordinator.

3. In the general program: 1000 hours within the prior five years. In the specialized program: 1000 specialized hours within the prior five years.

4. In the general program: 1000 hours of retail experience. In the specialized program: 3000 hours in the specialized area.

5. The total six courses in this teacher education sequence shall be accomplished within a maximum period of three annual renewals, with a minimum progress of two courses annually.

6. Twenty-one quarter credits in technical areas, with a minimum of 24 clock hours or two quarter credits in each of the following: selling, management, advertising, visual merchandising, retailing, marketing, and economics. In the specialized program, relevant technical areas may be substituted. Excess ROX may be substituted for relevant technical area courses at the rate of one year for three quarter credits.

Amended chart Findings of Fact VII

XI. The following reference changes and typographical corrections have been made to provide rule accuracy and clarity:

5 MCAR § 1.0782

Subsection B.5.a.(2) "...pursuant to either B.5.a.(1)(a) or B.5.~~b.~~a.(1)(b) (above)."

Subsection C. "...pursuant to the procedures set forth in Minn. Stat. § 15.041~~+~~2 et. seq."

5 MCAR § 1.0786

Subsection A.1.b. "...activities set forth in C.2.c.(1)-~~(7)~~(9) of this rule..."

Subsection B.1.c. "...pursuant to Minn. Stat. § 125.18~~7~~5, subd. 4."

Subsection B.6.a.(4)(a) "...activities set forth in C.2.c.(1)-~~(7)~~(9) of this rule..."

Subsection B.7.d. "...allocations set forth in C.2.c.(1)-~~(7)~~(9) of this rule (below),"

5 MCAR § 1.0789

Subsection A. "...secondary licensure chart set forth in 5 MCAR § 1.07998 and the general provisions..."

Subsection C.1.a.(1) "...secondary licensure chart set forth in 5 MCAR § 1.07998, and"

Subsection C.1.a.(5) "...secondary licensure chart set forth in 5 MCAR § 1.07998."

Subsection C.1.b.(1) "...all requirements of B.~~C.~~1.a.(1)-(5) of this rule (above)."

Subsection C.1.b.(2) "...all requirements of B.~~C.~~1.a.(1)-(5) of this rule (above)."

Subsection C.1.c.(1)(a) "...secondary licensure chart set forth in 5 MCAR § 1.07998, and"

Subsection C.1.c.(1)(e) "...secondary licensure chart set forth in 5 MCAR § 1.07998."

Subsection C.1.c.(2) "...requirements set forth in B.~~C.~~1.c.(1)(a)-(e) of this rule (above)."

Subsection C.2.b. "...secondary licensure chart set forth in 5 MCAR § 1.07998 shall be accomplished prior to the expiration date set forth in ~~B.~~C.2.a. of this rule (above)."

Subsection C.3.c. "...and 5 MCAR § 1.0792 ~~B.~~C. of these rules..."

5 MCAR § 1.0790

Subsection A. "...post-secondary licensure chart set forth in 5 MCAR § 1.07998 and the general provisions..."

5 MCAR § 1.0791

Subsection A. "...adult licensure chart set forth in 5 MCAR § 1.07998 and the general provisions..."

5 MCAR § 1.0792

Subsection A. "...special needs licensure chart set forth in 5 MCAR § 1.07998 and the general provisions..."

Subsection C.2.a. "...special needs licensure chart set forth in 5 MCAR § 1.07998, and"

Subsection C.3.b. "...expiration date set forth in ~~B.~~C.3.a. of this rule (above)."

5 MCAR § 1.0793

Subsection C.2.b.(1) "...licensure chart set forth in 5 MCAR § 1.07998, and"

5 MCAR § 1.0797

Subsection D.1. "...approved by the state board ~~of~~ for vocational education..."

Subsection D.1.a.(9) "...the state director, and the state board ~~of~~ for vocational education,"

Subsection D.2.a.(1) "...responsibilities set forth in D.1.a.(1)-~~(12)~~(11) of this rule (above),"

Subsection D.3.a.(1)(a) "...developing state board ~~of~~ for vocational education center;"

Subsection E.3.b.(3) "...completed 12 ~~quater~~ quarter credits chosen..."

Subsection E.5.a.(1) "...students to successfully ~~more~~ move into and out of an AVTI..."

5 MCAR § 1.0798

Option for Provisional Column (page 77 of rule) "Secondary Provisional 5 MCAR § 1.0789 ~~B.~~C."

Elaboration on Special Courses or Requirements (page 77 of rule) "7. Materials and methods...office management experience (§ 1.0780 ~~V.~~Y.)..."

Option for Provisional Column (page 78 of rule) "Secondary Provisional 5 MCAR § 1.0789 ~~B.~~C."

Option for Provisional Column (page 79 of rule) "Secondary Provisional 5 MCAR § 1.0789 ~~B.~~C."

Option for Provisional Column (page 80 of rule) "Secondary Provisional 5 MCAR § 1.0789 ~~B.~~C."

Elaboration on Special Courses or Requirements (page 81 of rule) "2. Office management...experience (§ 1.0780 ~~V.~~Y.)..."

Special Needs Provisional Column (page 84 of rule) "5 MCAR § 1.0792 ~~B.~~C."

Special Needs Provisional Column (page 85 of rule) "5 MCAR § 1.0792 ~~B.~~C."

XII. The following deletions have been made due to the fact that the requirements identified were optional in nature and the proposed rule must address only those provisions which are required:

5 MCAR § 1.0791, Subsection C.2.a.(2) relating to adult supplementary licensure:

"professionally and technically qualified in the specific occupational area to be taught, as verified by the authorized local vocational administrator. ~~A minimum of three years of recent, relevant occupational experience and twenty-four clock hours of vocational teacher education is recommended.~~"

5 MCAR § 1.0793, Subsection C.6.c. relating to the secondary placement specialist:

~~"Optional requirements.--In addition to meeting the criteria in C.6.b.(1)-(3) of this rule (above), it is recommended that the applicant have completed two years of teaching experience and hold a valid standard or vocational teaching license."~~

This Findings of Fact and Order Adopting Rules has been amended in accordance with directives from the Hearing Examiner's Office. Such corrections allow the proposed rules to more clearly and accurately reflect the intent of the rule.

Howard B. Casmey, Commissioner
Department of Education

ORDER

THEREFORE, BE IT ORDERED that 5 MCAR § 1.0074 be repealed and 5 MCAR §§ 1.0780 - 1.07991, as amended, be adopted pursuant to the statutory authority vested in the State Board for Vocational Education by the Laws of 1978, ch. 764 § 77 and Minn. Stat. § 121.11, Subd. 12 and that the repeal of 5 MCAR § 1.0074 and the adoption of 5 MCAR §§ 1.0780-1.0799 be effective as of July 1, 1980 or as of five working days after final publication in the state register, whichever date is later.

STATE OF MINNESOTA
STATE BOARD FOR VOCATIONAL EDUCATION

Ruth A. Myers
President
State Board for Vocational Education

Dated this 11th day of February, 1980

AG Copy.
Charles Mattle

Rules as Adopted
Chapter Thirty-Nine: ~~Rules~~ for Licensure
of Vocational Education Personnel

5 MCAR §1.0780 Scope and definitions.

These rules govern the procedure for licensure, the duties, and the educational and occupational experience requirements for all vocational instructional, supportive, and administrative personnel who are required to be licensed. In order to be eligible for vocational licensure, an individual shall meet the minimum standards established by these rules for the area of licensure sought.

Definitions. For the purposes of 5 MCAR §§1.0780-1.0799 the words, phrases, and terms defined in this section shall have the meanings ascribed to them below.

A. Approved Minnesota institution - A Minnesota institution approved by the board of teaching pursuant to 5 MCAR §3.140 to prepare persons for teacher licensure.

B. Approved teacher educator - A faculty member who teaches professional vocational courses and is certificated as a vocational teacher educator in accordance with the requirements of the joint council for vocational teacher educators.

C. Approved vocational or cooperative center - A vocational or cooperative center approved by the state board for vocational education.

D. Approved vocational teacher education licensing program - A complete series of courses leading to a degree, a series of courses, or a single course in vocational education teaching offered at an approved Minnesota institution. Vocational teacher education licensing programs which meet the criteria set forth in 5 MCAR §1.0787 of this rule shall be approved.

E. Authorized local vocational administrator - The licensed vocational administrator who has major responsibility for vocational education at the secondary, post-secondary, and/or adult level for a district, center, or area vocational-technical institute. The superintendent shall act as the authorized local administrator in the absence of a licensed vocational administrator. For purposes of licensure of vocational staff serving in nonpublic schools, the chief executive officer of the nonpublic school or a designee may be approved by the commissioner of education to act as the authorized local vocational administrator for the aforesaid school.

F. AVTI - Area vocational-technical institute.

G. Bicultural qualifications - The quality of being knowledgeable about and sensitive to the ethnic and cultural aspects of the particular student groups to be worked with. Bicultural qualifications of an applicant for licensure shall be verified by the local school administrator.

H. Bilingual qualifications - The ability to communicate both orally and in writing in two or more languages, the first and principal language being English and the second language being relevant to the ethnicity of the students to be worked with. Bilingual qualifications of an applicant for licensure shall be verified by the local school administrator.

I. Clock hour - An hour of actual instruction or supervised group activities.

J. Clock hours (administrative and supervisory personnel) - For the purpose of renewal of five-year vocational administrative and supervisory licenses, clock hours accumulated from approved Minnesota vocational continuing education programs. Hours devoted to individual professional development activity for renewal of five-year administrative and supervisory licenses are in addition to specified clock hours and are not counted as clock hours.

K. Credit - Quarter college credits taken from an accredited college. One quarter credit shall equal 12 clock hours where applicable.

L. Course - For the purpose of a vocational teacher education licensing program, a planned, separate unit of instruction in a subject area.

M. DD Form 214 - The form verifying separation from military service obtained from the separating authority upon release from active service.

N. Director - A local vocational administrator including assistant directors.

O. Education degree - A baccalaureate or higher degree from an accredited college in a recognized educational field with at least 27 quarter credits in professional education courses and at least 6 quarter credits of student teaching.

P. Equivalent - An equation of content between two degrees or majors of different titles, as verified by a written statement from the corresponding department chairperson from an institution accredited to grant a degree or major in the area stated as a licensure requirement.

Q. Full-time educational service - 1,080 hours annually (e.g., six hours daily, five days per week, nine months or longer per year).

R. Full-time occupational service - 2,000 hours annually (e.g., eight hours daily, five days per week, 50 weeks per year).

S. Human relations program - A program approved by the board of teaching and designed to meet the human relations requirements for licensure of Minnesota educational personnel.

T. Industrial education - A generic term including or referencing those preparatory or supplementary vocational trade, industrial, or technical education programs that have as their primary purpose at the post-secondary level preparation for specific career employment in the world of work and at the secondary level: 1) in-depth exploration of occupations to assist in the career planning process, 2) development of occupational competencies designed to be recognized for advanced placement in post-secondary programs, and 3) development of occupational competencies

necessary to enter an occupation. The term "industrial education" shall not include industrial arts or practical arts educational programs which are a part of general education curricula.

U. Initiator - The individual, agency, or institution that initiates and conducts vocational administrative and supervisory continuing education programs in accordance with 5 MCAR §1.0796.

V. Leave - A preplanned experience relevant to the area of licensure being sought and consisting of a written educational objective with a defined structure taken in an agency, business, or industry and in addition to current employment.

W. Local vocational supervisor - The licensed vocational supervisor who has major responsibility for the development and supervision of local vocational programs in a vocational discipline or for supervision of a student personnel services area at the secondary, post-secondary, or adult level(s) for a district, center, or area vocational-technical institute, as assigned by the authorized local vocational administrator.

See F of F: D. 84

X. Occupational experience - Except where otherwise stated in these rules, paid work experience (outside of education or teaching) in a job or jobs directly related to the area of licensure being sought, with at least 500 hours within the five year period immediately preceding the date of application for licensure.

Y. Office management experience - For the purpose of licensure as a model office instructor-manager, paid office management occupational experience accumulated while employed by a company or agency in a support position to upper management responsible for operation of the company or agency. Such office management experience shall include supervision of a minimum of seven office employees.

Z. Parent - A parent, guardian, or an individual acting as a parent of a student in the absence of a parent or guardian.

AA. Short term need for an instructor-substitute - A time period in which the maximum substitute assignment does not exceed 30 consecutive working days of employment in one assignment or an annual total of one-fourth of full-time employment as a substitute.

BB. Vocational teacher education core - The following five courses included in the teacher education sequence and offered through an approved Minnesota institution. At least three quarter credits taken at one of the approved Minnesota institutions or equivalent courses taken elsewhere that meet the broad objectives of the teacher education core, as verified by an approved Minnesota institution, shall be completed in each of the identified content areas:

1. introduction to vocational teaching,

2. vocational methods,

3. vocational course construction,

4. vocational tests and measurements, and

5. philosophy of vocational education.

CC. Vocational teacher education sequence (TES) - The vocational teacher education core, the human relations requirement and (for secondary level) the nine-week teaching internship, which shall be completed in a prescribed time frame to meet requirements for issuance of an entrance license, subsequent one-year renewals, and the first five-year license.

5 MCAR §1.0781 General provisions for vocational licensure.

A. License requirement. Licensed personnel shall meet licensure requirements set forth in these rules for the area(s) in which such personnel practice.

B. License issuance.

1. Licenses are issued by the school personnel services section within the department of education.

2. Fees.

a. License fees are established by the board of teaching and are nonrefundable except in accordance with the rules of the board of teaching.

b. Licensure application fee. A fee established by the board of teaching shall be charged to the applicant for each application for licensure or relicensure.

c. Petition fee. An individual may petition the commissioner of education for a qualifications reevaluation by committee review as set forth in 5 MCAR §1.0788.

(1) Fee. A fee established by the commissioner of education shall be charged to the applicant to apply to the cost of the reevaluation.

(2) Waiver. Upon presentation of evidence by a government agency indicating that the applicant is unable to pay the petition fee, such fee may be waived by the commissioner of education.

C. License validity.

1. Date valid. Licenses become valid on the date of approval by the commissioner of education.

2. Valid license. To be considered licensed, an individual shall hold a valid license prior to receiving payment for services.

3. Corrections. Requests for corrections on licenses shall be made to the commissioner of education.

4. Expiration date. All licenses shall bear the date of issuance and shall expire the specified number of years from the July 1 nearest the date licensure was approved.

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5 MCAR §1.0782 Procedure for licensure of vocational instructional and supportive personnel.

A. Qualification for licensure. An applicant shall meet the educational and occupational experience requirements stated in this rule for each area of licensure sought.

B. Licensure procedure.

1. Initial entrance vocational license.

a. Authorizing signature.

(1) General rule. Initial entrance licensure applications may be processed without the signature of an authorized local vocational administrator.

(2) Exception. Initial entrance licensure applications from adult supplementary instructors serving under 500 hours annually shall include the signature of an authorized local vocational administrator.

b. Issuance. An applicant who meets the requirements of one of the initial entrance license options set forth in B.1.c. of this rule (below) shall be issued an initial one-year or two-year entrance license depending upon the specific area of licensure sought.

c. Initial entrance license options:

(1) Option one--An applicant who meets the educational components and the occupational experience licensure requirements set forth in these rules shall be issued an entrance license.

(2) Option two--An applicant who does not meet the educational component of the licensure requirements, where applicable, shall be eligible to:

(a) substitute the vocational teacher education sequence set forth in 5 MCAR §1.0784, or

(b) substitute completion of other designated teacher education sequences set forth in these rules, or

(c) substitute completion of all criterion examinations of a competency based vocational teacher education licensing program verified by an approved Minnesota institution as equivalent to the vocational teacher education sequence, or

(d) comply with the secondary provisional licensure provisions set forth in 5 MCAR §1.0789, or

(e) comply with the special needs provisional licensure provisions set forth in 5 MCAR §1.0792.

(3) Option three--An applicant who does not meet the occupational experience component of the licensure requirements, where applicable, shall be eligible to:

(a) meet an alternate form of occupational experience as set forth in 5 MCAR §1.0783, or

(b) comply with the secondary provisional licensure provisions set forth in 5 MCAR §1.0789.

(4) Option four--An applicant who does not meet the educational component and/or the occupational experience licensure requirements may petition the commissioner of education in writing for a qualifications reevaluation through committee review as set forth in 5 MCAR §1.0788.

2. Renewed initial entrance vocational license.

a. Authorizing signature.

(1) General rule. Applications for renewed initial and subsequent one-year and two-year licenses shall be signed by the authorized local vocational administrator.

(2) Exceptions.

(a) Applicants not employed in a vocational program during the licensure period. An applicant for renewed initial and subsequent one-year and two-year licenses who has not been employed in a vocational program at any time during the licensure period shall contact an approved Minnesota teacher educator in the licensure field or an authorized local vocational administrator for consultation and for signature of the renewal recommendation.

(b) Field instructors. An application for a renewed initial or subsequent one-year license shall be signed by the commissioner of education when the applicant is a field instructor employed by the department of education.

b. Issuance. An applicant who meets the requirements of one of the renewed entrance license options set forth in B.2.c. of this rule (below) shall be issued a renewed initial entrance license.

c. Renewed entrance license options:

(1) Option one--An entrance license holder who has elected the vocational teacher education sequence option to fulfill the educational component of the licensure requirements shall comply with the renewal provisions set forth in 5 MCAR §1.0784.

(2) Option two--An entrance license holder subject to other designated teacher education sequences in the area of licensure sought shall comply with the renewal provisions set forth therein.

3. Initial regular five-year vocational license.

a. Authorizing signature.

(1) General rule. Applications for the initial regular five-year vocational license shall be signed by the authorized local vocational administrator.

(2) Exceptions.

(a) Applicants not employed in a vocational program during the licensure period. An applicant for the initial regular five-year vocational license who has not been employed in a vocational program at any time during the licensure period shall contact an approved Minnesota teacher educator in the licensure field or an authorized local vocational administrator for consultation and for signature of the renewal recommendation.

(b) Field instructors. An application for the initial regular five-year vocational license shall be signed by the commissioner of education when the applicant is a field instructor employed by the department of education.

b. Issuance. An applicant who meets the requirements of one of the initial regular five-year vocational license options set forth in B.3.c. of this rule (below) shall be issued an initial regular five-year vocational license.

c. Initial regular five-year vocational license options:

(1) Option one--An entrance license holder who meets the educational component and the occupational experience requirements for each area of licensure sought and who subsequently completes relevant upgrading activities shall be issued a regular five-year vocational license upon expiration of such initial entrance license. The number of hours and the content of relevant upgrading activities shall be determined by the local vocational administrator, subject to review by the commissioner of education.

(2) Option two--An entrance license holder who meets occupational experience requirements and who completes the vocational teacher education sequence set forth in 5 MCAR §1.0784 shall be issued a regular five-year vocational license upon expiration of the initial or renewed entrance license.

(3) Option three--An entrance license holder who meets occupational experience requirements and who completes the renewal provisions of the appropriate designated licensure sequence set forth in these rules shall be issued a regular five-year vocational license upon expiration of the initial or renewed entrance license.

(4) Option four--An entrance license holder who meets occupational experience requirements and who possesses a nonvocational degree in education shall be issued a regular five-year vocational license pursuant to option two. The introduction to vocational teaching course and the nine-week teaching internship may be deleted from the vocational teacher education sequence set forth in 5 MCAR §1.0784.

(5) Option five--An entrance license holder who meets occupational experience requirements and who successfully completes criterion examinations of a competency based vocational teacher education licensing program verified by an approved Minnesota institution as equivalent to the vocational teacher education sequence shall be issued a regular five-year vocational license.

(6) Option six--An entrance license holder who meets occupational experience requirements and who subsequently completes the educational requirements while licensed pursuant to the secondary provisional license requirements set forth in 5 MCAR §1.0789 shall be issued a regular five-year vocational license at the secondary level upon expiration of the secondary provisional license.

(7) Option seven--An entrance license holder who meets educational requirements and who subsequently completes occupational experience requirements while licensed pursuant to the secondary provisional licensing requirements set forth in 5 MCAR §1.0789 shall be issued a regular five-year vocational license at the secondary level upon expiration of the secondary provisional license.

(8) Option eight--An entrance license holder who meets occupational experience requirements and who subsequently completes educational requirements while licensed pursuant to the special needs provisional license requirements set forth in 5 MCAR §1.0792 shall be issued a regular five-year vocational license in the special needs area upon expiration of the special needs provisional license.

4. Renewed regular five-year vocational license.

a. Authorizing signature. Applications for renewed initial and subsequent five-year vocational licenses shall be approved through the local vocational relicensure committee established pursuant to 5 MCAR §1.0786, and signed by the chairperson thereof.

b. Issuance. A regular five-year vocational license holder who completes the continuing education requirements for relicensure set forth in 5 MCAR §1.0786 shall be issued a renewed regular five-year vocational license.

5. Substitute license.

a. Authorizing signature.

(1) Authorization. A substitute license in a specific occupational area shall be issued to meet the short-term need for an instructor-substitute as determined by the local vocational administrator.

(a) General rule. The authorized local vocational administrator shall recommend to the commissioner of education the applicant(s) professionally and technically qualified in the specific occupational area to be taught. Prior to such recommendation, the authorized local vocational administrator shall obtain the approval and the signature of the designated representative of the specific vocational program advisory committee (5 MCAR §1.0070 RR).

(b) Exception. The authorized local vocational administrator may recommend to the commissioner of education the applicant(s) professionally and technically qualified in the specific occupational area to be taught prior to obtaining the approval of the program advisory committee when obtaining preapproval would create a hardship for the local

education agency, as determined by the authorized local vocational administrator. A statement attesting to the authorized local vocational administrator's responsibility to report such recommendations to the advisory committee shall be submitted by the administrator to the state licensing agency as part of the licensure credentials.

(2) Signature. Applications for initial and subsequently renewed substitute licenses shall be signed by the authorized local vocational administrator pursuant to either B.5.a.(1)(a) or B.5.a.(1)(b) (above).

(3) Filing. Evidence of the advisory committee's recommendations shall be on file in the district, center, or AVTI and shall be made available for review.

b. Issuance. The commissioner of education shall issue a substitute license to an applicant:

(1) professionally and technically qualified in the specific occupational area to be taught, as verified by the authorized local vocational administrator and the designated representative, and

(2) recommended for substitute licensure by such administrator and representative as evidenced by the signature and filing requirements set forth in B.5.a.(2)-(3) of this rule (above).

c. Substitute license validity.

(1) Initial entrance substitute license. The initial entrance substitute license shall remain valid for a maximum period of two years. The maximum substitute assignment shall not exceed 30 consecutive working days of employment in one assignment or an annual total of one-fourth of full-time employment as a substitute.

(2) Renewed initial entrance substitute license. The renewed initial entrance substitute license may be issued for unlimited subsequent three-year periods upon the recommendation of the authorized local vocational administrator and the designated representative; however, the maximum substitute assignment shall not exceed 30 consecutive working days of employment in one assignment or an annual total of one-fourth of full-time employment as a substitute.

d. Adult supplementary licensure. A vocational license at the adult supplementary level set forth in 5 MCAR §1.0791 in the specific occupational area to be taught as a substitute may be utilized as a substitute license at the secondary and post-secondary level; however, the maximum substitute assignment shall not exceed 30 consecutive working days of employment in one assignment or 500 hours of total annual combined substitute and adult teaching hours.

C. New instructional positions. When emerging occupations, innovative, experimental, or exemplary programs create instructional positions which are not provided for in existing licensing criteria,

the commissioner of education may recommend the formulation of licensing criteria and licensure in compliance therewith. Such licensing criteria shall become a part of these rules pursuant to the procedures set forth in Minn. Stat. §15.0412 et. seq.

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5 MCAR §1.0783 Occupational experience requirements.

A. Occupational experience. Except where otherwise stated in these rules, occupational experience shall mean paid work experience (outside of education or teaching) in a job or jobs directly related to the area of licensure being sought and shall include at least 500 hours within the five years immediately preceding the date of application for licensure.

B. Alternate forms of occupational experience.

1. Directed occupational experience. Except where otherwise stated in these rules, occupational experience requirements may be met by substituting one hour of preplanned occupational experience directed through an approved vocational teacher education licensing program for each two hours of the regular occupational experience requirement. The commissioner of education in consultation with the appropriate vocational program supervisors may make arrangements with colleges and universities to provide directed work experience supervision.

2. Competency based occupational examinations. Evidence of successful completion of competency based occupational examinations preapproved by the state board for vocational education shall be accepted as proof of occupational competence in lieu of two-thirds of the occupational experience requirements. This alternate form of occupational experience shall not be available when the competency based occupational examination is the same examination taken by the applicant to obtain licensure to practice in the particular occupation.

3. Preapproved seminar or internship. A seminar or internship preapproved by the state board for vocational education may be used to meet the 500 hour occupational experience recency requirement for licensure areas that do not involve teaching of occupational skills. These areas include administrators, counselors, related instructors, student personnel service staff, special needs categories, instructional resources specialists, and endorsement for instructor-coordinators.

4. Vocational administrative or supervisory experience. Paid vocational administrative or supervisory experience may be used to meet the 500 hours occupational experience recency requirement for administrator or supervisor licensure.

5. Military experience.

a. Occupational experience in the military, as verified by a DD Form 214, directly related to the area of licensure sought shall be accepted for a maximum of two-thirds of the total occupational experience required for regular secondary and post-secondary vocational licensure.

b. Two-year provisional license. An applicant presenting military hours, as verified by a DD Form 214, directly related to the license being sought in sufficient number to equal the total requirement shall be provisionally licensed for two years.

c. Two-year provisional license renewal. Renewal of the two-year provisional license shall be contingent upon accumulation of

the remaining hours of occupational experience (one-third of the total requirement) from civilian occupational experience or satisfactory progress on an individualized program in the related discipline area. The individualized program, preapproved by the appropriate state supervisor, shall be completed before a regular vocational license is issued. To be approved, an individualized program shall contain components which will allow the applicant to complete the occupational experience requirement.

6. Education aide-child care and guidance programs. An applicant for licensure to teach education aide-child care and guidance may apply relevant instructional experience with students at the age level consistent with the vocational program toward the occupational experience requirements.

7. Self-employment experience.

a. Applicability. Occupational experience obtained through self-employment directly related to the area of licensure sought shall be accepted for the total occupational experience required for vocational licensure when:

(1) self-employment hours have constituted paid occupational experience, as verified by department of revenue records, and

(2) self-employment hours have been earned within a traditional business or industry setting.

b. Limitation. Occupational experience obtained through self-employment directly related to the area of licensure sought shall be accepted for a maximum of two-thirds of the total occupational experience required for vocational licensure when:

(1) self-employment hours have constituted paid occupational experience, as verified by department of revenue records, and

(2) self-employment hours have been earned outside of a traditional business or industry setting.

5 MCAR §1.0784 Vocational teacher education sequence.

A. Educational requirements. When indicated by the licensure criteria, an applicant who does not meet the educational component of the licensure requirements may substitute the vocational teacher education sequence.

B. Occupational experience requirements. In addition to the educational substitution provisions set forth in E., F., and G. of this rule (below), an applicant shall meet the occupational experience requirements set forth in the corresponding licensure chart for each area of licensure sought.

C. Vocational teacher education core:

1. introduction to vocational teaching,
2. vocational methods,
3. vocational course construction,
4. vocational tests and measurements, and
5. philosophy of vocational education.

D. Initial two-year entrance vocational license.

1. Issuance. An initial two-year entrance vocational license shall be issued upon completion of the three-credit introduction to vocational teaching course.

2. Teaching internship. An applicant for secondary initial two-year entrance vocational licensure shall also verify prearrangement for a nine-week teaching internship with an approved Minnesota institution. The internship shall be completed during the first 18 weeks of employment as a vocational teacher. Previous student teaching in an approved vocational teacher education licensing program or 1,080 hours of previous, paid teaching experience in an approved educational program may be substituted for the teaching internship.

3. Emergency situations. When there is an immediate need for a teacher replacement or addition and an instructor licensed in the needed licensure area is not reasonably available, an initial two-year entrance vocational license shall be issued when all of the following requirements have been met:

a. An applicant meets technical and occupational experience requirements.

b. An applicant submits to the commissioner of education the application for vocational licensure and evidence of prearrangement with an approved Minnesota institution for completion of the introduction to vocational teaching course within the first 24 weeks of teaching.

c. An applicant submits verification of enrollment in the teaching internship set forth in D.2. of this rule (above), when the emergency entrance license is for a replacement or addition at the secondary level.

4. Nonvocational degree in education. An applicant for initial entrance licensure who has a nonvocational degree in education and has met one of the occupational experience options set forth in 5 MCAR §1.0783 shall be eligible for an initial two-year entrance vocational license without meeting the requirements set forth in D.1. and D.2. of this rule (above).

E. Renewed initial entrance vocational license.

1. First one-year renewal. The first one-year renewal of an initial entrance vocational license shall be issued upon completion of the human relations requirement and an additional three credits selected from the vocational teacher education core.

2. Subsequent one-year renewals. Subsequent one-year renewals of vocational licenses shall be issued upon completion of a minimum of an additional three credits selected from the vocational teacher education core. An individual may request renewals of a one-year renewed initial entrance vocational license until requirements for the initial regular five-year vocational license have been met.

F. Initial regular five-year vocational license.

1. Issuance. The initial regular five-year vocational license shall be issued upon completion of three credits in each of the five core courses through an approved vocational teacher education licensing program at an approved Minnesota institution.

2. Nonvocational degree in education. An instructor with a nonvocational degree in education shall meet the five-year teacher education sequence requirements by completing the vocational teacher education core set forth in C.1.-5. of this rule (above), excluding the introduction to vocational teaching course and the nine-week teaching internship, pursuant to the renewal procedures set forth in D.4.-F.1. of this rule (above).

G. Endorsements. An applicant adding an additional licensure category or level of student shall meet current educational and occupational experience requirements for an entrance license in the category and level of student to be endorsed.

H. Substitution for the introduction to vocational teaching course and the vocational methods course. An applicant requesting an additional licensure category or level of student who has all of the following qualifications may substitute those qualifications for the introduction to vocational teaching course and the vocational methods course:

1. prior completion of the 192 clock hour vocational teacher education sequence, and

2. a current five-year vocational license, and

3. one year of previous paid teaching experience on a vocational license.

I. Substitution for the introduction to vocational teaching course. An applicant for licensure who has one of the following qualifications may substitute such qualification for the introduction to vocational teaching course:

1. prior completion of the 192 clock hour vocational teacher education sequence, or

2. prior completion of at least two of the core courses, or

3. prior completion of at least six quarter credits of vocational education.

5 MCAR §1.0785 Human relations.

A. Requirement.

1. Mandatory. Vocational personnel who function in a half-time or greater capacity (i.e., three hours or more daily on a nine-month or longer basis, or five hours or more daily on a five-month or longer basis) shall complete the human relations components for vocational licensing or relicensing.

2. Optional. Vocational personnel who function in less than a half-time capacity are encouraged, although not required, to participate in an approved human relations program. Personnel whose initial licensing was contingent upon possession of a baccalaureate or higher degree shall not be eligible for the part-time human relations waiver as described in this paragraph.

3. Exemption. Applicants who are eligible for the exemption pursuant to A.2. of this rule (above) shall submit verification of eligibility for such exemption from the authorized local vocational administrator.

B. Human relations program.

1. Approved program. The human relations requirement shall be met by completion of a human relations program approved by the Minnesota board of teaching.

2. Substitution. All or a portion of the human relations requirements may be met by substituting prior experiences or programs when verified as equivalent by the administrator of an approved Minnesota human relations program.

3. Request for substitution. Requests for substitution and for verification of equivalency shall be submitted by the applicant to the administrator of an approved human relations program.

C. Initial entrance license. Otherwise qualified new personnel submitting their first applications for vocational licensing pursuant to A.1. of this rule (above) shall be granted an initial entrance license to allow time for completion of the human relations program.

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5 MCAR §1.0786 Continuing education requirements for relicensure of vocational instructional and supportive personnel.

A. Renewed regular five-year vocational license.

1. Issuance. Vocational instructional and supportive personnel holding valid regular five-year vocational licenses shall be issued a renewed regular five-year vocational license when the following requirements have been met during the five-year period immediately preceding the date on which the requested renewal is to be made effective.

a. The applicant has been recommended for relicensure by the local vocational relicensure committee created pursuant to B. of this rule (below).

b. The applicant has completed 108 clock hours of updating activities chosen from among the activities set forth in C.2.c.(1)-(9) of this rule (below) in two or more types of activities that have been preapproved by the local vocational relicensure committee. Evidence of completion shall have been provided to that committee.

2. Applications for renewal. Applications for renewal shall be accepted by the commissioner of education after January 1 of the year of expiration; provided, however, that the renewal period shall commence on the expiration date (July 1).

a. Excess hours. An applicant for renewal who earns approved clock hours in excess of the number required for renewal in this rule may not apply any excess hours to future renewals.

b. Renewal cycles. Clock hours used to meet renewal requirements for one five-year renewal cycle may not be applied toward future five-year renewal cycles.

B. Local vocational relicensure committee.

1. Local vocational relicensure committee formation.

a. Eligible voting personnel. Vocational personnel holding a valid regular five-year vocational license or on a valid vocational license on a sequence preparatory to obtaining a regular five-year vocational license in a school district (district), an approved vocational or cooperative center (center), or nonpublic school shall constitute the eligible voting personnel. Only vocational personnel practicing on a valid regular five-year vocational license or on a valid vocational license on a sequence preparatory to obtaining a regular five-year vocational license in a district, center, or nonpublic school shall be eligible to serve as committee members. Authorized local vocational administrators and supervisors shall not constitute eligible voting personnel.

b. Members. The committee shall include both secondary and post-secondary members when both levels are served.

c. Selection procedure. The eligible voting personnel shall hold a meeting for the purpose of selecting one of the local vocational relicensure committee options set forth in B.2. and B.3. of this rule

(below). This selection procedure shall be supervised by an eligible voting member or the chairperson of the local continuing education committee established pursuant to Minn. Stat. §125.185, subd. 4.

2. Local vocational relicensure committee options.

a. Option A--The existing local continuing education committee may be utilized except that five eligible voting personnel members practicing on a valid vocational license shall replace the teaching faculty members of the existing committee whenever applications for vocational relicensure are considered. The five teaching faculty replacements shall be elected by secret ballot of the eligible voting personnel of the district, center, or nonpublic school.

b. Option B--A local vocational relicensure committee separate from the existing local continuing education committee may be formed. Such committee shall include:

(1) five eligible voting personnel members practicing on a valid vocational license in the district, center, or nonpublic school elected by secret ballot of the eligible voting staff in the district, center, or nonpublic schools,

(2) one authorized local vocational administrator or supervisor practicing on a valid vocational administrator or supervisor license in the district or center elected by the licensed, practicing vocational administrators and supervisors of the district or center. In nonpublic schools, one authorized local vocational administrator shall be elected by the authorized local vocational administrators of the nonpublic school(s),

(3) one resident of the geographic area serviced by the district, center, or nonpublic school designated by the local school board or the governing board or chief executive officer of the nonpublic school. The resident shall not be an employee of the district, center, or nonpublic school. School board and governing board members shall not be considered to be employees of the district, center, or nonpublic school.

c. Option C--Vocational personnel in two or more districts, centers, or nonpublic schools situated in close proximity may jointly operate with regard to the mandatory application of committee options A or B, set forth above, for the purpose of effecting the composition of the local committee and method of identification of committee members. Such joint operation shall be ratified by a majority of the eligible voting personnel casting a vote in such decision within each district, center or nonpublic school.

d. Option D--The existing local continuing education committee may be utilized with no change in composition.

3. Mandatory application of committee options.

a. Districts, centers, or nonpublic schools employing fewer than five eligible practicing vocational personnel members shall utilize option C or option D.

b. Districts, centers, or nonpublic schools employing more than four but fewer than nine eligible practicing vocational personnel members shall utilize option A, option C, or option D.

c. Districts, centers, or nonpublic schools employing more than eight but fewer than twenty-five eligible practicing vocational personnel members shall utilize option A or option C.

d. Districts, centers, or nonpublic schools which employ more than 24 eligible practicing vocational personnel members shall utilize option A, option B, or option C.

4. Committee member term of office. Members of the local relicensure committee shall serve a two-year term except for the initial election when two eligible personnel members and one resident member shall be elected for one-year terms. All terms shall commence on September 1 of the year in which elected.

5. Local vocational relicensure committee jurisdiction. The local vocational relicensure committee shall have jurisdiction over regular five-year vocational license renewal procedures, as provided in these rules, for the entire district, center, or nonpublic school service area in which it is formed to operate.

6. Local vocational relicensure committee affiliation.

a. Applicants subject to the local vocational relicensure committee.

(1) Full-time and part-time vocational personnel (except for authorized local vocational administrators and supervisors) holding valid regular five-year vocational licenses in the district, center, or nonpublic school shall affiliate with the local vocational relicensure committee in the district, center, or nonpublic school in which employed.

(2) Except as set forth in B.6.(3) and (6) of this rule (below), full-time and part-time vocational personnel (except for authorized local vocational administrators and supervisors) not employed at the time of application for relicensure shall affiliate with the local vocational relicensure committee in the district, center, or nonpublic school in which they were last employed or in the school district wherein the applicant resides.

(3) Full-time and part-time vocational personnel (except for authorized local vocational administrators and supervisors) never employed by a district, center, or nonpublic school shall affiliate with a Minnesota vocational relicensure committee, preferably a committee servicing the geographic area wherein the applicant resides.

(4) Persons residing in states other than Minnesota who are unable to affiliate with a Minnesota local vocational relicensure committee for renewal of the continuing license may apply to the commissioner of education for a two-year license.

(a) Recommendation. Upon verification of completion of 108 clock hours of upgrading activities set forth in C.2.c.(1)-(9) of this rule (below), such two-year relicensure shall be recommended by the commissioner of education.

(b) Subsequent two-year relicensure. Subsequent two-year relicensures shall require verification of completion of upgrading activities considered by the commissioner of education as sufficient to maintain currency in the field.

(5) Nonpublic school vocationally licensed teachers may arrange to have clock hours granted by the district or center of residence if the employing school does not establish a local vocational relicensure committee.

(6) Field instructors employed by the department of education, division of vocational-technical education, may affiliate with the district in which they last taught or the district or center nearest their residence or place of employment.

b. Applicants not subject to a local vocational relicensure committee.

(1) authorized local vocational administrators and supervisors,

(2) personnel currently holding a two-year vocational license or renewal, a one-year permit or renewal, or a three-year adult supplementary license, and

(3) personnel currently holding limited licenses (e.g., adult supplementary or limited services personnel).

c. Applicant's responsibility. An applicant shall be responsible for forwarding the form endorsed by the committee to the commissioner of education. An applicant shall be individually responsible for initiating the necessary work of the local relicensure committee in renewing the regular five-year vocational license of such applicant. Any failure to initiate and/or complete the procedure shall be the responsibility of the holder of the license and not the local vocational relicensure committee.

7. Local vocational relicensure committee duties. The local vocational relicensure committee shall:

a. hold an organizational meeting called no later than the last day of September on a date which is agreeable to the majority of committee members,

b. set rules for its own operation establishing election procedures, a method of filling vacancies, and a system of recordkeeping and reporting. Records shall be maintained so that they are safe from loss and kept on file at least through the duration of the license to which they apply,

c. establish such written guidelines as may be necessary to implement its duties. The guidelines shall not be in conflict with these rules,

d. determine the number of clock hours to be granted for experiences in accordance with the maximum clock hour allocations set forth in C.2.c.(1)-(9) of this rule (below),

e. act upon requests for preapproval of clock hours, and grant clock hours after participation in the approved activity,

f. act, within a reasonable time, upon requests for recommendation for renewal of the vocational license by determining whether the applicant has met the requirements set forth in these rules,

g. endorse the application for renewal of the vocational license of each qualified applicant as verified by the signature of the chairperson on the renewal application. The secretary shall co-sign the application of the chairperson,

h. when appropriate, and when acting upon the advice of the vocational teaching staff, make recommendations to district vocational administrators responsible for inservice activities,

i. forward to the commissioner of education verification of the membership of the local vocational relicensure committee on an annual basis by November 1 of each year,

j. forward to the commissioner of education a copy of the local vocational relicensure committee guidelines. Guidelines shall be forwarded at least every five years and whenever substantial changes are made,

k. hold an annual open hearing to allow the teachers in each district, center, or nonpublic school to review the guidelines established by the local vocational relicensure committee, and

l. provide those services and reports that may be required regarding continuing education relicensure.

8. Membership participation. A quorum shall be more than 50 percent of the total voting membership of the committee. A majority vote of those voting members in attendance shall be sufficient to take action.

C. Updating activities.

1. Local vocational relicensure committee preapproval. All upgrading activities (clock hours) required for renewal of the regular five-year vocational license shall be preapproved by the local vocational relicensure committee in the district, center, or nonpublic school, subject to review by the commissioner of education to insure compliance with these rules. The local guidelines shall include a procedure for emergency preapproval during periods when the committee is not regularly meeting.

2. Types of activities.

a. The requisite 108 clock hours of updating activities taken within the five-year period shall be relevant to the area of licensure sought.

b. Learning objectives or new competencies to be developed by participating in the updating activity shall be included on the local preapproval form.

c. The requisite 108 clock hours shall be earned from among the following categories and shall be allocated as follows:

(1) Committee preapproved upgrading occupational experience relevant to the area of licensure shall be rated at one clock hour for every four hours of work.

(2) Credit courses in the area of licensure or education courses shall be rated at 12 clock hours for every quarter credit earned.

(3) Conferences, institutes, or seminars in business and industry in the occupation taught shall be rated up to one clock hour for each hour of participation by the local vocational relicensure committee, in accordance with the local guidelines established pursuant to this rule.

(4) Educational workshops or continuing education in the occupation to be taught shall be rated up to one clock hour for each hour of participation by the local vocational relicensure committee, in accordance with the local guidelines established pursuant to this rule.

(5) Leaves updating competencies relevant to the area of licensure taken in agencies, businesses, or industries shall be rated on a clock hour basis. A maximum of 60 clock hours may be credited toward the required 108 clock hours.

(6) Regional, statewide, or national curriculum design activities shall be rated on a clock hour basis at the discretion of the local vocational relicensure committee, in accordance with the local guidelines established pursuant to this rule.

(7) Service as a voting member of an occupational advisory committee shall be rated on a clock hour basis at the discretion of the local vocational relicensure committee, in accordance with the local guidelines established pursuant to this rule.

(8) Organized technical research leading to the development of new or updated competencies in the area of licensure (e.g., research producing new knowledge preparatory to writing a related technical article, developing related curriculum, teaching a related specialized adult class, or producing a related technical invention) shall be rated on a clock hour basis at the discretion of the local vocational relicensure committee, in accordance with the local guidelines established pursuant to this rule. Notwithstanding local guidelines, a maximum of 20 clock hours may be credited toward the 108 clock hours each five years. Clock hours shall not be granted for the subsequent manual process of writing, teaching, or producing, as these activities simply restate knowledge the applicant has acquired through prior research or experience and do not in themselves create new or updated competencies related to the area of licensure.

(9) Service on a state evaluation team for vocational programs shall be rated on a clock hour basis. An individual evaluation shall equate to a maximum of 5 clock hours per day of evaluation. A maximum of 10 clock hours may be credited toward the 108 clock hours each five years.

3. Reevaluation procedure. If upgrading activities are initially disapproved by the local vocational relicensure committee, the decision may be reevaluated by the following sources in the following order pursuant to appeal procedures established in 5 MCAR §§3.005 and 3.020:

a. the local vocational relicensure committee,

b. the board of teaching, which shall be considered the final decision.

4. Application for multiple relicensure. An applicant applying for relicensure in more than one area shall earn renewal clock hours in at least two activity categories with a part of the total 108 clock hours earned in each area of relicensure sought.

D. Reactivation of lapsed regular five-year vocational licenses. Reactivation of lapsed regular five-year vocational licenses (expired one or more fiscal years) shall require satisfactory completion of no less than:

1. 108 clock hours of updating activities as required for renewal of the regular five-year vocational license set forth in A.1.b. of this rule (above), and

2. initial entrance licensure requirements for the area of relicensure sought existing at the time of application for reactivation of the laspsed license.

5 MCAR §1.0787 Vocational teacher education licensing programs.

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A. Approval by board of teaching. Minnesota institutions approved by the board of teaching to prepare persons for vocational teaching licensure shall obtain approval from the board of teaching for vocational teacher education licensing programs.

B. Programs subject to approval.

1. Vocational teacher education licensing programs. Approval procedures shall apply to all vocational teacher education licensing programs used to satisfy:

a. requirements for the initial entrance vocational license, and

b. specific competencies mandated for renewal licenses or endorsements of additional licensure categories or levels of student.

2. Form. Vocational teacher education licensing programs may consist of one course, a series of courses, or a complete degree program.

C. Approval procedure.

1. Vocational teacher education licensing program descriptions. Each approved Minnesota institution shall forward a program description of each vocational teacher education licensing program from the administrator of the defined administrative and instructional unit of that institution to the board of teaching for approval.

2. Consultative services. The board of teaching shall route the program description to the division of vocational-technical education pursuant to the agreement for the provision of consultative services.

D. Program approval.

1. Board of teaching options. Based upon appraisal of the vocational teacher education licensing program descriptions prepared by the approved Minnesota institution and the evaluation report of the auditors the board of teaching shall:

a. grant initial approval pursuant to D.2. of this rule (below), or

b. grant conditional approval pursuant to D.3. of this rule (below), or

c. grant continuing approval pursuant to E.2. of this rule (below), or

d. revoke or suspend approval pursuant to D.4. of this rule (below), or

e. disapprove the vocational teacher education licensing program pursuant to D.5. of this rule (below).

2. Initial approval.

a. Criteria for approval. A vocational teacher education licensing program which meets the following criteria shall be approved to prepare vocational teachers. The program description shall include:

(1) a statement which verifies the institutional commitment to the vocational teacher education licensing program,

(2) a description of the institutional organizational structure and procedure for implementing the vocational teacher education licensing program,

(3) a description of the vocational teacher role for which persons who enroll in the vocational teacher education licensing program are being prepared,

(4) an enumeration of the specific knowledge, skills and understandings to be achieved by persons completing the vocational teacher education licensing program,

(5) evidence that the vocational teacher education licensing program meets the licensure requirements for the particular licensure field and level for which the specific program is designed, as set forth in the corresponding rule section,

(6) a specific description of the plans for assessing the performance of each person verified as having successfully completed the vocational teacher education licensing program,

(7) evidence that the necessary faculty and physical resources are allocated to implement and maintain the vocational teacher education licensing program. Faculty who teach professional vocational courses shall be certificated as vocational teacher educators in accordance with the requirements of the joint council for vocational teacher educators,

(8) verification that the following persons or groups have participated in the development of the vocational teacher education licensing program:

(a) licensed, practicing vocational teachers;

(b) vocational school administrators;

(c) institutional advisory council;

(d) joint council of vocational teacher educators;

(e) college departments which may be involved with the vocational teacher education licensing program;

(f) interested citizens; and

(g) appropriate state supervisory staff.

(9) a description of the procedures to establish and maintain an internal process for systematic evaluation of the vocational teacher education licensing program, and

(10) when the licensure rule so stipulates, a student teaching and/or internship component and a statement which verifies that those experiences are planned, supervised and evaluated in the licensure field in which the individuals will seek their vocational teaching licenses.

b. Variations in curricular design. Vocational teacher education licensing programs which vary in curricular design shall be approved provided that program components meet the criteria for approval set forth in D.2.a.(1)-(10) of this rule (above), and the components are designed to provide persons completing each teacher education licensing program with the knowledge, skills, and understandings enumerated therein.

3. Conditional approval.

a. Procedure. When granting conditional approval, the board of teaching shall state the conditions, establish timelines for meeting the stated conditions, and reconsider the approval status of the vocational teacher education licensing program upon verification by the executive secretary of the board of teaching that the stated conditions have been met.

b. Withdrawal of conditional approval. If stated conditions are not met within the established timelines, conditional approval shall be withdrawn.

4. Revocation or suspension of approval.

a. Noncompliance. Failure to comply with the criteria for approval set forth in D.2.a.(1)-(10) of this rule (above) after initial approval is granted, shall result in revocation or suspension of approval by the board of teaching.

b. Revision of program. When an institution makes revisions in an approved vocational teacher education licensing program, the administrator of the administrative and instructional unit of the institution shall forward to the executive secretary of the board of teaching a written description of the vocational teacher education licensing program revision.

(1) Audit. An audit, which need not include an on-site visit, shall be made to verify that the revised approved vocational teacher education licensing program continues to meet these rules.

(2) Revocation or suspension. The board of teaching shall revoke or suspend the approval of a vocational teacher education licensing program if it determines that, as revised, the vocational teacher education licensing program no longer meets the criteria required for approval set forth in D.2.a.(1)-(10) of this rule (above).

c. Termination date. The board of teaching shall stipulate a date upon which program approval shall be terminated if the vocational teacher education licensing program fails to regain compliance with the criteria required for approval set forth in D.2.a.(1)-(10) of this rule (above) by said date.

5. Disapproval. When a program description fails to meet the criteria for approval set forth in D.2.a.(1)-(10) of this rule (above)

upon the initial application for approval, the board of teaching shall disapprove such program and shall specifically state reasons for disapproval.

E. Evaluation procedure and subsequent audits. Programs for which approval is requested shall be evaluated for initial approval and audited for continued approval thereafter in accordance with the provisions herein.

1. Initial approval. The approved Minnesota institution shall submit to the board of teaching the vocational teacher education licensing program description for evaluation and recommendation regarding approval status. The board of teaching staff, or persons designated as auditors by the board of teaching staff, may visit the institution to verify the program description, if deemed necessary.

2. Continuing approval.

a. Consultation audit. During the operation of an approved vocational teacher education licensing program, an audit visit to verify that the approved program meets the provisions of this rule may be arranged in consultation with the institution. Auditors shall forward a report of their findings to the executive secretary of the board of teaching and to the institution.

b. Five-year audit. The board of teaching staff, or persons designated as auditors by the board of teaching staff, in consultation with the institution, shall make audit visits on a five-year cycle to verify program descriptions and to make a recommendation regarding initial or continuing approval status of each vocational teacher education licensing program. Expenses of auditors shall be reimbursed in accordance with Minnesota travel regulations in force at the time the expenses are incurred.

F. Reevaluation procedure. Decisions regarding the status of vocational teacher education licensing program(s) rendered by the board of teaching pursuant to D.1. of this rule (above), may be reevaluated by the board of teaching, which shall be considered to be the final decision.

5 MCAR §1.0788 Committee review.

A. Availability. An individual not meeting the vocational licensure requirements set forth in these rules may petition the commissioner of education for a qualification reevaluation through committee review.

B. Review committee formation.

1. Appointment procedure. The commissioner of education shall appoint a review committee of a minimum of three people.

2. Members. The review committee shall include:

a. a vocational educator,

b. a licensed practitioner in the petitioned educational licensure area,

c. an occupational representative,

d. a member of a community organization related to the educational licensure area, if the member designated in e. (below) is available,

e. a member of the public, if the member in d. (above) is available.

The committee shall be comprised of an uneven number of members to assure that a majority decision shall be reached.

3. Votes. Each member of the review committee shall have one vote.

C. Committee duties.

1. Qualification reevaluation. The review committee shall re-evaluate the petitioner's qualifications, concentrating on deficiencies identified by the licensure process.

2. Committee judgement. Committee review members shall exercise professional judgement based upon their expertise and their relevant work experience in the petitioned area.

3. Competency evaluation. The petitioner's competencies shall be evaluated in relation to the following criteria in accordance with the educational objectives and the appropriate rules pertaining to the particular area and level of licensure requested:

a. the vocational objectives and implementation methods of the program in the petitioned area and/or,

b. the components of the program in the petitioned area and/or,

c. the job descriptions for the petitioned area.

4. Committee recommendations. Recommendations of the review committee shall be reported in writing to the commissioner of education.

5. Recommendation of licensure. Licensure shall be recommended if the review committee finds that the petitioner's qualifications are equivalent to the licensure standards set forth in these rules.

D. Petitioner demonstration. The petitioner shall demonstrate a basic understanding in the following areas as they relate to deficiencies identified by the licensure process.

1. Vocational philosophy and organization. The petitioner shall demonstrate:

a. an understanding of state and federal vocational policies, rules, regulations, and laws, and

b. an understanding of the principles and skills incorporated in the broad objectives of the teacher education sequence core courses.

2. Vocational teacher education and application. The petitioner shall demonstrate:

a. the ability to communicate and to develop in students the knowledge and skills needed for employment,

b. an awareness of current occupational opportunities and needs, and

c. knowledge and skills essential to identify, construct, initiate, implement, and evaluate relevant vocational curriculum.

3. Occupational skills and understanding. The petitioner shall demonstrate:

a. knowledge of, and skills in, current and relevant technologies and occupational practices, and

b. an understanding of the employment context in such areas as unions, governmental regulations, and employer-employee relationships.

4. Relationship between vocational education and community. The petitioner shall:

a. understand and demonstrate a concern for the student as an individual and community member, for the economic progress of the community, and for the relationship and responsibility of the school to both its students and its community, and

b. demonstrate knowledge of community resources useful in the development and implementation of relevant vocational programs.

E. Reexamination by committee review. Petitioners who have been denied licensure or relicensure by the review committee shall be eligible for reexamination by committee review only after one year has elapsed since the previous examination.

F. Appeal procedure. A petitioner questioning an adverse recommendation by the review committee may submit a written appeal relative to

the areas over which there is disagreement with the committee's recommendation pursuant to the appeal procedures of the board of teaching established in 5 MCAR §3.020.

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5 MCAR §1.0789 Secondary vocational instructional personnel.

A. Qualification for licensure. An applicant (excluding secondary provisional license applicants) shall meet the requirements in the secondary licensure chart set forth in 5 MCAR §1.0798 and the general provisions and procedure for licensure of instructional and supportive personnel.

B. Personnel who shall be licensed.

1. Secondary vocational instructor and instructor-manager of programs where simulation is the basis for the program. Any person holding a position as a secondary vocational instructor or instructor-manager of programs where simulation is the basis for the program shall be licensed pursuant to these rules when responsible for any of the following activities:

a. developing, teaching, and evaluating instruction in areas assigned, including programs involving simulation and laboratory activities,

b. facility and resource management,

c. forming and utilizing a vocational advisory committee,

d. relevant school-community relations,

e. vocational student organizations,

f. student vocational and occupational guidance and evaluation in development of skills meeting vocational objectives, as set forth in 5 MCAR §1.00811 B.1-3, and required for proficiency in the identified area of employment, and

g. personal professional and technical development.

2. Secondary vocational instructor-coordinator. Any person holding a position as a secondary vocational instructor coordinator shall be licensed pursuant to these rules when responsible for any of the following activities:

a. identifying and selecting appropriate training stations and placing students in those respective stations,

b. student training plans, student training agreements, completing all state and federal labor law forms required, and complying with those respective state and federal labor law rules and regulations,

c. supervising students on the job and communicating with the employer relative to the student's performance and the objectives of the student's training plan, and

d. all activities set forth in B.1.a.-g. of this rule (above).

C. Secondary provisional license.

1. Eligibility. An applicant for secondary provisional licensure as an instructor, model office instructor-manager, or instructor coordinator shall meet the requirements set forth in this rule.

a. Instructor. An applicant shall be eligible for a secondary provisional license which allows completion of up to the final one-third of the occupational experience required for the requested licensure during the provisional licensure period when such applicant:

(1) is eligible for secondary provisional licensure pursuant to the secondary licensure chart set forth in 5 MCAR §1.0798, and

(2) has completed an education degree, and

(3) has completed at least two-thirds of the occupational experience required for the requested licensure, and

(4) has submitted a request for provisional licensure signed by the authorized local vocational administrator. Such request shall include verification by the requesting administrator that no fully qualified, licensed individual is available to fill an existing position, and

(5) has met all other licensure requirements pursuant to the secondary licensure chart set forth in 5 MCAR §1.0798.

b. Model Office instructor - manager.

(1) An applicant may complete the final one-third of the occupational experience required for the requested licensure during the provisional licensure period when such applicant has met all requirements of C.1.a.(1)-(5) of this rule (above).

(2) An applicant may complete the final one-third of the specialized courses required for model office licensure, excluding the materials and methods of model office course, when such applicant has met all requirements of C.1.a.(1)-(5) of this rule (above).

c. Instructor-coordinator.

(1) An applicant (excluding business and office instructor-coordinator applicants) may complete the final one-third of the specialized course requirements, excluding the coordination techniques course, when such applicant:

(a) is eligible for secondary provisional licensure pursuant to the secondary licensure chart set forth in 5 MCAR §1.0798, and

(b) has completed an education degree, and

(c) has completed the total occupational experience required for the requested licensure, and

(d) has submitted a request for provisional licensure signed by the authorized local vocational administrator. Such request shall

include verification by the requesting administrator that no fully qualified, licensed individual is available to fill an existing position, and

(e) has met all other licensure requirements pursuant to the secondary licensure chart set forth in 5 MCAR §1.0798.

(2) An applicant for business and office instructor-coordinator licensure may complete the final one-third of the specialized course requirements, excluding the coordination techniques and materials and methods of business and office cooperative education courses, when such applicant has met the requirements set forth in C.1.c.(1)(a)-(e) of this rule (above).

2. Secondary provisional license validity.

a. Expiration. The secondary provisional license shall expire two years from the July 1 nearest issuance.

b. Nonrenewable. The secondary provisional license is nonrenewable. Full licensure pursuant to the secondary licensure chart set forth in 5 MCAR §1.0798 shall be accomplished prior to the expiration date set forth in C.2.a. of this rule (above).

3. Applicability.

a. Provisional licensure provisions apply to the following areas:

(1) agriculture education (instructor-coordinator),

(2) business and office education,

(3) community service occupations education,

(4) health occupations education,

(5) industrial education,

(6) service occupations, and

(7) other vocational clusters.

b. Consult the corresponding licensure chart for provisional licensure in agriculture education (instructor), consumer homemaking, family life education, marketing and distributive education, and nutrition specialist.

c. Consult the corresponding licensure chart and 5 MCAR §1.0792 C. of these rules for provisional licensure in special needs areas.

5 MCAR §1.0790 Post-secondary vocational instructional personnel.

A. Qualification for licensure. An applicant shall meet the requirements in the post-secondary licensure chart set forth in 5 MCAR §1.0798 and the general provisions and procedure for licensure of instructional and supportive personnel.

B. Personnel who shall be licensed.

1. Post-secondary vocational instructor. Any person holding a position as a post-secondary vocational instructor shall be licensed pursuant to these rules when responsible for any of the following activities:

a. developing, teaching, and evaluating instruction in areas assigned, including programs involving simulation and laboratory activities,

b. facility and resource management,

c. forming and utilizing a vocational advisory committee,

d. relevant school-community relations,

e. vocational student organizations,

f. student vocational and occupational guidance and evaluation in the development of skills necessary to meet entry-level qualifications for defined employment,

g. personal professional and technical development, and

h. internship supervision, if included in the program.

2. Post-secondary vocational instructor-coordinator or internship supervisor. Any person holding a position as a post-secondary vocational instructor-coordinator or internship supervisor shall be licensed pursuant to these rules when responsible for any of the following activities:

a. identifying and selecting appropriate training stations and placing students in those respective stations,

b. student training plans, student training agreements, completing all state and federal labor law forms required, and complying with those respective state and federal labor law rules and regulations,

c. supervising students on the job and communicating with the employer relative to the student's performance and objectives of the student's training plan, and

d. all activities set forth in B.1.a.-h. of this rule (above).

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5 MCAR §1.0791 Adult vocational instructional personnel.

A. Qualification for licensure. An applicant (excluding adult supplementary license applicants) shall meet the requirements in the full-time adult licensure chart set forth in 5 MCAR §1.0798 and the general provisions and procedure for licensure of instructional and supportive personnel. A full-time adult instructor not identified in the full-time adult licensure chart shall meet corresponding full-time post-secondary requirements. Post-secondary licensure shall automatically include adult licensure in the same area.

B. Personnel who shall be licensed. Any person holding a position as an adult vocational instructor shall be licensed pursuant to these rules when responsible for any of the following activities:

1. developing, teaching, and evaluating instruction in areas assigned, including programs involving simulation and laboratory activities,

2. facility and resource management,

3. providing input into and utilizing a vocational advisory committee,

4. relevant school-community relations,

5. student vocational and occupational guidance and evaluation in the development of skills meeting vocational objectives required for proficiency in the identified area of employment, and

6. personal professional and technical development.

C. Adult supplementary license.

1. Authorizing signature. Applications for the initial entrance and subsequently renewed adult supplementary license shall be signed by the authorized local vocational administrator, subject to review by the commissioner of education.

2. Issuance.

a. Initial entrance adult supplementary license. The commissioner of education shall issue an initial entrance adult supplementary license to an applicant:

(1) recommended for adult supplementary licensure by the authorized local vocational administrator, and

(2) professionally and technically qualified in the specific occupational area to be taught, as verified by the authorized local vocational administrator.

b. Renewed adult supplementary license. The commissioner of education shall issue a renewed adult supplementary license to an applicant:

(1) recommended for renewed adult supplementary license by the authorized local vocational administrator, and

(2) professionally and technically qualified through completion of upgrading activities recommended by the authorized local vocational official to maintain currency in the specific occupational area taught.

3. Adult supplementary license validity.

a. Annual hour limitation. Adult supplementary instructors shall not teach on an adult supplementary license in excess of 500 hours annually.

b. Initial entrance adult supplementary license. The initial entrance adult supplementary license shall remain valid for a two-year period.

c. Renewed adult supplementary license. The renewed adult supplementary license shall remain valid for a three-year period.

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5 MCAR §1.0792 Special needs vocational instructional and supportive personnel.

A. Qualification for licensure. An applicant shall meet the requirements in the special needs licensure chart set forth in 5 MCAR §1.0798 and the general provisions and procedure for licensure of instructional and supportive personnel.

B. Personnel who shall be licensed.

1. Support service manager. Any person holding a position as a support service manager shall be licensed pursuant to these rules when responsible for any of the following activities:

a. operating under the direct supervision of the authorized local vocational administrator or special needs supervisor,

b. identifying students with special vocational needs,

c. serving as an advocate for the student with special vocational needs in the following manner by:

(1) ascertaining the student's vocational special needs;

(2) facilitating the entrance of students with special vocational needs into appropriate vocational programs;

(3) monitoring such student's progress; and

(4) mobilizing the necessary supportive services required by such students.

d. providing the necessary supportive service to students with special vocational needs in areas deemed appropriate,

e. working with the regular vocational instructor in modifying the curriculum to meet the needs of the student with a special vocational need, in the absence of a supervisor of special needs,

f. serving as a liaison between the student's support personnel and the student's instructor, and

g. participating on an advisory committee related to the special needs program(s) managed.

2. Vocational evaluator. Any person holding a position as a vocational evaluator shall be licensed pursuant to these rules when responsible for any of the following activities:

a. providing prevocational and vocational assessment to identify each student's vocational training potential and identify vocational training choices or alternatives for the student,

b. identifying the appropriate supportive services that the student may require and which are provided through the AVTI or other agency,

c. assisting the student in understanding his/her interests and capabilities,

d. serving as a liaison between the student and other personnel such as supportive service personnel or instructors,

e. providing follow-up necessary to assure proper placement, and

f. participating on an advisory committee related to the special needs program(s) evaluated.

3. Instructor-coordinator for work experience program. Any person holding a position as an instructor-coordinator for work experience programs shall be licensed pursuant to these rules when responsible for any of the following activities:

a. conducting employability seminars,

b. arranging for student placement in preselected jobs and coordinating such students through site visits,

c. developing a training agreement and plan with the student and the employer agreed to by the parent,

d. providing instruction in safety on the job prior to or concurrent with the student's preselected job,

e. providing a minimum of skill instruction prior to or concurrent with the student's preselected job,

f. providing the department of education with evidence necessary to assure that the special needs program operation is in compliance with relevant state and federal labor law rules and regulations,

g. coordinating the special needs student's activities in regular courses in which the student is enrolled and serving as an advocate for the student,

h. providing opportunities for students to participate in student organization activities, and

i. participating on an advisory committee related to the special needs program(s) instructed and/or coordinated.

4. Post-secondary remedial related math instructor. Any person holding a position as a post-secondary remedial related math instructor shall be licensed pursuant to these rules when responsible for any of the following activities:

a. ascertaining student competency in math skills by administering tests designed to indicate the level at which the student is presently functioning. Such tests shall relate to the math skills required to successfully complete the vocational program in which the student is enrolled,

b. designing individualized math programs for students when such student's math competency test results indicate the need. Such programs shall be designed to achieve the math competency level required for the successful completion of the vocational training program in which the student is enrolled,

c. providing individualized remedial instruction in math utilizing the math program developed for each student identified to have a special need for such, and

d. participating on an advisory committee related to the special needs program(s) instructed.

5. Post-secondary remedial related reading instructor. Any person holding a position as a post-secondary remedial related reading instructor shall be licensed pursuant to these rules when responsible for any of the following activities:

a. ascertaining student competency in reading skills by administering tests designed to indicate the level at which the student is presently functioning,

b. designing individualized reading programs for students when such student's reading competency test results indicate the need. Such programs shall be designed to achieve the reading competency level required for the successful completion of the vocational training program in which the student is enrolled,

c. providing individualized remedial instruction in reading, communication, and study skills, utilizing the reading program developed for each student identified to have a special need for such, and

d. participating on an advisory committee related to the special needs program(s) instructed.

6. Bilingual/bicultural remedial related reading instructor. Any person holding a position as a bilingual/bicultural remedial related reading instructor shall be licensed pursuant to these rules when responsible for any of the following activities:

a. ascertaining the competency in reading and communication skills of limited English-speaking students by administering tests designed to indicate the levels at which the student is presently functioning,

b. designing individualized reading and/or communication programs for students when such student's competency test results indicate the need,

c. providing individualized remedial instruction in reading and/or communication skills utilizing the reading and/or communication program developed for each student identified to have a special need for such, and

d. participating on an advisory committee related to the special needs program(s) instructed.

7. Bilingual/bicultural remedial related math instructor. Any person holding a position as a bilingual/bicultural remedial related math instructor shall be licensed pursuant to these rules when responsible for any of the following activities:

a. ascertaining the competency in math skills of limited English speaking students by administering tests designed to indicate the level at which the student is presently functioning,

b. designing individualized math programs for students when such student's competency test results indicate the need,

c. providing individualized remedial instruction in math utilizing the math program developed for each student identified to have a special need for such, and

d. participating on an advisory committee related to the special needs program(s) instructed.

8. Vocational advisor. Any person holding a position as a vocational advisor shall be licensed pursuant to these rules when responsible for any of the following activities:

a. recruiting minority students for enrollment into vocational training programs,

b. serving as an advocate for minority students enrolled in a vocational training program through counseling, appropriate support service if necessary, and any other service needed for the students to succeed in their vocational training programs, and

c. participating on an advisory committee related to the special needs program(s) advised.

9. Supplemental support staff-technical tutor. Any person holding a position as a supplemental support staff-technical tutor shall be licensed pursuant to these rules when responsible for any of the following activities:

a. providing direct service to the student, under the supervision of a vocationally licensed person, in one of the following ways:

(1) providing technical tutoring in a specific vocational skills training program;

(2) providing instruction in related math, reading, or communication skills needed for a specific skills training program; and

(3) ascertaining the competency level of students by administering tests so that supportive help may be supplied when the competency test results indicate the need.

b. participating on an advisory committee related to the special needs program(s) in which he/she is a support staff member and/or tutor.

10. Interpreter for the deaf. Any person holding a position as an interpreter for the deaf shall be licensed pursuant to these rules when responsible for any of the following activities:

a. serving as an advocate for the hearing impaired student enrolled in a vocational training program,

b. interpreting verbal communication to the hearing impaired student enrolled in a vocational training program,

c. providing reverse interpreter services to the hearing impaired student, and

d. participating on an advisory committee related to the special needs program(s) in which he/she is an interpreter.

11. Occupational English as a second language instructor. Any person holding a position as an occupational English as a second language instructor shall be licensed pursuant to these rules when responsible for any of the following activities:

a. ascertaining the competency in English of learners whose first language is not English by administering diagnostic and/or placement tests,

b. designing a curriculum which relates English listening, speaking, reading, and writing skills development to the vocational skills development of the learner,

c. providing instruction which enables the learner whose first language is not English to enroll in and succeed in vocational training programs, and

d. participating on an advisory committee related to the special needs program(s) instructed.

C. Special needs provisional license.

1. Authorizing signature. Applications for the special needs provisional license shall be signed by the authorized local vocational administrator.

2. Issuance. The commissioner of education shall issue a special needs provisional license to an applicant:

a. eligible for a special needs provisional license pursuant to special needs licensure chart set forth in 5 MCAR §1.0798, and

b. recommended for special needs provisional licensure by the authorized local vocational administrator, and

c. when no fully qualified, licensed individual is available for an existing position, as verified by the local vocational administrator on the request for provisional license form.

3. Special needs provisional license validity.

a. Expiration. The special needs provisional license shall expire a maximum of two years from the July 1 nearest issuance.

b. Nonrenewable. The special needs provisional license shall be nonrenewable. Full licensure shall be accomplished prior to the expiration date set forth in C.3.a. of this rule (above).

4. Special needs provisional license course requirements.

a. An applicant (excluding applicants for instructor-coordinator licensure) for licensure may complete the final one-third of the specialized course requirements during the provisional licensure period when the applicant has complied with the authorizing signature, issuance, and license validity provisions set forth in C.1-3 of this rule (above).

b. An applicant for instructor-coordinator licensure may complete the final one-third of the specialized course requirements that are in addition to the philosophy of vocational education and coordination techniques courses during the provisional licensure period when the applicant has complied with the authorizing signature, issuance, and license validity provisions set forth in C.1-3 of this rule (above).

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5 MCAR §1.0793 Specialized vocational instructional and supportive personnel.

A. Qualification for licensure. An applicant shall meet the requirements set forth in this rule, and the general provisions and procedure for licensure of instructional and supportive personnel except when superseded by the provisions of this rule.

B. Specialized instructional personnel.

1. Part-time preparatory instructor-resource specialist. A part-time (less than one-fourth time) preparatory instructor-resource specialist may be employed to teach a portion of a program directed by a qualified full-time instructor.

a. Licensure requirement. Any person holding a position as a part-time preparatory instructor-resource specialist shall be licensed pursuant to this rule when responsible for performance of duties assigned by the qualified full-time instructor in charge of the class.

b. Licensure criteria. An applicant:

(1) shall be professionally and technically qualified to practice in the specific occupational area to be taught,

(2) shall have occupational experience equal to that required for a full-time instructor at the student level requested,

(3) shall have completed six clock hours of vocational teaching techniques prior to issuance of an initial two-year entrance license, and

(4) shall submit an application for vocational licensure which includes the recommending signature of the authorized local vocational administrator.

c. Two-year initial entrance license renewal. The applicant shall have completed a minimum of 24 clock hours of vocational teaching techniques for renewal of the initial two-year entrance license. Upon expiration of the two-year entrance license, successive three-year renewals shall be granted upon the recommendation of the authorized local vocational administrator.

d. Relicensure. The applicant shall be required to maintain currency in the occupational field, as verified by the authorized local vocational administrator, in order to qualify for relicensure.

2. Consultants. Consultants (specialists, guest speakers, resource personnel, etc.) who are recognized authorities in the topics under consideration may be used for special assignments.

a. Licensure requirement. Any person holding a position as a consultant shall be licensed pursuant to this rule when responsible for conducting a portion of the sessions of a class that is directed by a qualified full-time instructor.

b. Licensure criteria.

(1) Secondary and post-secondary programs. A consultant shall be licensed as an instructor pursuant to these rules when:

(a) the consultant will provide services exceeding 30 clock hours per learning unit, or

(b) the consultant will provide services exceeding 60 clock hours per year.

(2) Adult programs. A consultant shall be licensed as an instructor pursuant to these rules to be eligible for aid payments pursuant to 5 MCAR §1.0115 F.

3. Post-secondary related subjects instructor.

a. Licensure requirement. Any person holding a position as a post-secondary related subjects instructor shall be licensed pursuant to this rule when responsible for instructing students in foundational areas or occupational personal development areas in cooperation with instructional personnel in major occupational areas.

b. Licensure criteria.

(1) Foundational areas. (e.g., mathematics, science, communications) An applicant:

(a) shall be a graduate of an accredited college with a four-year degree, including a major in the area of licensure to be taught, or the equivalent, as verified by a teacher education institution that grants such degrees,

(b) shall have completed 4,000 hours of occupational experience in an area other than education, and

(c) shall meet the requirements of the post-secondary vocational teacher education sequence set forth in 5 MCAR §1.0784.

(2) Occupational personal development. (e.g., job seeking, interviewing, personal dynamics)

(a) Option one--An applicant:

(i) shall be a graduate of an accredited college with a four-year degree, including a major in the area of licensure to be taught (e.g., industrial relations, personnel management, employment counseling, business administration), or the equivalent, as verified by an institution that grants such degrees,

(ii) shall have completed 4,000 hours of occupational experience in an area other than education, and

(iii) shall meet the requirements of the post-secondary vocational teacher education sequence set forth in 5 MCAR §1.0784.

(b) Option two--An applicant:

(i) shall have completed 8,000 hours of occupational experience in an area related to occupational personal development other than education, and

(ii) shall meet the requirements of the post-secondary vocational teacher education sequence set forth in 5 MCAR §1.0784.

4. Support services - childhood education personnel.

a. Childhood education instructor.

(1) Licensure requirement. Any person holding a position as a childhood education instructor shall be licensed pursuant to this rule when responsible for any of the following activities:

(a) establishing and directing a learning and/or care center for children (infants through age 12) in an AVTI or an adult vocational program, or

(b) assisting a secondary vocational teacher of child care-guidance and education in the instructional program.

(2) Licensure criteria.

(a) Option one--An applicant:

(i) shall hold a post-secondary certificate from a child development assistant training program (minimum of 1,080 hours), and

(ii) shall have completed 1,560 hours of occupational experience as a child care assistant.

(b) Option two--An applicant shall be a graduate of an approved college with a four-year degree, including a major related to the area of licensure appropriate for the age level to be taught.

(c) Option three--An applicant shall comply with the competency requirements for child development associate certification.

(3) Human relations requirement. All licensed childhood education personnel shall comply with the human relations requirement set forth in 5 MCAR §1.0785.

(4) Waiver. The philosophy of vocational education requirement shall be waived.

b. Childhood education aide.

(1) Licensure requirement. Any person holding a position as a childhood education aide shall be licensed pursuant to this rule when responsible for any of the following activities:

(a) assisting a preschool instructor or a vocational child care instructor in an AVTI or an adult vocational program, or

(b) assisting a vocational child care instructor responsible for both a secondary vocational child care-guidance and education program.

(2) Licensure criteria.

(a) Option one--An applicant shall have completed a high school vocational training program in child care-guidance and education.

(b) Option two--An applicant shall have completed 1,200 hours of occupational experience in a related field.

(3) Human relations requirement. All licensed childhood education personnel shall comply with the human relations requirement set forth in 5 MCAR §1.0785.

(4) Waiver. The philosophy of vocational education requirement shall be waived.

C. Supportive personnel.

1. AVTI administrative assistant.

a. Licensure requirement. Any person holding a position as an AVTI administrative assistant need not hold a license. However, should a person choose to be licensed, such person shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) assisting and being responsible to the director in preparing new instructional program forms for preparation and review of a new program,

(2) coordinating with the local district administration and the state department of education, division of vocational-technical education, in developing building plans, equipment, and budgeting,

(3) assisting the director working with the local board of education,

(4) maintaining regular communication between the business manager of either the AVTI or the district and the director,

(5) procedures related to inservice teacher education,

(6) working with the assistant director or other designated local vocational administrators in the development of on-site and self-evaluation,

(7) coordinating the activities of the clerical staff and recommending to the director employment of additional staff or adjustments in staff as deemed appropriate,

(8) preparing a public relations program in consort with the administration of the AVTI, and

(9) providing leadership, assisting in the delivery of information to visitors of the institute, and serving as host or hostess as required.

b. Licensure criteria. An applicant:

(1) shall have completed 6,000 hours of occupational experience in one or more of the following areas:

(a) business;

(b) accounting;

(c) office management;

(d) public relations.

(2) shall have completed five years of administrative experience in an AVTI. This AVTI administrative experience may be used to meet the requirement for 500 hours of occupational experience within the prior five years,

(3) shall be familiar with the organization and operation of a local school district, as verified by the authorized local vocational administrator, and

(4) shall have completed a course in philosophy of vocational education.

2. AVTI area program coordinator of agricultural education.

a. Licensure requirement. Any person holding a position as an AVTI area program coordinator of agricultural education shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) working in an assigned geographic area,

(2) being responsible to the director in the district in which employed with coordination from the adult supervisor of agriculture education as spokesperson for the state supervisory staff of agriculture education,

(3) coordinating adult agriculture education activities. Emphasis shall be on adult farm management education programs and veterans farm cooperative programs, including maintenance and development,

(4) coordinating secondary and post-secondary agriculture education activities. Emphasis shall be on articulating secondary and post-secondary offerings in agriculture, and

(5) making all reports required by the director and the state supervisor of adult agriculture education as spokesperson for the state supervisory staff of agriculture education.

b. Licensure criteria. An applicant:

(1) shall meet the licensure requirements for an adult teacher of vocational agricultural education, as specified in the licensure chart set forth in 5 MCAR §1.0798, and

(2) shall have completed three years of experience as a teacher of vocational agriculture.

3. Post-secondary instructional resources specialist.

a. Licensure requirement. Any person holding a position as a post-secondary instructional resources specialist need not hold a license. However, should a person choose to be licensed, such person shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) organizing, supervising, and maintaining the resource center within the AVTI,

(2) establishing scheduling procedures for resource materials and equipment,

(3) determining the resource materials and equipment needed for the AVTI and preparing a resource budget with the help of the director or assistant director,

(4) maintaining an inventory of all instructional resource items within the AVTI,

(5) keeping records and making reports on the use of materials and equipment and recommending needs to the director or assistant director,

(6) supervising the general operation of the instructional resources program within the AVTI,

(7) conducting inservice training for personnel on the use of materials and equipment and assisting in curriculum planning,

(8) producing and supervising production of teaching and public relations materials that can be made within the school (e.g., tapes, transparencies, slides, 8-millimeter sound films, graphic arts materials, models, mockups, and any other materials specified as necessary by instructors), and

(9) supervising the maintenance of resource materials and equipment within the AVTI.

b. Licensure criteria.

(1) Option one--An applicant:

(a) shall be a graduate of an accredited college with a four-year degree, including a major in library science, in instructional media, or in audio-visual,

(b) shall have completed a course in philosophy of vocational education,

(c) shall have completed 4,000 hours of occupational experience outside of education.

(2) Option two--An applicant:

(a) shall have completed a graduate program for state licensure in library science, in instructional media, or in audio-visual,

(b) shall have completed a course in philosophy of vocational education, and

(c) shall have completed 4,000 hours of occupational experience outside of education.

c. Substitution. Librarian experience related to vocational-technical areas to be served may be substituted for the occupational experience outside of education.

4. Vocational program counselor.

a. Licensure requirement. Any person holding a position as a vocational program counselor shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) providing individual and group counseling assistance to students and prospective students to help them with their personal development including self-evaluation, vocational decision-making, and life planning,

(2) providing services which promote vocational development, assisting students to see the relationship between their goals and various courses or training opportunities which they are taking or may be considering,

(3) assisting students during periods of educational or vocational transitions through counseling and orientation procedures and educational placement, and

(4) providing consultative services to help teachers and administrators understand the developmental needs and to determine the potential of individual students or groups of students.

b. Licensure criteria. An applicant:

(1) shall be a graduate of an accredited college with a master's degree in a program of counselor education or the equivalent, as verified by the institution that grants such degrees,

(2) shall have demonstrated competencies in individual and group counseling, career development, consultation skills, assessment skills, research and evaluation, and human relations, as verified by the preparing institution,

(3) shall have completed a course in philosophy of vocational education, and

(4) shall have completed 4,000 hours of occupational experience outside of education or teaching.

c. Secondary vocational program counselors. In addition to the requirements set forth in C.4.b.(1)-(4) of this rule (above), secondary vocational program counselors shall also hold licensure as a secondary school counselor from the appropriate licensing board.

5. Student personnel services specialist.

a. Licensure requirement. Any person holding a position as a student personnel services specialist shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) providing services assisting students to successfully move into and out of an AVTI or center, and make progress while so enrolled,

(2) providing services to students and parents relative to the area(s) of occupational and educational information, appraisal, orientation, housing, financial aids, student activities, or student accounting, and

(3) working cooperatively with other staff in duties related to student personnel services.

b. Licensure criteria.

(1) Option one--An applicant shall meet the criteria of a vocational program counselor set forth in C.4.b.(1)-(4) of this rule (above).

(2) Option two--An applicant:

(a) shall be a graduate of an accredited college with a four-year degree, including a major in an area related to personnel services (e.g., industrial relations, employment counseling, personnel management), or the equivalent, as verified by an institution that grants such degrees,

(b) shall have completed 6,000 hours of occupational experience, with at least 2,000 hours in personnel services in a post-secondary educational institution or in industry or agencies, and

(c) shall have completed a course in philosophy of vocational education.

6. Secondary placement specialist.

a. Licensure requirement. Any person holding a postion as a secondary placement specialist shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) providing job-placement services to a district or a group of districts. Job-placement services:

(a) include the procedures, practices, and activities that assist identified students in securing employment. Emphasis shall be on securing full-time employment for the student,

(b) involve cooperation among the total community, parents, students, and education agencies, and

(c) require consultation and coordination with school pupil personnel services and community services.

(2) providing job development, employer contact, and job-seeking skills,

(3) establishing adequate files pertaining to employer, student, and follow-up data,

(4) promoting job openings and maintaining strong rapport with employers who hire identified students, and

(5) providing an organized program of job procurement skills to the student population.

b. Licensure criteria. An applicant:

(1) shall be a graduate of an accredited college with a four-year degree,

(2) shall have completed a course in coordination techniques, and

(3) shall have completed 4,000 hours of occupational experience, with 2,000 hours (at least 500 hours in the prior five years) in one of the following areas:

(a) personnel management (i.e., job development, employer contact, and job placement) while employed by a government agency, by a private agency, in an industrial setting, or in an educational institution; or

(b) job placement services while employed by a government agency, by a private agency, or in an industrial setting.

c. First five-year sequence. The applicant shall complete a course in philosophy of vocational education prior to renewal of the two-year entrance license.

7. AVTI student financial aids officer.

a. Licensure requirement. Any person holding a position as an AVTI student financial aids officer need not hold a license. However, should a person choose to be licensed, such person shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) developing and administering the student financial aid program at an AVTI,

(2) establishing uniform standards and procedures for the awarding of student financial aids to eligible recipients in accordance with state and federal rules and regulations governing the administration of student financial aid programs,

(3) timely completion of the annual institutional application for federal student aid funds and for all periodic reports to federal and state agencies which grant such funds to students,

(4) coordinating financial assistance to be paid to financial aid recipients from all agencies of the federal, state, and local government, and

(5) serving as a resource person to the student personnel services administrator in providing ancillary services and assistance to needy and disadvantaged students.

b. Licensure criteria. An applicant:

(1) shall be a graduate of an accredited college with a four-year or graduate degree,

(2) shall have completed a course in philosophy of vocational education,

(3) shall have completed 2,000 hours of occupational experience outside of education or teaching, and

(4) shall have completed three years of administrative and/or supervisory experience in the management of student financial aids or related programs for the disadvantaged student.

8. Curriculum and personnel development specialist.

a. Licensure requirement. Any person holding a position as a curriculum and personnel development specialist need not be licensed. However, should a person choose to be licensed, such person shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) providing institutional orientation for new staff members,

(2) advising staff of initial and continuing vocational licensure and relicensure requirements,

(3) counseling and assisting professional staff in carrying out their educational responsibilities,

(4) identifying needs and goals of the individual, and the institution which influence the tasks to be mastered by an instructor or other vocational personnel, and

(5) identifying the needs for revision and assisting in the development of curriculum which instructors may use when carrying out their educational responsibilities.

b. Licensure criteria. An applicant:

(1) shall be a graduate of an accredited college with a master's degree in education,

(2) shall have completed three years of teaching experience on a vocational license in at least one of the vocational areas related to the educational responsibilities,

(3) shall have completed sufficient occupational experience to be licensed as a vocational teacher at the secondary or post-secondary level, and

(4) shall have completed a course in philosophy of vocational education.

9. Post-secondary health-safety specialist.

a. Licensure requirement. A person holding a postion as a health-safety specialist need not be licensed. However, should a person choose to be licensed, such person shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) coordinating ongoing emergency health and first aid care to all students and employees,

(2) being a permanent member of the AVTI safety committee, participating in safety committee meetings and safety inspections,

(3) providing services in emotional and physical health care, maintenance, and rehabilitation to all students and employees, including referral to the appropriate agencies (e.g., special needs, chemical dependency, and the handicapped),

(4) coordinating health screening, immunization, and preventative health awareness programs,

(5) coordinating or assisting with the implementation of ongoing emergency and disaster procedures and participating in the planning and administration of safety practices,

(6) coordinating ongoing student and employee safety programs (e.g., eye safety, hearing conservation, proper lifting techniques, office safety, OSHA awareness, and first aid instruction for students and employees),

(7) coordinating activities with the appropriate state and local agencies (e.g., OSHA, department of labor/industry, vocational rehabilitation, department of health),

(8) maintaining current knowledge of safety, health, and social agency activity in the community, and

(9) coordinating student health insurance programs and confidential health records.

b. Licensure criteria.

(1) Option one--An applicant:

(a) shall be a registered nurse, licensed pursuant to Minn. Stat. §148.211 to practice in Minnesota,

(b) shall have completed 6,000 hours of nursing experience, with at least 500 hours of nursing experience within the last five years in one of the following areas:

(i) industry;

(ii) emergency - ICU - CCU-nursing;

(iii) school nursing; or

(iv) public health agency.

(c) shall have certification in cardio-pulmonary resuscitation, as granted by the American Heart Association or American Red Cross, and

(d) shall have certification in either standard first aid or multi-media first aid, as granted by the American Heart Association or American Red Cross.

(2) Option two--An applicant:

(a) shall be a graduate of an accredited college with a four-year degree,

(b) shall be a registered nurse, licensed pursuant to Minn. Stat. §148.211 to practice in Minnesota,

(c) shall have completed 4,000 hours of nursing experience with at least 500 hours of nursing experience within the last five years in one of the following areas:

(i) industry;

(ii) emergency - ICU - CCU-nursing;

(iii) school nursing; or

(iv) public health agency.

(d) shall have certification in cardio-pulmonary resuscitation, as granted by the American Heart Association or American Red Cross, and

(e) shall have certification in either standard first aid or multi-media first aid, as granted by the American Heart Association or American Red Cross.

(3) Option three--An applicant shall be certified as an occupational health nurse by the national board of occupational health nurses.

c. Five-year licensure requirements.

(1) Initial two-year entrance license renewal. The applicant shall complete the following requirements prior to renewal of the initial two-year entrance license. The applicant:

(a) shall complete courses in human relations and philosophy of vocational education,

(b) shall hold cardio-pulmonary resuscitation certification, as granted by the American Heart Association and American Red Cross,

(c) shall hold standard first aid or multi-media first aid certification as granted by the American Heart Association and American Red Cross. Advanced first aid or emergency medical training may be substituted, and

(d) shall complete 12 clock hours of instruction or experience in safety with the Minnesota safety council or an equivalent agency preapproved by the Minnesota safety council.

(2) Subsequent one-year renewal. A subsequent one-year renewal shall be available to allow the applicant to complete an additional three credits in one of the following areas:

(a) chemical dependency;

(b) special needs; or

(c) courses pertinent to the health services in the specific vocational institute, as approved by the authorized local vocational administrator.

(3) Five-year licensure. The applicant shall complete all criteria set forth in C.9.c.(1) and (2) of this rule (above), prior to approval of five-year licensure.

10. Post-secondary health-safety assistant.

a. Licensure requirement. Any person holding a position as a health-safety assistant need not be licensed. However, should a person choose to be licensed, such person shall be licensed pursuant to this rule when responsible for any of the duties prescribed by the health-safety specialist.

b. Licensure criteria.

(1) Option one--An applicant:

(a) shall be a practical nurse, licensed pursuant to Minn. Stat. §148.291 to practice in Minnesota,

(b) shall have completed 4,000 hours of nursing experience, with at least 500 hours of nursing experience within the last five years in one of the following areas:

(i) industrial safety;

(ii) emergency - ICU - CCU-nursing;

(iii) school nursing; or

(iv) public health agency.

(c) shall have certification in cardio-pulmonary resuscitation, as granted by the American Heart Association or American Red Cross, and

(d) shall have certification in either standard first aid or multi-media first aid, as granted by the American Heart Association or American Red Cross.

(2) Option two--An applicant:

(a) shall be a graduate of an accredited college with a degree (associate or baccalaureate level) in industrial-safety,

(b) shall have completed 2000 hours of occupational experience in an industrial safety environment. Experience as a safety inspector or plant safety inspector shall satisfy the experience requirement,

(c) shall have certification in cardio-pulmonary resuscitation, as granted by the American heart association or American red cross, and

(d) shall have certification in either standard first aid or multi-media first aid, as granted by the American heart association or American red cross.

(3) Option three--An applicant may meet any one of the options of a health safety specialist set forth in C.9.b.(1)-(3) of this rule (above).

c. Five-year licensure requirements. The applicant shall meet all requirements set forth in C.9.c.(1)-(3) of this rule (above).

5 MCAR §1.0794 Procedure for licensure of vocational administrative and supervisory personnel.

A. Qualification for licensure. An applicant shall meet the educational component and the occupational experience requirements stated in these rules for each area of licensure sought.

B. Licensure procedure. Licensure shall be pursuant to the general provisions and procedure for licensure of instructional personnel, except when superseded by the provisions of this rule.

1. Initial entrance vocational license.

a. Authorizing signature. Initial entrance licensure applications may be processed without an authorizing signature.

b. Issuance. An applicant who meets the requirements of one of the initial entrance license options set forth in B.1.c. of this rule (below), shall be issued an initial two-year entrance vocational license.

c. Initial entrance license options:

(1) Option one -- An applicant who meets the educational component and the occupational experience licensure requirements for the specific administrative or supervisory personnel position sought, as set forth in these rules, shall be issued an entrance license.

(2) Option two -- An applicant who does not meet the educational component and/or the occupational experience licensure requirements for the specific administrative or supervisory personnel position sought may petition the commissioner of education in writing for a qualifications reevaluation through committee review as set forth in 5 MCAR §1.0788.

2. Initial regular five-year vocational license.

a. Authorizing signature. Applications for the initial regular five-year vocational license shall be signed by the local supervising vocational administrator. Secondary and post-secondary directors shall obtain the signature of the supervising superintendent.

b. Issuance. An applicant who meets the requirements of one of the initial regular five-year vocational license options set forth in B.2.c. of these rules (below), shall be issued an initial regular five-year vocational license.

c. Initial regular five-year vocational license options:

(1) Option one -- An entrance license holder who meets the educational component and the occupational experience requirements for the specific administrative or supervisory personnel position sought and who subsequently completes relevant upgrading activities shall be issued a regular five-year vocational license upon the expiration of such initial entrance license. The number of hours and the content of relevant upgrading activities shall be determined by the local vocational administrator, subject to review by the commissioner of education.

(2) Option two -- An entrance license holder who meets the educational component and/or the occupational experience requirements for the specific administrative or supervisory personnel position sought through committee review, as set forth in 5 MCAR §1.0788, and who subsequently completes relevant upgrading activities shall be issued a regular five-year vocational license upon the expiration of such initial entrance license. The number of hours and the content of relevant upgrading activities shall be determined by the local vocational administrator, subject to review by the commissioner of education.

3. Renewed regular five-year vocational license. A regular five-year vocational license holder who completes the continuing education requirements for relicensure set forth in 5 MCAR §1.0795 shall be issued a renewed regular five-year vocational license.

5 MCAR §1.0795 Continuing education requirements for relicensure of vocational administrative and supervisory personnel.

A. Renewed five-year vocational license.

1. Issuance. Vocational administrative and supervisory staff holding a valid regular five-year vocational license shall be issued a renewed regular five-year vocational license when the following requirements have been met during the five-year period immediately preceding the date on which the requested renewal is to be made effective.

a. An applicant has completed 115 clock hours of approved administrative or supervisory vocational continuing education activity and evidence of completion is provided to the commissioner of education.

b. An applicant has completed 85 additional hours of individual professional development activity related to vocational school administration or supervision and a record of completion is provided to the central office of the employing school district or agency.

c. In the first six years following the effective date of this chapter, clock hours of approved vocational administrative or supervisory continuing education and clock hours of individual professional development activity shall be required as follows:

(1) To renew licenses expiring June 30, 1980, an applicant shall complete 108 clock hours of upgrading activities related to administration. The clock hours shall be preapproved and verified by the local supervising vocational administrator.

(2) To renew licenses expiring June 30, 1981, an applicant shall complete 108 total clock hours of relevant upgrading activities with 10 clock hours of approved vocational administrative or supervisory continuing education and 98 clock hours of individual professional development activity.

(3) To renew licenses expiring June 30, 1982, an applicant shall complete 125 total clock hours of relevant upgrading activities with 35 clock hours of approved administrative or supervisory continuing education and 90 clock hours of individual professional development activity.

(4) To renew licenses expiring June 30, 1983, an applicant shall complete 150 total clock hours of relevant upgrading activities with 60 clock hours of approved administrative or supervisory continuing education and 90 clock hours of individual professional development activity.

(5) To renew licenses expiring June 30, 1984, an applicant shall complete 175 total clock hours of relevant upgrading activities with 85 clock hours of approved administrative or supervisory continuing education and 90 clock hours of individual professional development activity.

(6) To renew licenses expiring June 30, 1985, and thereafter, an applicant shall complete 200 total clock hours of relevant upgrading activities with 115 clock hours of approved administrative or supervisory continuing education and 85 hours of individual professional development activity.

2. Applications for renewal. Applications for renewal shall be accepted by the department of education after January 1 of the year of expiration; provided, however, that the renewal period shall commence on the expiration date (July 1).

a. Excess hours. An applicant for renewal who earns approved clock hours in excess of the number required for renewal in this rule may not apply any excess hours to future renewals.

b. Renewal cycles. Clock hours used to meet renewal requirements for one five-year renewal cycle may not be applied toward future five-year renewal cycles.

B. Reactivation of lapsed regular five-year vocational license.

1. Regular five-year continuing license. A five-year continuing license may be granted if an applicant can provide evidence that 115 clock hours of approved administrative or supervisory continuing education activity and 85 hours of individual professional development activity have been completed during the five-year period immediately preceding the application for a five-year continuing license.

2. Two-year nonrenewable continuing license. A two-year nonrenewable continuing license may be granted if an applicant can provide evidence that a position has been offered contingent upon holding a valid license, and can demonstrate that there is insufficient time to complete 115 clock hours of approved administrative or supervisory continuing education activity and 85 hours of individual professional development activity as set forth in A.1.a. and b. of this rule (above). Upon expiration of the two-year, nonrenewable continuing license, an applicant shall qualify for a regular five-year continuing license in accordance with requirements set forth in B.1. of this rule.

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5 MCAR §1.0796 Continuing education programs for relicensure of vocational administrative and supervisory personnel.

A. Approval by the state board for vocational education. The initiator of any vocational administrative or supervisory continuing education program for relicensure of directors and supervisors shall obtain approval from the state board for vocational education for the program and the clock hours to be earned in such program.

1. Preapproval. The initiator of the vocational administrative or supervisory continuing education program shall secure approval of the program before participants may be registered.

2. Term of approval. Vocational administrative or supervisory continuing education programs may be approved for a period up to, but not exceeding, two years.

B. Approval procedure.

1. Vocational administrative or supervisory continuing education program proposals. The initiator of any vocational administrative or supervisory continuing education program shall forward a proposal of the program to the commissioner of education for review by the state board for vocational education.

a. Program proposal requirements.

(1) Clock hours. Each vocational administrative or supervisory continuing education program shall consist of at least three clock hours.

(2) Contents. Each vocational administrative or supervisory continuing education program proposal shall contain the following information:

(a) a description of planning activities including a list of names, addresses, and positions of those involved in planning,

(b) a description of the client group, or groups, for whom the program is designed,

(c) a statement of program goals which relates goals to client needs,

(d) a statement concerning any prerequisite education or experience required for admission to the program,

(e) a description of the proposed vocational administrative or supervisory continuing education program which includes:

(i) a statement of expected learning outcomes;

(ii) a description of program components designed to develop specified learning outcomes; and

(iii) the means by which achievement of specified learning outcomes will be determined for each program participant.

(f) statements indicating the number of clock hours requested for the proposed program, length of time for which approval is

being requested, and the number of times that the program is proposed to be offered during the approval period, and

(g) evidence that qualified staff have been assigned to the program and that other resources necessary to the program have been allocated.

b. Program approval. A vocational administrative or supervisory continuing education program shall be approved by the state board for vocational education if it meets the requirements set forth in B.1.a.(2)(a)-(g) of this rule (above).

C. Vocational administrative or supervisory continuing education program initiator.

1. Responsibilities. The program initiator shall be responsible for the following duties:

a. developing proposals for vocational administrative or supervisory continuing education programs in areas of study which have been identified, in cooperation with licensed vocational administrators and supervisors practicing in Minnesota school districts,

b. forwarding vocational administrative or supervisory continuing education program proposals to the commissioner of education for review by the state board for vocational education.

c. conducting the vocational administrative or supervisory continuing education program,

d. maintaining communication with the commissioner of education concerning the status of all approved vocational administrative or supervisory continuing education programs offered, and

e. providing each participant with an attendance certificate indicating the number of clock hours earned.

2. Resources. The initiator of a vocational administrative or supervisory continuing education program may use resources from professional associations, governmental agencies, and the private business sector in conducting the program.

D. Requirements for admission to approved vocational administrative or supervisory continuing education programs. Admission to all approved vocational administrative or supervisory continuing education programs shall be open to any licensed Minnesota vocational administrator or supervisor who meets the educational and experience requirements for admission as provided for in the particular continuing education program.

E. Dissemination. The department of education shall disseminate lists of known approved vocational administrative and supervisory continuing education programs twice annually.

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5 MCAR §1.0797 Vocational administrative and supervisory personnel.

A. Qualification for licensure. An applicant shall meet the requirements set forth in this rule and the general provisions and procedure for licensure of instructional and supportive personnel, except when superseded by the provisions of this rule.

B. Personnel who shall be licensed. A person holding a position as a vocational director or vocational supervisor shall be licensed pursuant to C.1.-5. of this rule (below) when the director or supervisor:

1. devotes more than 50 percent of assigned time to administrative or supervisory duties which require the use of independent judgement,

2. has the responsibility of directing other employees or adjusting their grievances on behalf of the employer, and

3. if so assigned by the vocational administrator, has the authority to recommend the hiring, transfer, suspension, promotion, discharge, assignment, reward, or discipline of other employees on behalf of the employer.

C. Licenses required. Vocational directors and vocational supervisors falling within the provisions of B.1.-3. of this rule (above) shall be licensed as follows:

1. Directors of vocational-technical education in districts operating an AVTI shall hold Minnesota vocational licenses as directors of vocational-technical education in districts operating an AVTI.

2. Assistant directors of vocational-technical education in districts operating an AVTI shall hold Minnesota vocational licenses as assistant directors of vocational-technical education in districts operating an AVTI or as directors of vocational-technical education in districts operating an AVTI.

3. Secondary local vocational program directors shall hold Minnesota vocational licenses as local vocational program directors.

4. Adult vocational education directors shall hold Minnesota vocational licenses as directors of adult vocational education.

5. Supervisors and nonteaching coordinators or managers shall hold Minnesota vocational licenses as supervisors of the program area or personnel services area to which assigned.

D. Administrative personnel.

1. Director of vocational-technical education in districts operating an AVTI. A district designated and approved by the state board for vocational education to operate an AVTI shall employ a director.

a. Licensure requirement. Any person holding a position as a director of vocational-technical education in districts operating an AVTI shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) post-secondary and adult vocational education,

(2) recruiting teachers, coordinators, and supervisors and recommending to the superintendent the appointment of all personnel under such director's supervision,

(3) vocational-technical programming at all levels in the district,

(4) preparing plans for new programs, expansion, buildings, facilities, equipment, and budget,

(5) providing for the effective articulation of all levels of programming within the district and as feasible in the service area,

(6) preparing brochures for general distribution, visiting surrounding high schools, and conferring with school superintendents, principals, counselors, and prospective students,

(7) providing preservice and inservice teacher training, assisting teachers in preparing a course of study and planned lessons, and providing instructional supervision of students in the building,

(8) requisitioning and recommending the purchase of equipment, supplies, instructional materials, and other needed items for the effective operation of the vocational program,

(9) preparing vocational reports (financial, statistical, and descriptive) required by the local board of education, the superintendent, the state director, and the state board for vocational education,

(10) promoting good public relations through publications, speeches, news media, and the use of advisory committees, and

(11) periodically reviewing the effectiveness of the program by analyzing job placement, follow-up of students on the job, and consultation with industries that are employing the students.

b. Licensure criteria. An applicant:

(1) shall be a graduate of an accredited college, with a degree (baccalaureate or graduate level), including a major in one of the vocational services (agriculture, business and office, health, home economics and service, marketing and distribution, technical, trade and industrial) or the equivalent, or in vocational guidance and counseling. This degree shall include or shall have added to it:

(a) a course in philosophy of vocational education; and

(b) nine quarter credits in courses such as:

(i) administration,

(ii) conference leading,

(iii) coordination,

(iv) management,

(v) supervision.

(2) shall have completed one year of supervisory or administrative experience in business, industry, or education,

(3) shall have completed 6,000 hours of occupational experience outside of education or teaching,

(4) shall have completed five years of experience in one or more of the following capacities:

(a) vocational teaching;

(b) vocational supervision;

(c) vocational administration;

(d) licensed vocational counseling in a Minnesota post-secondary AVTI;

(e) licensed vocational related subjects instruction in a Minnesota post-secondary AVTI.

c. The director may also serve as a secondary vocational director if no vocational administrator is employed by the district, either alone or with a cooperative center, for secondary vocational education. This responsibility may be reassigned to insure that there will be a vocational administrator responsible for secondary vocational education.

2. Assistant director of vocational-technical education in districts operating an AVTI.

a. Licensure requirement. Any person holding a position as an assistant director of vocational-technical education in districts operating an AVTI shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) assisting the director in the performance of those responsibilities set forth in D.1.a.(1)-(11) of this rule (above),

(2) vocational-technical programming at assigned levels in the district,

(3) performing additional duties assigned by local school district, and

(4) providing general leadership for the service area of the AVTI and coordinating such leadership with surrounding districts in keeping with the overall state plan for developing vocational-technical education in the state.

b. Licensure criteria. An applicant:

(1) shall be a graduate of an accredited college, with a degree (baccalaureate or graduate level), including a major in one of the vocational services (agriculture, business and office, health, home economics and service, marketing and distribution, technical, trade and industrial) or the equivalent, or in vocational guidance and counseling. This degree shall include or shall have added to it:

(a) a course in philosophy of vocational education; and

(b) nine quarter credits in courses such as:

(i) administration,

(ii) conference leading,

(iii) coordination,

(iv) management,

(v) supervision.

(2) shall have 6,000 hours of occupational experience outside of education or teaching,

(3) shall have two years of experience in one or more of the following capacities:

(a) vocational teaching;

(b) vocational supervision;

(c) vocational administration;

(d) licensed vocational counseling in a Minnesota post-secondary AVTI;

(e) licensed vocational related subjects instruction in a Minnesota post-secondary AVTI.

3. Secondary local vocational program director. A local vocational director may be employed by a school district or a combination of school districts to administer and supervise vocational programs and courses in grades kindergarten through 12 and adult vocational education.

a. Licensure requirement. Any person holding a position of a secondary local vocational program director shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) serving in one of three possible administrative structures as follows:

(a) an established or developing state board for vocational education approved center;

(b) an intermediate district as an administrative coordinator for secondary programs;

(c) a single school district or a combination of school districts.

(2) providing leadership for local planning in vocational education (e.g., public and community relations, program planning and development, budgeting, procurement, staffing, evaluation, accountability, teacher education, communications, career education, guidance, placement and follow-up), and

(3) all vocational programs and personnel reimbursed from federal and state vocational funds except for post-secondary and adult vocational programs assigned to other licensed vocational administrators.

b. Licensure criteria. An applicant:

(1) shall be a graduate of an accredited college, with a degree (baccalaureate or graduate level), including a major in one of the vocational services (agriculture, business and office, health, home economics and service, marketing and distribution, technical, trade and industrial) or the equivalent,

(2) shall have completed a course in philosophy of vocational education,

(3) shall qualify for a vocational license in one of the vocational administrative or service areas pursuant to these rules, and

(4) shall have completed 6,000 hours of occupational experience in a variety of occupations outside of education or teaching.

c. Initial license.

(1) Requirements. An applicant who has met the requirements of D.3.b.(1)-(4) of this rule (above) shall be granted an initial license after demonstrating proficiency in four competency areas, including Minnesota educational system.

(a) Competency areas:

(i) school finance,

(ii) public relations,

(iii) communications,

(iv) school law,

(v) leadership and personnel management,

(vi) program planning and development,

(vii) Minnesota educational system.

(b) Demonstration of proficiency.

(i) Minnesota educational system. The applicant shall demonstrate proficiency in competency seven, Minnesota educational system, by submitting verification of three years of experience in vocational education in Minnesota in one or more of the following vocational education capacities:

(aa) vocational teaching,

(bb) vocational supervision,

(cc) vocational administration.

Two of those three years shall have been spent in teaching, licensed as a vocational instructor or as a vocational post-secondary related subjects instructor.

(ii) Other competency areas. The applicant shall demonstrate proficiency in each of the other competency areas by satisfying one of the following criteria:

(aa) successful practical experience in the appropriate competency area within a public or private educational system, as verified by the employer,

(bb) successful practical experience in the appropriate competency area within a noneducational setting, as verified by the employer,

(cc) successful completion of a workshop in the appropriate competency area, as approved by the division of vocational-technical education, or

(dd) successful completion of a college course or courses in the appropriate competency area.

(2) Applicants with experience in other states. An applicant whose educational experience is not in a Minnesota educational system shall also complete a workshop or course approved by the commissioner of education and designed to orient the applicant in the Minnesota educational system prior to initial licensure.

(a) Determination of workshop or course content. The content of the required workshop or course shall be determined based upon the following factors:

(i) the applicant's familiarity with educational administration in Minnesota, and

(ii) the applicant's background relative to previous work experience and training.

(b) Workshop or course content. The state manager of secondary vocational education shall structure and direct a workshop designed to meet the individual needs of the applicant and addressing the following areas:

(i) vocational funding,

(ii) secondary education funding,

(iii) Minnesota school law,

(iv) cooperative center structure,

(v) AVTI system, and

(vi) vocational-technical education division administration.

d. Renewed regular five-year vocational licensure.

(1) Repeated initial license. An individual holding an initial license for a director of local vocational programs is eligible to apply for an additional two-year initial license when not employed as a local vocational administrator.

(2) First five-year license.

(a) Peer review. The renewal procedure to gain the first five-year license shall include a review by a team of peers at the end of the applicant's initial year of licensed service as a director.

(i) Competency plan. The peer review shall result in a plan for the applicant to complete the competency requirements set forth in D.3.c.(1)(a) and (b) of this rule (above) during the second year of licensed service as a director.

(ii) Permanent licensure file. The competency plan established pursuant to D.3.d.(2)(a)(i) of this rule (above), shall become a part of the applicant's permanent licensure file.

(b) Renewal. Renewal for the first five-year license will require demonstration of proficiency in all seven competency areas.

4. Adult vocational director.

a. Licensure requirement. Any person holding a position as an adult vocational director shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) assisting the director in the performance of the duties set forth in D.1.a.(1)-(11) of this rule (above), as they relate to adult vocational programs,

(2) performing additional duties assigned by the local school district.

b. Licensure criteria. An applicant:

(1) shall be a graduate of an accredited college with a degree (baccalaureate or graduate level), including a major in one of the vocational services (agriculture, business and office, health, home economics and service, marketing and distribution, technical, trade and industrial), or the equivalent. This degree shall include or shall have added to it:

(a) a course in philosophy of vocational education; and

(b) nine quarter credits in courses such as:

(i) administration,

(ii) conference leading,

(iii) coordination,

(iv) management,

(v) supervision.

(2) shall have completed 6,000 hours of occupational experience in a variety of occupations outside of education or teaching,

(3) shall qualify for a vocational license in one of the vocational administrative or service areas pursuant to these rules, and

(4) shall have completed three years of teaching experience or administration in vocational education. Two of those three years shall have been spent in teaching, licensed as a vocational instructor or as a vocational post-secondary related subjects instructor.

E. Supervisory personnel. Vocational supervisory licensure areas include the areas of supervisor of vocational program areas or supervisor of vocational personnel services areas.

1. Local secondary, post-secondary and adult program supervisors of vocational education.

a. Licensure requirement. Any person holding a position as a local secondary, post-secondary, or adult program supervisor shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) developing, organizing, implementing, supervising, and promoting vocational programs in the assigned vocational discipline or personnel services area,

(2) evaluating programs and instruction, equipment, facilities, and condition for effective instruction,

(3) preparing vocational reports (descriptive and statistical) required by local, state, and federal agencies,

(4) recommending the purchase of equipment, supplies, and reference materials to the authorized local vocational administrator,

(5) organizing and consulting with advisory committees in cooperation with vocationally interested individuals, organizations, associations, and companies,

(6) providing leadership and encouraging the development and improvement of vocational student organizations for all levels of programs assigned,

(7) coordinating the assigned vocational program with other educational programs,

(8) providing for preservice and inservice teacher training in cooperation with teacher education institutions, business, and industry,

(9) participating in relevant conferences and meetings to maintain currency in the assigned vocational discipline,

(10) when assigned to do so by the authorized local vocational administrator, directing other employees and adjusting any grievances on behalf of the employer, and

(11) when assigned to do so by the authorized local vocational administrator, making recommendations to hire, transfer, suspend, promote, discharge, assign, reward or discipline other employees.

b. Licensure criteria. Supervisors of agriculture occupations, business and office occupations, health occupations, home economics and service occupations, marketing and distribution occupations, technical occupations, trade and industrial occupations. An applicant:

(1) shall be a graduate of an accredited college with a degree (baccalaureate or graduate level) in the corresponding area set forth below:

(a) supervisor of agriculture occupations--agriculture education or technical agriculture;

(b) supervisor of business and office occupations--business education or business administration;

(c) supervisor of health occupations--occupational health area. The supervisor of health shall also hold a current, valid Minnesota license to practice in the field;

(d) supervisor of home economics and service occupations--home economics education;

(e) supervisor of marketing and distribution occupations--program area with distributive education technical and professional components included or added;

(f) supervisor of technical occupations--technical subject area;

(g) supervisor of trade and industrial occupations--industrial education.

(2) shall have completed three years of teaching experience in the past five years as a vocationally licensed instructor in one of the approved vocational programs that will be supervised,

(3) shall have completed 6,000 hours of occupational experience in program area(s) supervised,

(4) shall have completed nine quarter credits or 108 clock hours in supervisory techniques, and

(5) shall have completed a course in philosophy of vocational education.

2. Supervisor in specialized program area.

a. Licensure requirement. Any person holding a position as a supervisor in a specialized post-secondary and adult program area shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) providing management of staff, instructional leadership, and coordination for all levels of instruction assigned,

(2) scheduling program instruction, including required related instruction for all levels of programs assigned,

(3) maintaining student monitoring and evaluation process for all levels of programs assigned,

(4) program advisory committees for all levels of programs assigned, and

(5) providing leadership and encouraging the development and improvement of vocational student organizations for all levels of programs assigned.

b. Licensure criteria. An applicant:

(1) shall meet the five-year licensure requirements for a post-secondary vocational education instructor in one of the program areas that will be supervised,

(2) shall have completed four years of vocational experience in teaching, supervision, or administration in one of the assigned vocational program areas. At least two of those four years shall have been in teaching under a vocational license,

(3) shall have completed:

(a) 2,000 hours of vocational education supervision experience; or

(b) 72 clock hours or six credits of training in supervision.

(4) shall have completed course work in one of the following areas:

(a) curriculum development; or

(b) evaluation of programs; or

(c) legal aspects of vocational education.

(5) shall have completed a course in philosophy of vocational education, and

(6) shall have completed a course in organization and administration of vocational education.

(7) shall hold a current, valid license, registration, and/or certificate, as issued by the appropriate board, professional association, or accrediting agency, to practice in the specialized field.

3. Supervisor of special needs.

a. Licensure requirement. Any person holding a position as a supervisor of special needs shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) preparing and implementing a delivery system which addresses itself to services for students with special needs,

(2) providing the necessary support services to the student with special needs where deemed appropriate,

(3) coordinating and facilitating inservice training to aid regular personnel to more adequately understand and meet the needs of the students with special needs, and

(4) providing annual reports to the state regarding progress of the local special needs programs.

b. Licensure criteria. An applicant:

(1) shall be a graduate of an accredited college with a degree (baccalaureate or graduate level) in one of the following areas:

(a) education;

(b) counseling;

(c) psychology; or

(d) vocational rehabilitation.

(2) shall have completed three quarter credits in each of the following:

(a) philosophy of vocational education;

(b) organization and administration of vocational education;

(c) the exceptional child; and

(d) teaching students with learning problems.

(3) shall have completed 12 quarter credits chosen from the following:

(a) community resources, including corrections;

(b) techniques of counseling and guidance;

(c) chemical dependency;

(d) interpersonal relations (other than the human relations course for educational personnel);

(e) curriculum development and modification for special needs students;

(f) education of the disadvantaged;

(g) special learning problems in vocational education.

(4) shall have completed 18 clock hours of internship in existing special needs programs which include:

(a) six clock hours of program management; and

(b) six clock hours of student assessment; and

(c) six clock hours of curriculum modification.

(5) shall have completed 2,000 hours of occupational experience outside of education or teaching (500 hour recency requirement not applicable).

c. License renewal. Prior to renewal of the first license, the applicant shall:

(1) complete the human relations requirement set forth in 5 MCAR §1.0785, and

(2) complete six clock hours of special needs inservice training approved by the authorized local vocational administrator.

4. Supervisor of bilingual-bicultural special needs vocational programs.

a. Licensure requirement. Any person holding a position as a supervisor of bilingual-bicultural vocational education shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) coordinating support service for the student with limited English-speaking ability special needs in the following manner:

(a) supervising the method utilized to facilitate entry into appropriate vocational course offerings;

(b) mobilizing the necessary supportive service needed by the limited English-speaking student to compete in and complete the vocational program; and

(c) monitoring the progress of the limited English-speaking student while in a vocational program.

(2) serving as a liaison between the limited English-speaking population, support personnel, and instructional personnel, and

(3) participating on an advisory committee for the program supervised.

b. Licensure criteria. An applicant:

(1) shall meet the licensure criteria of a supervisor of special needs set forth in E.3.b.(1)-(5) of this rule (above),

(2) shall be bilingual-bicultural as appropriate to the student population served, and

(3) shall have completed one year of educational experience in the past five years in a bilingual program setting.

5. Student personnel services supervisor.

a. Licensure requirement. Any person holding a position as a student personnel services supervisor shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) services which assist students to successfully move into and out of an AVTI or center, and make progress while so enrolled. Such services may include preenrollment services to students and parents, occupational and educational information, appraisal, orientation, housing, financial aids, student activities, and student accounting,

(2) working cooperatively with other personnel in follow-up, research, public relations, advisory committees, industry--relations, and job placement,

(3) establishing and maintaining liaison with schools in the geographic service area and other agencies and institutions relative to student services, and

(4) coordinating dissemination of information relevant to the pupil personnel services program in the AVTIs and/or centers.

b. Licensure criteria. An applicant:

(1) shall meet the licensure criteria of a vocational program counselor set forth in 5 MCAR §1.0793 C.4.b.(1)-(4) or a student personnel services specialist set forth in 5 MCAR §1.0793 C.5.b.(1) or (2), and

(2) shall have completed two years of experience as a vocational program counselor or a student personnel specialist in a post-secondary vocational-technical institution.

5 MCAR §1.0798 Licensure charts.

SECONDARY LICENSURE CHART	OPTIONS	RELEVANT EDUCATION: Agriculture or Horticulture Ed Deg From Land-Grant College	RELEVANT EDUCATION: Technical Agriculture Degree (1)	RELEVANT EDUCATION: Business Education Degree	RELEVANT EDUCATION: Secretarial/Clerical License	RECENT RELEVANT OCCUPATIONAL EXP: 1 yr/2000 hours ROX	RECENT RELEVANT OCCUPATIONAL EXP: 1 1/2 yrs/3000 hours ROX (2)	RECENT RELEVANT OCCUPATIONAL EXP: 3 yrs/6000 hours ROX	RECENT RELEVANT OCCUPATIONAL EXP: Recency Requirement (3)	SPECIAL COURSES OR REQUIREMENTS: Sec. Voc. Teacher Education Sequence	SPECIAL COURSES OR REQUIREMENTS: 6 Quarter Credits Agriculture Ed Prior to Teaching	SPECIAL COURSES OR REQUIREMENTS: 3 Quarter Credits- Practicum in Agriculture Education	SPECIAL COURSES OR REQUIREMENTS: 3 Quarter Credits- Supervision of Occupational Experience Program	SPECIAL COURSES OR REQUIREMENTS: Non Resident Requirement (4)	SPECIAL COURSES OR REQUIREMENTS: Demonstrable Competency in Area of Licensure Request	SPECIAL COURSES OR REQUIREMENTS: Appropriate Methods Course	SPECIAL COURSES OR REQUIREMENTS: Cooperative Education Courses (5)	SPECIAL COURSES OR REQUIREMENTS: Experience in Co-op Education (6)	SPECIAL COURSES OR REQUIREMENTS: Model Office Courses (7)	SPECIAL COURSES OR REQUIREMENTS: Experience in Model Office (8)	SPECIAL COURSES OR REQUIREMENTS: Coordination Techniques	PRIOR TO FIRST RENEWAL: Philosophy of Vocational Education	PRIOR TO FIRST RENEWAL: Human Relations	PRIOR TO 5 YEAR LICENSE: Philosophy of Vocational Education	OPTION FOR PROVISIONAL: Secondary Provisional 5 MCAR §1.0789 C.
AGRICULTURE EDUC. Instructor	A	X				X																	X		
Emergency Provisional	A		X			X					X												X		
Instructor-Coordinator	A	X				X						X	X	X									X	X	S
BUSINESS & OFFICE ED. Instructor	A			X			X		X						X	X								X	S
Instructor-Coordinator	A			X			X		X						X	X	X	X			X		X	X	S
Model Office Instructor-Manager	A			X			X		X						X	X			X	X			X	X	S
Instructor Spec. Area Bus & Office Ed.	A							X		X														X	

S: Designates the requirements or schedule of requirements for applicants seeking a provisional license.

VE: Vocational Education.

ROX: Recent, relevant occupational experience. Unless otherwise indicated, ROX means paid experience outside of education or teaching and includes at least 500 hours within the prior five years.

Deg: Degree. Unless otherwise indicated, "Degree" means a four-year baccalaureate degree from an accredited college or university.

Education Degree: Baccalaureate or higher degree in a recognized educational field including at least 27 quarter credits in education with six quarter credits of student teaching.

ELABORATION ON SPECIAL COURSES OR REQUIREMENTS

1. The agriculture instructor provisionally licensed with a technical agriculture degree shall complete six quarter credits in agriculture education prior to licensure, and shall meet the requirements for the agriculture education degree within five years, earning a minimum of six quarter credits per year on a prearranged program.

2. 500 hours ROX within the prior five years in the specific area in which the license is requested. Up to 1/2 of the required 3000 hours may be earned through supervised internship programs. A minimum of 500 actual (not supervised internship) hours shall be accumulated in each area of licensure requested.

3. After initial full licensure, work experience in a specific area may be updated to meet the 500 hour recency requirement through state-approved workshops of six quarter credits or 72 clock hours or an equivalent industrial seminar. In accounting and/or data processing, a non-paid supervised internship may be used to accumulate 1/2 of the required 500 hours.

4. Non-Minnesota graduates shall complete these courses in Minnesota prior to licensure: six quarter credits in supervision of occupational experience, including a practicum in agriculture education.

5. Materials and methods in business and office co-op education, and one additional approved vocational teacher education course.

6. One year business and office teaching experience, or one quarter internship in cooperative education.

7. Materials and methods in model office, plus office manager workshop of three quarter credits or 36 clock hours or equivalent industrial seminar, or a variety of office management experience ($1.0780 Y.) equal to at least one-half of the required ROX.

8. One year business and office teaching experience or one quarter internship in model office.

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		RELEVANT EDUCATION				RECENT RELEVANT OCCUPATIONAL EXP			SPECIAL COURSES OR REQUIREMENTS						PRIOR TO FIRST RENEWAL	PRIOR TO 5 YEAR LICENSE	OPTION FOR PROVISIONAL			
	OPTIONS	Home Economics Ed Deg. Seq. 1. (1)	Home Economics Ed Deg. Seq. 2. (2)	Home Economics Ed Deg. Seq. 3. (3)	Related Food/Nutrition Non-Education Degree (4)	Industrial Ed/Industrial Arts Deg.	Related 2 year Post Sec. Program	1 1/2 yrs/3000 hours ROX	3 yrs/6000 hours ROX	Sec. Voc. Teacher Education Sequence	Coordination Techniques	Recommendation (5)	Additional 3 Quarter Credits in Cooperative Education.	Philosophy of Vocational Education	Human Relations	Philosophy of Vocational Education	Secondary Provisional 5 MCAR §1.0789 C.	Family Life Instructor Prov. (6)	Nutrition Specialist Prov. (7)	Consumer Homemaking Prov. (8)
HOME ECONOMICS-Inst. in Consumer Homemkg.	A	X										X			X	X				S
Family Life Inst.	A		X									X			X	X		S		
Nutrition Specialist	A			X											X	X			S	
	B				X					X					X	X				
INDUSTRIAL EDUCATION Instructor of Career Cluster Components Examples: Welding, Auto Tune-Up, Broadcasting	A					X		X		X					X	X	S			
	B						X	X		X					X	X				
	C								X	X					X	X				
Instructor-Coordinator Cooperative Programs	A					X			X		X		X	X	X		S			

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ROX: Recent, relevant occupational experience. Unless otherwise indicated, ROX means paid experience outside of education or teaching and includes at least 500 hours within the prior five years.

Deg: Degree. Unless otherwise indicated, "Degree" means a four-year baccalaureate degree from an accredited college or university.

Education Degree: Baccalaureate or higher degree in a recognized educational field including at least 27 quarter credits in education with six quarter credits of student teaching.

ELABORATION ON SPECIAL COURSES OR REQUIREMENTS

1. Included in or added to the degree shall be a minimum of six quarter credits of college approved courses with consumer emphasis in each of the following areas: (1) child development including field experience, (2) clothing and textiles, (3) consumer education, (4) family life education and parenting, (5) foods and nutrition, and (6) housing.

2. Degree inclusive of 27 quarter credits in college approved family life courses including a minimum of three quarter credits in each of the following areas: (1) family structure and function, (2) parent education, (3) relationships within the family and relationships of the family and its members to society, (4) development of human sexuality, and (5) curriculum methods and materials for family life education.

3. Included in or added to the degree shall be: (1) upper division college course in nutrition within the last five years, (2) methods and materials in teaching nutrition, pre-kindergarten through adult, (3) basic nutrition, (4) socio-cultural aspects of nutrition, and (5) physiology.

4. This requirement includes the courses listed in number three above.

5. Recommendation from an approved home economics program designee required when five years pass between the degree and the licensing, or between the expiration of the license and the renewal.

6. Provisional license for Family Life granted with a minimum of 18 quarter credits, with the balance of the 27 credits completed within two years.

7. When no nutrition specialist is available, a provisional will be issued to consumer homemaking instructors wishing licensure. The courses required for this area shall be completed prior to relicensure in two years.

8. Provisional granted to a person with a vocational home economics education degree in Service occupations, including a minimum of 2/3 of the required consumer homemaking credits, with a minimum of three quarter credits in each of the six components prior to initial licensure. The remaining third of the credits shall be completed prior to relicensure in two years.

SECONDARY LICENSURE CHART

		RELEVANT EDUCATION								RECENT RELEVANT OCCUPATIONAL EXP						SPECIAL COURSES OR REQUIREMENTS										PRIOR TO FIRST RENEWAL		PRIOR TO 5 YEAR LICENSE		OPTION FOR PROVISIONAL		
	OPTIONS	Relevant Education Degree	Related Degree	Community/Public Health Educ. Deg.	Non-Educ. Health Related Degree	Health Related Educ. Degree	2 or 3 year Related Post Secondary Program	Licensed as Instructor in Area		1 1/2 yrs/3000 hours ROX	2 yrs/4000 hours ROX	2 yrs/4000 hours ROX w/1000 hours in retail experience or spec. area	2 yrs/4000 hours ROX w/2000 hours in retailing midmanagement.	3 yrs/6000 hours ROX		Sec. Voc. Teacher Education Sequence	Org/Adm Vocational Education	Coordination Techniques	Philosophy of Vocational Education Course in DE Methods and Course in DE Curriculum	24 Technical Area Credits (1)	DE Student Teaching or one year Previous Teaching Experience	Supervised Teaching Internship During First Year of Teaching	Workshop or Course on Model Store In First Two Years.	3 Add. Quarter Credits in Co-op Ed.		Human Relations		Philosophy of Vocational Education		Sec. Provisional 5 MCAR §1.0789 C.	DE Emergency Provisional (2)	
COMMUNITY SERVICE OCCUPATION EDUCATION Instructor	A	X								X						X										X		X		S	
	B		X							X						X										X		X			
	C						X			X						X										X		X			
	D													X		X										X		X			
Instructor-Coordinator	A							X		X							X	X						X		X				S	
DISTRIBUTIVE EDUC. Instructor	A		X									X					X			X	X	X				X		X			S
Instructor-Coordinator	A		X									X					X	X	X	X	X	X				X					S
Model Store Instructor	A		X									X					X			X	X	X		X		X		X			S
	B												X				X			X	X		X	X		X		X			S
HEALTH OCCUPATIONS EDUCATION Instructor	A			X						X						X										X		X		S	
	B				X					X						X										X		X			
	C						X							X		X										X		X			
	D					X					X					X										X		X		S	
Instructor-Coordinator	A			X				X		X						X		X	X					X		X				S	
	B				X			X		X						X		X	X					X		X					
	C						X	X						X		X		X	X					X		X					
	D					X		X			X					X		X	X					X		X				S	

S: Designates the requirements or schedule of requirements for applicants seeking a provisional license.

VE: Vocational Education.

ROX: Recent, relevant occupational experience. Unless otherwise indicated, ROX means paid experience outside of education or teaching and includes at least 500 hours within the prior five years.

Deg: Degree. Unless otherwise indicated, "Degree" means a four-year baccalaureate degree from an accredited college or university.

Education Degree: Baccalaureate or higher degree in a recognized education field including at least 27 quarter credits in education with six quarter credits of student teaching.

ELABORATION ON SPECIAL COURSES OR REQUIREMENTS

1. Twenty-four quarter credits in technical areas, with a minimum of two credits or 24 clock hours in each area: selling, management, advertising and sales promotion, visual merchandising, retailing, marketing, principles of economics, and principles of accounting. In specialized programs, relevant technical areas may be substituted. Excess ROX may be substituted for relevant technical areas at the rate of three quarter credits for one year of experience.

2. When no fully licensed instructor is available, 1/3 technical, 1/3 ROX, and 1/3 professional requirements may be completed on a two year contract with the exclusion of coordination techniques for the instructor-coordinator.

   For option "B" of the Model Store Instructor, 1/3 technical and 1/3 professional requirements may be completed on a two year contract.

SECONDARY LICENSURE CHART

		RELEVANT EDUCATION										RECENT RELEVANT OCCUPATIONAL EXP						SPECIAL COURSES OR REQUIREMENTS								PRIOR TO FIRST RENEWAL	PRIOR TO 5 YEAR LICENSURE		OPTION FOR PROVISIONAL
	OPTIONS	Approved Vocational Ed Degree (1)	Related Vocational Ed Degree	Relevant Education Degree	Related Non-Education Degree	Related 2 year Post Sec. Program	Licensed as Instructor in Area	Comprehensive Program Options (2)	Single Content Program Options (3)	3/4 yr/1500 hours ROX	1 yr/2000 hours ROX (4)	1 1/2 yrs/3000 hours ROX	2 yrs/4000 hours ROX	3 yrs/6000 hours ROX	Sec. Teacher Education Sequence	Coordination Techniques	Philosophy of Vocational Education	Add. 3 Quarter credits in Co-op Ed.	Qualifying Workshop in Occupation	College Approved 24 Quarter Credit (5)	Component	Human Relations	Philosophy of Vocational Education	Secondary Provisional 5 MCAR §1.0789 C.
OTHER VOCATIONAL CLUSTERS Instructor	A			X								X			X							X	X	S
	B				X							X			X							X	X	
	C					X							X		X							X	X	
	D													X	X							X	X	
Instructor-Coordinator	A			X			X							X	X	X	X	X				X		S
	B				X		X							X	X	X	X	X				X		
SERVICE OCCUPATIONS Instructor (Child-careguidance and education, Fashion-apparel-textile, Food, Grooming services, Housing, Tourism)	A	X								X												X	X	S
	B													X	X				X			X	X	
	C			X						X					X					X		X	X	S
	D		X							X					X					X		X	X	S
	E				X					X					X				X			X	X	
Instructor-Coordinator in Service Occupations	A	X						X	X		X					X	X	X				X		S
	B			X				X	X		X				X	X	X	X		X		X		S
	C		X					X	X		X				X	X	X	X		X		X		S
	D				X			X	X		X				X	X	X	X	X			X		

S: Designates the requirements or schedule of requirements for applicants seeking a provisional license.

VE: Vocational Education.

ROX: Recent, relevant occupational experience. Unless otherwise indicated, ROX means paid experience outside of education or teaching and includes at least 500 hours within the prior five years.

Deg: Degree. Unless otherwise indicated, "Degree" means a four-year baccalaureate degree from an accredited college or university.

Education Degree: Baccalaureate or higher degree in a recognized educational field including at least 27 quarter credits in education with six quarter credits of student teaching.

ELABORATION ON SPECIAL COURSES OR REQUIREMENTS

1. Approved VE degree in hospitality and recreation or personal service occupations or vocational home economics degree in wage-earning service occupations.

2. Comprehensive program options require licensure as an instructor under the Service Occupations options A, C, D, or E. The 2000 hours ROX requirement must be earned in a minimum of two different areas, with 1500 hours in area of instructor licensure, and the remainder in one or more additional service occupation areas.

3. Single content area program options require licensure as an instructor under options A, C, D, or E of the Service Occupations requirements.

4. State-approved supervised non-paid work experience of up to 250 hours may be applied toward 500 hours required within the last five years.

5. Maximum of four annual renewals allowed to complete technical component. Six quarter credits are required prior to initial licensure. The minimum rate of progression is six quarter credits per year.

POST-SECONDARY LICENSURE CHART	OPTIONS	RELEVANT EDUCATION: Related Education Degree	RELEVANT EDUCATION: Related Non-Education Degree	RELEVANT EDUCATION: Business Education Degree	RELEVANT EDUCATION: Post Secondary License-Secretary With Shorthand/Secretary Without	RELEVANT EDUCATION: License: PS Business & Office Area	RECENT RELEVANT OCCUPATIONAL EXP: 2 years PS Education	RECENT RELEVANT OCCUPATIONAL EXP: 2 yrs/4000 hours ROX	RECENT RELEVANT OCCUPATIONAL EXP: 2 yrs/4000 hours ROX w/2000 hours in specialty	RECENT RELEVANT OCCUPATIONAL EXP: 3 yrs/6000 hours ROX	RECENT RELEVANT OCCUPATIONAL EXP: Internship Program Limitation (1)	RECENT RELEVANT OCCUPATIONAL EXP: 500 Hour Recency Clause not Applicable as Endorsement	SPECIAL COURSES OR REQUIREMENTS: PS Teacher Education Sequence	SPECIAL COURSES OR REQUIREMENTS: Office Management Workshop (2)	SPECIAL COURSES OR REQUIREMENTS: Model Office Materials-Methods	SPECIAL COURSES OR REQUIREMENTS: One Quarter Model Office Internship Or One Year Business Ed Teaching	SPECIAL COURSES OR REQUIREMENTS: Shorthand/Typing License Option (3)	SPECIAL COURSES OR REQUIREMENTS: Word Processing Workshops (4)	SPECIAL COURSES OR REQUIREMENTS: Verification of Typing Competency And Related Methods Course	SPECIAL COURSES OR REQUIREMENTS: Philosophy of Vocational Education	SPECIAL COURSES OR REQUIREMENTS: Coordination Techniques	PRIOR TO FIRST RENEWAL: Human Relations	PRIOR TO 5 YEAR LICENSE: Philosophy of Vocational Education
AGRICULTURE EDUCATION	A	X						X					X									X	X
Instructor: Ag Business, Natural Resources, Environmental Protection	B		X					X					X									X	X
	C						X			X			X									X	X
BUSINESS AND OFFICE EDUCATION	A			X				X			X		X				X					X	X
Instructor: Secretarial/Clerical Occupations	B		X					X			X		X				X					X	X
	C									X	X		X				X					X	X
Instructor: Specialized Secretarial/ Clerical Occupations	A			X					X		X		X				X					X	X
	B		X						X		X		X				X					X	X
	C									X	X		X				X					X	X
Instructor: Specialized as Identified (including but not limited to Banking, Accounting, Data Proc., Practical Business Management)	A	X						X			X		X									X	X
	B		X					X			X		X									X	X
	C									X	X		X									X	X
Model Office Instructor-Manager	A				X			X			X	X	X	X	X	X			X	X		X	
Word Processing Specialist	A				X			X			X	X						X		X		X	
Related Instructor Communications & Math	A	X						X			X		X									X	X
Internship Instructor	A					X		X			X	X	X							X	X	X	

VE: Vocational Education.

ROX: Recent, relevant occupational experience. Unless otherwise indicated, ROX means paid experience outside of education or teaching and includes at least 500 hours within the prior five years.

Deg: Degree. Unless otherwise indicated, "Degree" means a four-year baccalaureate degree from an accredited college or university.

Education Degree: Baccalaureate or higher degree in a recongized educational field including at least 27 quarter credits in education with six quarter credits of student teaching.

ELABORATION ON SPECIAL COURSES OR REQUIREMENTS

1. Only one-half of the required hours for licensure may be taken through an approved internship program.
2. Office management workshop of three quarter credits or 36 clock hours, or a variety of office management experience ($1.0780 Y.) equal to at least one-half of the required ROX.
3. Shorthand and/or typing licensure requires verification of competency plus related methods course.
4. Word processing workshops of six quarter credits or 72 clock hours or equivalent industrial experience, covering both an orientation to word processing and the supervisor's role in a word processing center.

POST-SECONDARY LICENSURE CHART

		RELEVANT EDUCATION										RECENT RELEVANT OCCUPATIONAL EXP										SPECIAL COURSES OR REQUIREMENTS										PRIOR TO FIRST RENEWAL	PRIOR TO 5 YEAR LICENSE
	OPTIONS	Related Degree	Appropriate Education Degree	Appropriate Non-Education Degree	Health-Related PS Program	2 Years PS Education	Licensure/Registration by Appropriate Board	Practicing License/Registration (1)	Instructor License in Area (2)	2 yrs/4000 hours ROX	2 1/4 yrs/4500 hours ROX	3 yrs/6000 hours ROX	3 yrs/6000 hours ROX w/2000 within prior 5 yrs.	2 yrs Teaching Experience	4 yrs/8000 hours ROX	Special Recency Requirement (3)	Related Hours Requirement (4)		PS Teacher Education Sequence	Distributive Education Methods	Distributive Education Curriculum	One additional VE Course	Renewals/Minimal Progress (5)	Technical Courses (6)	Coordination Techniques	Curriculum Course			Human Relations		Philosophy of Vocational Education
DISTRIBUTIVE EDUCATION	A	X								X						X	X			X	X	X	X	X	X				X		X
Instructor/Instructor Coordinator	B											X				X	X			X	X	X	X	X	X				X		X
HEALTH EDUCATION Instructor	A						X		X			X				X			X										X		X
Instructor-Coordinator	A	X					X		X			X				X			X						X				X		X
	B				X		X		X			X				X			X						X				X		X
SERVICE, HOSPITALITY, AND HOME ECONOMICS EDUCATION	A		X					X		X									X										X		X
	B			X				X		X									X										X		X
Instructor Occupational	C							X				X							X										X		X
Instructor-Coordinator Occupational	A							X	X					X												X			X		X
Instructor Comsumer Homemaking	A		X																										X		X
	B			X															X										X		X
INDUSTRIAL EDUCATION Instructor	A													X					X										X		X
	B					X					X								X										X		X
TECHNICAL EDUCATION Instructor	A					X							X						X										X		X

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Deg: Degree. Unless otherwise indicated, "Degree" means a four-year baccalaureate degree from an accredited college or university.

Education Degree: Baccalaureate or higher degree in a recognized educational field including at least 27 quarter credits in education with six quarter credits of student teaching.

ELABORATION ON SPECIAL COURSES OR REQUIREMENTS

1. Licensure, registration, or program certificate is required to teach in program areas where such is required to practice in the field. Cosmetology instructors shall have a senior instructor license issued by the State Board of Cosmetology. Barbering instructors shall have a license issued by the State Board of Barberi
2. Areas such as First Aid Instructor, or Cardio-Pulmonary Resuscitati (CPR) Instructor and vocational license for Instructor Coordinator.
3. In the general program: 1000 hours within the prior five years. In the specialized program: 1000 specialized hours within the prio five years.
4. In the general program: 1000 hours of retail experience. In the specialized program: 3000 hours in the specialized area.
5. The total six courses in this teacher education sequence shall be accomplished within a maximum period of three annual renewals, with a minimum progress of two courses annually.
6. Twenty-one quarter credits in technical areas, with a minimum of 24 clock hours or two quarter credits in each of the following: selling, management, advertising, visual merchandising, retailing, marketing, and economics. In the specialized program, relevant technical areas may be substituted. Excess ROX may be substituted for relevant technical area courses at the rate of one year for three quarter credits.

FULL-TIME ADULT LICENSURE CHART

		RELEVANT EDUCATION										RECENT RELEVANT OCCUPATIONAL EXP					SPECIAL COURSES OR REQUIREMENTS								PRIOR TO FIRST RENEWAL		PRIOR TO 5 YEAR LICENSURE	
	OPTIONS	Ag Ed Deg from Land Grant-College	BS in Technical Ag (1)	Related Education Degree	Related Non-Education Degree (2)	2 years Related PS Education	Bus Ed or Dist Ed Degree	Voc Ed Degree in Home Ec Ed (3)	Deg Options & Family Life Core (4)	Ed Degree & Family Life Core (5)		1 yr/2000 hours ROX	2 yrs/4000 hours ROX	3 yrs/6000 hours ROX	3 yrs/6000 hours ROX-Dist Ed (6)		Small Business Management Workshop in First yr of Teaching	Vocational Teaching Methods	Approved VE Course	Technical Preparation (7)	3 Credits in Adult Methods	PS Teacher Education Sequence	Schedule for DE Prof. Sequence (8)			Human Relations			Philosophy of Vocational Education
AGRICULTURE EDUCATION Instructor	A	X										X														X			X
Ag Ed Emergency Provisional License	A		X										X													X			X
Ag Ed Veteran's Instructor	A	X										X														X			X
Ag Ed Veteran's Provisional	A		X										X													X			X
Ag Ed Specialty Instructor	A			X									X									X				X			X
	B				X								X									X				X			X
	C					X								X								X				X			X
DISTRIBUTIVE EDUCATION Adult Small Business Management Instructor	A						X								X		X									X			X
	B				X										X		X	X	X				X			X			X
	C					X									X		X	X	X				X			X			X
	D														X		X	X	X	X			X			X			X
HOME ECONOMICS EDUCATION Instructor Parent Education	A							X												X						X			X
	B								X											X	X					X			X
	C									X										X	X					X			X

* Family Life Core: (1) family structure and function, (2) parent education, (3) relationships within the family and relationships of the family and its members to society, (4) child development, and (5) curriculum, methods, and materials for family life education.

Provisional license for Parent Education Instructor under option C granted with a minimum of 18 quarter credits, with the balance of the 27 credits completed within two years.

VE: Vocational Education.

ROX: Recent, relevant occupational experience. Unless otherwise indicated, ROX means paid experience outside of education or teaching and includes at least 500 hours within the prior five years.

Deg: Degree. Unless otherwise indicated, "Degree" means a four-year baccalaureate degree from an accredited college or university.

Education Degree: Baccalaureate or higher degree in a recognized educational field including at least 27 quarter credits in education with six quarter credits of student teaching.

ELABORATION ON SPECIAL COURSES OR REQUIREMENTS

1. Maximum of five years to complete requirements for an agriculture education degree, at a minimum of six quarter credits per year on a prearranged program. The applicant shall have completed or be enrolled in courses worth six quarter credits at the time of licensure.

2. In distributive education, this would be a degree in an area such as business administration, economics, or accounting.

3. Vocational education degree in home economics education, inclusive of three quarter credits in each of the five areas in the family life core. *

4. A degree in early childhood education, family life, child development, or general home economics, inclusive of three quarter credits in each of the five areas in the family life core. *

5. Education degree plus 27 quarter hours in the family life core, with at least three quarter credits in each of the five areas. *

6. In distributive education, 6000 hours ROX must be in retailing, servicing, and/or manufacturing at the management level as owner, owner-manager, or manager, including 2000 hours within the prior five years.

7. Technical preparation includes: 48 clock hours in accounting, plus 24 clock hours in each of four areas chosen from: (1) business law, (2) consumerism, (3) credit and collections, (4) government regulations, (5) income tax, (6) inventory control, and (7) marketing. For fulfilling these requirements, excess management ROX may be substituted for relevant technical areas at the rate of one year for 24 clock hours.

8. The required schedule: completion of or pre-arrangement for workshop curriculum in small business management prior to initial licensure; human relations and one additional vocational education course during initial two year licensure; and one additional course per annual renewal.

		RELEVANT EDUCATION							RECENT RELEVANT OCCUPATIONAL EXP				SPECIAL COURSES OR REQUIREMENTS												PRIOR TO FIRST RENEWAL	
	OPTIONS	Education Degree	Vocational Education Degree	Special Education Degree	Counseling Degree	Psychology Degree	Vocational Rehabilitation Degree				1 yr/2000 hours ROX	500 Hour Recency Clause Not Applicable		Support Service Course Sequence (1)	The Exceptional Child	Teaching Students With Learning Problems	18 Hour Internship (2)	Techniques of Guidance and Counseling	Occupational Analysis	Vocational Tests and Measurement	Work Evaluation	Vocational Evaluator Course Sequence (3)	Philosophy of Vocational Education		Special Needs Provisional 5 MCAR §1.0792 C.		Human Relations	6 Hours Special Needs Inservice (4)
SPECIAL NEEDS [redacted] ENSURE	A	X									X	X		X	X	X	X						X		S		X	X
SUPPORT SERVICE MANAGERS	B		X								X	X		X	X	X	X						X		S		X	X
	C			X							X	X		X	X	X	X						X		S		X	X
	D				X						X	X		X	X	X	X						X		S		X	X
	E					X					X	X		X	X	X	X						X		S		X	X
	F						X				X	X		X	X	X	X						X		S		X	X
VOCATIONAL [redacted] UATOR	A	X									X	X						X	X	X	X		X		S		X	X
	B		X								X	X						X	X	X	X		X		S		X	X
	C			X							X	X						X	X	X	X		X		S		X	X
	D				X						X	X						X	X	X	X		X		S		X	X
	E					X					X	X						X	X	X	X		X		S		X	X
	F						X				X	X						X	X	X	X		X		S		X	X
	G	X									X	X										X	X		S		X	X
	H		X								X	X										X	X		S		X	X
	I			X							X	X										X	X		S		X	X
	J				X						X	X										X	X		S		X	X
	K					X					X	X										X	X		S		X	X
	L						X				X	X										X	X		S		X	X

S: Designates the requirements or schedule of requirements for applicants seeking a provisional license.

ROX: Recent, relevant occupational experience. Unless otherwise indicated, ROX means paid experience outside of education or teaching and includes at least 500 hours within the prior five years.

Deg: Degree. Unless otherwise indicated, "Degree" means a four-year baccalaureate degree from an accredited college or university.

Education Degree: Baccalaureate or higher degree in a recognized educational field including at least 27 quarter credits in education with six quarter credits of student teaching.

ELABORATION ON SPECIAL COURSES OR REQUIREMENTS

1. In addition to the general requirements, complete 12 quarter credits chosen from the following courses: Community Resources Including Corrections, Techniques of Counseling and Guidance, Chemical Dependency, Interpersonal Relations, Curriculum Development and Modification for Special Needs, Education of the Disadvantaged, and Special Learning Problems in Vocational Education.

   To be eligible for the provisional license, applicants shall have completed all general course requirements, plus two-thirds of the credits required by the above sequence.

2. Internship consists of: 6 hours classroom observation
   6 hours student assessment
   6 hours curriculum modification

3. Complete a total of 180 clock hours of course content through workshops covering all of the following areas: The Exceptional Child, Techniques of Guidance and Counseling, Work Evaluation, Occupational Analysis, Vocational Tests and Measurement, Curriculum Development and Modification for Special Needs.

   To be eligible for the provisional license, applicants shall complete all general course requirements, plus two-thirds of the clock hours required by the above sequence.

4. As approved by the local education agency.

SPECIAL NEEDS LICENSURE [illegible]T	OPTIONS	RELEVANT EDUCATION: Education Degree	Vocational Education Degree	Special Education Degree	Counseling Degree	Vocational Rehabilitation Degree	ESL-Related Degree (1)	National Registration	RECENT RELEVANT OCCUPATIONAL EXP: 1/2 yr/1000 hours ROX	1 yr/2000 hours ROX	500 Hour Recency Clause Not Applicable	1000 Hours Teaching English to Students With Limited English Speaking Ability	SPECIAL COURSES OR REQUIREMENTS: Philosophy of Vocational Education	Second Language Teaching Methods Course	Recommended by Local Director	National Interpreter Training Consortium or Equivalent	PRIOR TO FIRST RENEWAL: Human Relations	Philosophy of Vocational Education	6 Clock Hours Special Needs Inservice (2)
SUPPLEMENTAL SUPPORT STAFF/TECHNICAL TUTOR	A														X		X	X	X
INTERPRETER FOR THE DEAF	A							X	X		X						X	X	X
	B								X		X					X	X	X	X
OCCUPATIONAL ENGLISH AS A SECOND LANGUAGE INSTRUCTOR	A						X		X		X	X					X	X	X
	B						X		X		X			X			X	X	X
	C	X							X		X	X					X	X	X
	D	X							X		X			X			X	X	X

ROX: Recent, relevant occupational experience. Unless otherwise indicated, ROX means paid experience outside of education or teaching and includes at least 500 hours within the prior five years.

Deg: Degree. Unless otherwise indicated, "Degree" means a four-year baccalaureate degree from an accredited college or university.

Education Degree: Baccalaureate or higher degree in a recognized educational field including at least 27 quarter credits in education with six quarter credits of student teaching.

ELABORATION ON SPECIAL COURSES OR REQUIREMENTS

1. English as a Second Language related degree in Linguistics, Foreign Language, or English.

2. As approved by the local education agency.

SPECIAL NEEDS LICENSURE CHART

		RELEVANT EDUCATION						RECENT RELEVANT OCCUPATIONAL EXP							SPECIAL COURSES OR REQUIREMENTS									PRIOR TO FIRST RENEWAL			
	OPTIONS	Education Degree	Vocational Education Degree	Special Education Licensure (1)	Counseling Degree	Degree With 12 or More Math Credits		1/2 yr/1000 hours ROX	1 yr/2000 hours ROX	1000 Hours Experience Teaching Students With Reading Problems	1000 Hours Experience Teaching Students With Math Problems	1000 Hours Teaching Students With Limited English Speaking Ability	500 Hour Recency Clause Not Applicable		Philosophy of Vocational Education	Coordination Techniques	Work-Experience Program Sequence (2)	18 Hour Internship (3)	Course in Teaching Students With Reading Problems	Course in Teaching Students With Math Problems	Course in Teaching Students With Limited English Speaking Ability	40 Hr. Internship Under Licensed Advisor Bilingual/Bicultural in English/ Relevant Other Language	Vocational Advisor Course Seq. (4)		Special Needs Provisional 5 MAR 51.0792 C.	Human Relations	Philosophy of Vocational Education	6 Hours Special Needs Inservice (5)
INSTRUCTOR-COORDINATOR WORK EXPERIENCE PROGRAMS	A	X							X						X	X	X	X							S	X		X
	B		X						X						X	X	X	X							S	X		X
	C			X					X						X	X	X	X							S	X		X
	D				X				X						X	X	X	X							S	X		X
POST SECONDARY REMEDIAL RELATED MATH INSTRUCTOR	A	X						X			X		X													X	X	X
	B	X						X					X							X						X	X	X
	C					X		X			X		X													X	X	X
	D					X		X					X							X						X	X	X
POST SECONDARY REMEDIAL RELATED READING INSTRUCTOR	A	X						X		X			X													X	X	X
	B	X						X					X						X							X	X	X
BILINGUAL-BICULTURAL POST-SECONDARY REMEDIAL RELATED READING INSTRUCTOR	A	X						X					X						X		X		X			X	X	X
	B	X						X				X	X						X				X			X	X	X
BILINGUAL-BICULTURAL POST-SECONDARY REMEDIAL RELATED MATH INSTRUCTOR	A	X						X					X							X			X			X	X	X
	B					X		X				X	X							X			X			X	X	X
POST-SECONDARY VOCATIONAL ADVISORS	A								X				X		X							X		X		X		X

S: Designates the requirements or schedule of requirements for applicants seeking a provisional license.

ROX: Recent, relevant occupational experience. Unless otherwise indicated, ROX means paid experience outside of education or teaching and includes at least 500 hours within the prior five years.

Deg: Degree. Unless otherwise indicated, "Degree" means a four-year baccalaureate degree from an accredited college or university.

Education Degree: Baccalaureate or higher degree in a recognized educational field including at least 27 quarter credits in education with six quarter credits of student teaching.

ELABORATION ON SPECIAL COURSES OR REQUIREMENTS

1. Required for Work Experience Handicapped. (EDU 122-B-4-d)

2. In addition to the general requirements, complete 18 quarter credits chosen from the following courses: The Exceptional Child, Teaching Students With Learning Problems, Community Resources Including Corrections, Techniques of Guidance and Counseling, Chemical Dependency, Interpersonal Relations, Curriculum Development and Modification for Special Needs, Education of Disadvantaged, and Special Learning Problems in Vocational Education.

   To be eligible for the provisional license, applicants shall have completed all general course requirements, plus two-thirds of the credits required by the above sequence.

3. Internship consists of: 6 hours classroom observation
   6 hours curriculum modification
   6 hours on-job training observation

4. Complete nine quarter credits chosen from the following courses: Counseling the Culturally Disadvantaged, Interpreting Personal Assessment Results, Understanding Human Behavior, and Career Development.

5. As approved by the local education agency.

5 MCAR §1.0799 Effective date.

5 MCAR §§1.0780-1.0798 shall become effective as of July 1, 1980 or as of five working days after final publication in the state register, whichever date is later.

5 MCAR § 1.0074 Procedure for licensure of staff. Repealed.

CERTIFICATE OF THE BOARD'S
ADOPTION OF RULES AND RESOLUTION

I, Howard B. Casmey, do hereby certify that I am secretary and executive officer of the State Board of Education (State Board for Vocational Education), a Board duly authorized under the laws of the State of Minnesota, and that the following is a true, complete, and correct copy of a resolution adopted at a meeting of the State Board of Education (State Board for Vocational Education) duly and properly called and held on the 11th day of February, 1980; that a quorum was present at said meeting, that a majority of those present voted for the resolution, that said resolution is set forth in the minutes of said meeting, and has not been rescinded or modified.

> RESOLVED, that the proposed rules governing licensure of vocational education personnel are hereby adopted as amended and 5 MCAR § 1.0074 is hereby repealed at the meeting of the State Board of Education (State Board for Vocational Education) on February 11, 1980; and that a member of the State Board of Education (State Board for Vocational Education) is hereby authorized to sign an order adopting these rules and repealing 5 MCAR § 1.0074.

IN WITNESS WHEREOF, I have hereunto subscribed my name this 11th day of February, 1980.

Howard B. Casmey
Secretary and Executive Officer
State Board of Education
(State Board for Vocational Education)

Ruth A. Myers
Member, State Board of Education
(State Board for Vocational Education)

CERTIFICATE OF BOARD'S
AUTHORIZING RESOLUTION

I, Howard B. Casmey, do hereby certify that I am secretary of the board of education (state board for vocational education), a board duly authorized under the laws of the State of Minnesota, and that the following is true, complete, and correct copy of a resolution adopted at a meeting of the board of education (state board for vocational education) duly and properly called and held on the 6th day of August, 1979; that a quorum was present at said meeting; and that a majority of those present voted for the resolution; that said resolution is set forth in the minutes of said meeting and has not been rescinded or modified.

> RESOLVED, that the board of education (state board for vocational education) shall call a hearing for the purpose of informing the public concerning the proposed rules of the board governing licensure of vocational education personnel and the repeal of 5 MCAR §1.0074; and that the commissioner or his deputy is authorized to sign an order and notice of such hearing to be conducted pursuant to Minnesota Statutes, chapter 15 and rules of the Hearing Examiner.

IN WITNESS WHEREOF, I have hereunto subscribed my name this 6th day of August, 1979.

Howard B. Casmey
Secretary, Board of Education
(State Board for Vocational Education)

Elroy O. Johnson
Member, Board of Education
(State Board for Vocational Education)

State of Minnesota
Board for Vocational Education

Statement of Need and Reasonableness
for Proposed Rules 5 MCAR §§ 1.0780-1.0799

Concerning: The proposed adoption of rules governing the licensure of vocational education personnel

5 MCAR § 1.0780 Scope and definitions.

These rules govern the procedure for licensure, the duties, and the educational and occupational experience requirements for all vocational instructional, supportive, and administrative personnel who are required to be licensed. In order to be eligible for vocational licensure, an individual shall meet the minimum standards established by these rules for the area of licensure sought.

Definitions. For the purposes of 5 MCAR §§ 1.0780-1.0799 the words, phrases, and terms defined in this section shall have the meanings ascribed to them below.

A. Approved Minnesota institution - A Minnesota institution approved by the board of teaching pursuant to 5 MCAR § 3.140 to prepare persons for teacher licensure.

B. Approved teacher educator - A faculty member who teaches professional vocational courses and is certificated as a vocational teacher educator in accordance with the requirements of the joint council for vocational teacher educators.

C. Approved vocational or cooperative center - A vocational or cooperative center approved by the state board for vocational education.

D. Approved vocational teacher education licensing program - A complete series of courses leading to a degree, a series of courses, or a single course in vocational education teaching offered at an approved Minnesota institution. Vocational teacher education licensing programs which meet the criteria set forth in 5 MCAR § 1.0787 of this rule shall be approved.

E. Authorized local vocational administrator - The licensed vocational administrator who has major responsibility for vocational education at the secondary, post-secondary, and/or adult level for a district, center, or area vocational-technical institute. The superintendent shall act as the authorized local administrator in the absence of a licensed vocational administrator. For purposes of licensure of vocational staff serving in nonpublic schools, the chief executive officer of the nonpublic school or a designee may be approved by the commissioner of education to act as the authorized local vocational administrator for the aforesaid school.

F. AVTI - Area vocational-technical institute.

G. Bicultural qualifications - The quality of being knowledgeable and sensitive to the ethnic and cultural aspects of the particular student groups to be worked with. Bicultural qualifications of an applicant for licensure shall be verified by the local school administrator.

H. Bilingual - The ability to communicate both orally and in writing in two or more languages, the first and principal language being English and the second language being relevant to the ethnicity of the students to be worked with. Bilingual qualifications of an applicant for licensure shall be verified by the local school administrator.

I. Clock hour - An hour of actual instruction or supervised group activities.

J. Clock hours (administrative and supervisory personnel) - For the purpose of renewal of five-year vocational administrative and supervisory licenses, clock hours accumulated from approved Minnesota vocational continuing education programs. Hours devoted to individual professional development activity for renewal of five-year administrative and supervisory licenses are in addition to specified clock hours and are not counted as clock hours.

K. Credit - Quarter college credits taken from an accredited college. One quarter credit shall equal 12 clock hours where applicable.

L. Course - For the purpose of a vocational teacher education licensing program, a planned, separate unit of instruction in a subject area.

M. DD Form 214 - The form verifying separation from military service obtained from the separating authority upon release from active service.

N. Director - A local vocational administrator including assistant directors.

O. Education degree - A baccalaureate or higher degree from an accredited college in a recognized educational field with at least 27 quarter credits in professional education courses and at least 6 quarter credits of student teaching.

P. Equivalent - An equation of content between two degrees or majors of different titles, as verified by a written statement from the corresponding department chairperson from an institution accredited to grant a degree or major in the area stated as a licensure requirement.

Q. Full-time educational service - 1,080 hours annually (e.g., six hours daily, five days per week, nine months or longer per year).

R. Full-time occupational service - 2,000 hours annually (e.g., eight hours daily, five days per week, 50 weeks per year).

S. Human relations program - A program approved by the board of teaching and designed to meet the human relations requirements for licensure of Minnesota educational personnel.

T. Initiator - The individual, agency, or institution that initiates and conducts vocational administrative and supervisory continuing education programs in accordance with 5 MCAR § 1.0796.

U. Leave - A preplanned experience relevant to the area of licensure being sought and consisting of a written educational objective with a defined structure taken in an agency, business, or industry and in addition to current employment.

V. Local vocational supervisor - The licensed vocational supervisor who has major responsibility for the development and supervision of local vocational programs in a vocational discipline or for supervision of a student personnel services area at the secondary, post-secondary, or adult level(s) for a district, center, or area vocational-technical institute, as assigned by the authorized local vocational administrator.

W. Occupational experience - Except where otherwise stated in these rules, paid work experience (outside of education or teaching) in a job or jobs directly related to the area of licensure being sought, with at least 500 hours within the five year period immediately preceding the date of application for licensure.

X. Office management experience - For the purpose of licensure as a model office instructor-manager, paid office management occupational experience accumulated while employed by a company or agency in a support position to upper management responsible for operation of the company or agency. Such office management experience shall include supervision of a minimum of seven office employees.

Y. Short term need for an instructor-substitute - A time period in which the maximum substitute assignment does not exceed 30 consecutive working days of employment in one assignment or an annual total of one-fourth of full-time employment as a substitute.

Z. Vocational teacher education core - The following five courses included in the teacher education sequence and offered through an approved Minnesota institution. At least three quarter credits taken at one of the approved Minnesota institutions or equivalent courses taken elsewhere that meet the broad objectives of the teacher education core, as verified by an approved Minnesota institution, shall be completed in each of the identified content areas:

1. introduction to vocational teaching,

2. vocational methods,

3. vocational course construction,

4. vocational tests and measurements, and

5. philosophy of vocational education.

AA. Vocational teacher education sequence (TES) - The vocational teacher education core, the human relations requirement and (for secondary level) the nine-week teaching internship, which shall be completed in a prescribed time frame to meet requirements for issuance of an entrance license, subsequent one-year renewals, and the first five-year license.

This rule provides a general statement identifying areas covered in the rules for licensure of vocational education personnel. This provision enables the reader to initially determine whether these rules are applicable to the particular area of inquiry, or whether other rules would apply.

This rule also provides definitions for words and phrases used in the rules for licensure of vocational education personnel. It is recognized that some readers may not be familiar with the terminology which is unique to the vocational education licensing process. These definitions will enable the reader to better understand these rules by clarifying that terminology which is unique to the vocational education licensing process and by assuring consistency of language usage throughout these rules.

5 MCAR § 1.0781 General provisions for vocational licensure.

This rule provides the applicant for vocational licensure with generalized information concerning:

1. licensure requirements,
2. the various fees which must be paid to obtain licensure, and
3. license validity.

A. License requirement. Licensed personnel shall meet licensure requirements set forth in these rules for the area(s) in which such personnel practice.

Subdivision A. This subdivision requires that all licensed personnel meet licensure requirements. This subdivision is needed to insure that vocational programs are eligible for funding pursuant to Minn. Stat. § 124.57.

B. License issuance.

1. Licenses are issued by the school personnel services section with the department of education.

Subdivision B. This subdivision sets forth the general provisions of license issuance.

Subsection B.1. This subdivision identifies the processing section which will issue vocational licenses. This subsection is needed to insure that all educational licenses are issued in a consistent manner and as efficiently as possible.

2. Fees.

a. License fees are established by the board of teaching and are nonrefundable except in accordance with the rules of the board of teaching.

b. Relicensure application fee. A fee established by the board of teaching shall be charged to the applicant for each application for licensure or relicensure.

Subsection B.2.a.-b. These subsections refer to Minn. Stat. § 125.05 and § 125.08 and to 5 MCAR § 3.003, in which the authority to establish licensure fees is vested in the board of teaching.

c. Petition fee. An individual may petition the commissioner of education for a qualifications reevaluation by committee review as set forth in 5 MCAR § 1.0788.

Subsection B.2.c. This subsection provides that an individual may petition the commissioner of education for reevaluation by committee review. Committee review provides the licensure applicant with an alternative licensure procedure if that applicant cannot meet the appropriate licensure criteria stated in these rules. This procedure insures that licensure applicants with existing competencies are provided the opportunity to become vocationally licensed. (For further elaboration on committee review see the statement of need and reasonableness for 5 MCAR § 1.0788.)

(1) Fee. A fee established by the commisioner of education shall be charged to the applicant to apply to the cost of the reevaluation.

Subsection B.2.c.(1) This subsection requires a licensure applicant to pay a fee to partially offset the cost of the committee review process. It is reasonable to require applicants to pay a part of the cost of the committee review process as it is the applicant who is seeking the benefit of the qualifications reevaluation. This petition fee, approved by the state board of education, will partially offset the cost to the Minnesota taxpayer who ultimately pays for the review process.

(2) Waiver. Upon presentation of evidence by a government agency indicating that the applicant is unable to pay the petition fee, such fee may be waived by the commissioner of education.

Subsection B.2.c.(2) This subsection provides for waiver of the petition fee when the licensure applicant is unable to pay. A waiver provision is needed to enable the individual unable to pay a petition fee to take advantage of the committee review process. Evidence of the inability to pay is needed to insure that only those honestly needing assistance receive that assistance pursuant to this rule.

C. Licensure validity.

1. Date valid. Licenses become valid on the date of approval by the commissioner of education.

2. Valid license. To be considered licensed, an individual shall hold a valid license prior to receiving payment for services.

3. Corrections. Requests for corrections on licenses shall be made to the commissioner of education.

4. Expiration date. All licenses shall bear the date of issuance and shall expire the specified number of years from the July 1 nearest the date licensure was approved.

Subdivision C. This subdivision is needed to define the dates and duration of licensure to insure that school districts have the authority to legally pay for professional personnel who are licensed. This subdivision also provides for clarity in the interpretation of these rules.

5 MCAR § 1.0782 Procedure for licensure of vocational instructional and supportive personnel.

This rule provides for a consistent mechanism to be used to obtain, to maintain, and to renew vocational licenses for instructional and supportive personnel.

A. Qualification for licensure. An applicant shall meet the educational and occupational experience requirements stated in this rule for each area of licensure sought.

Subdivision A. The education and occupational experience requirements set forth in these rules have been established by individuals representing business and industry. These licensure requirements are needed to insure that a quality program of vocational instruction can be provided to vocational students in Minnesota. These licensure requirements are stated in minimal terms and are generally accepted by the vocational community in the United States.

B. Licensure procedure.

Subdivision B. This subdivision sets forth the procedures an applicant must follow to obtain:

1. an initial entrance vocational license,
2. a renewed initial entrance vocational license,
3. an initial regular five-year vocational license,
4. a renewed regular five-year vocational license, and
5. a substitute license.

1. Initial entrance vocational license.

a. Authorizing signature.

(1) General rule. Initial entrance licensure applications may be processed without the signature of an authorized local vocational administrator.

Subsection B.1. This subsection sets forth the procedure an applicant must follow to obtain an initial entrance vocational license.

Subsection B.1.a.(1) This subsection provides that the authorizing signature of a local vocational administrator is not needed to facilitate the processing of an application for an initial entrance vocational license. Since completion of the licensure requirements set forth in these rules can be verified by supporting documentation, eligibility for licensure should not depend upon possession of a job in vocational education prior to licensure, or upon the approval of a local hiring agency.

(2) Exception. Initial entrance licensure applications from adult supplementary instructors serving under 500 hours annually shall include the signature of an authorized local vocational administrator.

Subsection B.1.a.(2) This subsection provides an exception to the general rule dealing with authorizing signatures by requiring that adult supplementary instructors serving less than 500 hours annually include the signature of an authorized local vocational administrator on an application for an initial entrance vocational license. Since no specific licensure criteria for these individuals is set forth in these rules, verification is needed to insure that individual evaluation of competency has been done locally. Requiring verification of the competency of licensure applicants is the only method by which quality instruction can be insured in vocational programs.

b. Issuance. An applicant who meets the requirements of one of the initial entrance license options set forth in B.1.c. of this rule (below) shall be issued an initial one-year or two-year entrance license depending upon the specific area of licensure sought.

Subsection B.1.b. This subsection provides for issuance of an entrance license to an applicant who meets the requirements of one of the initial entrance license options. A licensure applicant who meets the requirements of an initial entrance license option is deemed to be competent to provide quality instruction in a vocational program. An entrance license is issued to those applicants to insure that they will be available to teach in a vocational program if they should so choose.

c. Initial entrance license options:

(1) Option one--An applicant who meets the educational components and the occupational experience licensure requirements set forth in these rules shall be issued an entrance license.

(2) Option two--An applicant who does not meet the educational component of the licensure requirements, where applicable, shall be eligible to:

(a) substitute the vocational teacher education sequence set forth in 5 MCAR § 1.0784, or

(b) substitute completion of other designated teacher education sequences set forth in these rules, or

(c) substitute completion of all criterion examinations of a competency based vocational teacher education licensing program verified by an approved Minnesota institution as equivalent to the vocational teacher education sequence, or

(d) comply with the secondary provisional licensure provisions set forth in 5 MCAR § 1.0789, or

(e) comply with the special needs provisional licensure provisions set forth in 5 MCAR § 1.0792.

(3) Option three--An applicant who does not meet the occupational experience component of the licensure requirements, where applicable, shall be eligible to:

(a) meet an alternate form of occupational experience as set forth in 5 MCAR § 1.0783, or

(b) comply with the secondary provisional licensure provisions set forth in 5 MCAR § 1.0789.

(4) Option four--An applicant who does not meet the educational component and/or the occupational experience licensure requirements may petition the commissioner of education in writing for a qualifications reevaluation through committee review as set forth in 5 MCAR § 1.0788.

Subsection B.1.c.(1)-(4) These subsections provide the applicant for licensure with four alternative options, only one of which need be met to obtain initial licensure. Since different occupational and educational experiences may lead to comparable licensure competencies, the provision of four alternative licensure options gives applicants with varied backgrounds the opportunity to become vocationally licensed. The flexibility which these options afford the initial licensure process helps insure that the highest quality instructional and supportive personnel will be available to provide instruction in vocational programs.

The initial entrance licensure options provide for licensure when the applicant has met:

1. both occupational experience and educational requirements,
2. occupational experience requirements but not all educational requirements, or
3. educational requirements, but not all occupational experience requirements.

An applicant who does not meet occupational experience requirements or educational requirements may petition the commissioner of education for a qualifications reevaluation via committee review.

2. Renewed initial entrance vocational license.

a. Authorizing signature.

(1) General rule. Applications for renewed initial and subsequent one-year and two-year licenses shall be signed by the authorized local vocational administrator.

Subsection B.2. This subsection sets forth the procedure an applicant must follow to obtain a renewed initial entrance vocational license.

Subsection B.2.a.(1) This subsection requires that an applicant obtain an authorizing signature before an application for a renewed initial entrance vocational license can be processed. The authorizing signature provides the licensing agency with verification that the applicant has met all criteria for renewal set forth in these rules. Since the authorized local vocational administrator is in the most advantageous position to determine whether the applicant has met all renewal requirements, it is reasonable to require that that person sign the renewal application.

An applicant who fails to obtain the signature of an authorized local vocational administrator may petition the commissioner of education for a qualifications reevaluation through committee review. See 5 MCAR § 1.0788.

(2) Exceptions.

(a) Applicants not employed in a vocational program during the licensure period. An applicant for renewed initial and subsequent one-year and two-year licenses who has not been employed in a vocational program at any time during the licensure period shall contact an approved Minnesota teacher educator in the licensure field or an authorized local vocational administrator for consultation and for signature of the renewal recommendation.

Subsection B.2.a.(2) This subsection provides for two exceptions to the general rule dealing with authorized signatures.

Subsection B.2.a.(2)(a) This subsection provides for the continuation of a vocational license when an applicant has not been able to obtain employment in vocational education at any time during the licensure period. Requiring that an approved Minnesota teacher educator or an authorized local vocational administrator sign the renewal recommendation insures that a knowledgeable individual will be available to verify that the applicant has met renewal requirements.

(b) Field instructors. An application for a renewed initial or subsequent one-year license shall be signed by the commissioner of education when the applicant is a field instructor employed by the department of education.

Subsection B.2.a.(2)(b) This subsection requires that field instructors obtain the signature of the commissioner of education on all renewal applications. Since the commissioner of education is the chief administrator of the department of education which employs the field instructors, it is reasonable to expect the commissioner to be responsible for verifying that renewal requirements have been met and to sign renewal applications to indicate such verification.

b. Issuance. An applicant who meets the requirements of one of the renewed entrance license options set forth in B.2.c. of this rule (below) shall be issued a renewed initial entrance license.

Subsection B.2.b. This subsection provides for the issuance of a renewed initial entrance license to applicants who meet the requirements of one of the renewed entrance license options. Applicants who meet the requirements of one of the relicensure options will have successfully completed renewal requirements and are thereby entitled to a renewed license.

c. Renewed entrance license options:

(1) Option one--An entrance license holder who has elected the vocational teacher education sequence option to fulfill the educational component of the licensure requirements shall comply with the renewal provisions set forth in 5 MCAR § 1.0784.

(2) Option two--An entrance license holder subject to other designated teacher education sequences in the area of licensure sought shall comply with the renewal provisions set forth therein.

Subsection B.2.c.(1)-(2) These subsections provide the renewal option to be followed by an applicant utilizing one of the initial entrance options previously described.

3. Initial regular five-year vocational license.

a. Authorizing signature.

(1) General rule. Applications for the initial regular five-year vocational license shall be signed by the authorized local vocational administrator.

Subsection B.3. This subsection sets forth the procedure an applicant must follow to obtain an initial regular five-year vocational license.

Subsection B.3.a.(1) This subsection requires that an applicant obtain an authorizing signature before an application for a renewed initial regular five-year vocational license can be processed. The authorizing signature provides the licensing agency with verification that the applicant has met all licensure criteria set forth in these rules. Since the authorized local vocational administrator is in the most advantageous position to determine whether the applicant has met all licensure requirements, it is reasonable to require that that person sign the renewal application.

An applicant who fails to obtain the signature of an authorized local vocational administrator may petition the commissioner of education for a qualifications reevaluation through committee review. See 5 MCAR § 1.788.

(2) Exceptions.

(a) Applicants not employed in a vocational program during the licensure period. An applicant for the initial regular five-year vocational license who has not been employed in a vocational program at any time during the licensure period shall contact an approved Minnesota teacher educator in the licensure field or an authorized local vocational administrator for consultation and for signature of the renewal recommendation.

(b) Field instructors. An application for the initial regular five-year vocational license shall be signed by the commissioner of education when the applicant is a field instructor employed by the department of education.

Subsection B.3.a.(2) This subsection provides for two exceptions to the general rule dealing with authorized signatures.

Subsection B.3.a.(2)(a) This subsection provides for the continuation of a vocational license when an applicant has not been able to obtain employment in vocational education at any time during the licensure period. Requiring that an approved Minnesota teacher educator or an authorized local vocational administrator sign the licensure recommendation insures that a knowledgeable individual will be available to verify that the applicant has met licensure requirements.

Subsection B.3.a.(2)(b) This subsection requires that field instructors obtain the signature of the commissioner of education on all relicensure applications. Since the commissioner of education is the chief administrator of the department of education which employs the field instructors, it is reasonable to expect the commissioner to be responsible for verifying that renewal requirements have been met and to sign renewal requirements to indicate such verification.

b. Issuance. An applicant who meets the requirements of one of the initial regular five-year vocational license options set forth in B.3.c. of this rule (below) shall be issued an initial regular five-year vocational license.

Subsection B.3.b. This subsection provides for the issuance of a regular five-year vocational license to applicants who meet the requirements of one of the initial regular five-year vocational license options. Applicants who meet the requirements of one of the licensure options will have successfully completed all requirements for licensure and are thereby entitled to receive an initial regular five-year vocational license.

c. Initial regular five-year vocational license options.

(1) Option one--An entrance license holder who meets the educational component and the occupational experience requirements for each area of licensure sought and who subsequently completes relevant upgrading activities shall be issued a regular five-year vocational license upon expiration of such

initial entrance license. The number of hours and the content of relevant upgrading activities shall be determined by the local vocational administrator, subject to review by the commissioner of education.

(2) Option two--An entrance license holder who meets occupational experience requirements and who completes the vocational teacher education sequence set forth in 5 MCAR § 1.0784 shall be issued a regular five-year vocational license upon expiration of the initial or renewed entrance license.

(3) Option three--An entrance license holder who meets occupational experience requirements and who completes the renewal provisions of the appropriate designated licensure sequence set forth in these rules shall be issued a regular five-year vocational license upon expiration of the initial or renewed entrance license.

(4) Option four--An entrance license holder who meets occupational experience requirements and who possesses a nonvocational degree in education shall be issued a regular five-year vocational license pursuant to option two. The introduction to vocational teaching course and the nine-week teaching internship may be deleted from the vocational teacher education sequence set forth in 5 MCAR § 1.0784.

(5) Option five--An entrance license holder who meets occupational experience requirements and who successfully completes criterion examinations of a competency based vocational teacher education licensing program verified by an approved Minnesota institution as equivalent to the vocational teacher education sequence shall be issued a regular five-year vocational license.

(6) Option six--An entrance license holder who meets occupational experience requirements and who subsequently completes the educational requirements while licensed pursuant to the secondary provisional license requirements set forth in 5 MCAR § 1.0789 shall be issued a regular five-year vocational license at the secondary level upon expiration of the secondary provisional license.

(7) Option seven--An entrance license holder who meets educational requirements and who subsequently completes occupational experience requirements while licensed pursuant to the secondary provisional licensing requirements set forth in 5 MCAR § 1.0789 shall be issued a regular five-year vocational license at the secondary level upon expiration of the secondary provisional license.

(8) Option eight--An entrance license holder who meets occupational experience requirements and who subsequently completes educational requirements while licensed pursuant to the special needs provisional license requirements set forth in 5 MCAR § 1.0792 shall be issued a regular five-year vocational

license in the special needs area upon expiration of the special needs provisional license.

Subsection B.3.c.(1)-(8) This subsection provides for eight alternative initial regular five-year vocational license options. These eight options provide the methods by which an applicant can progress from an initial entrance license (obtained via one of the previously described initial entrance license options) to a five-year license. Eight alternative licensure options are provided in an attempt to insure that all qualified applicants are able to attain full five-year licensure.

4. Renewed regular five-year vocational license.

a. Authorizing signature. Applications for renewed initial and subsequent five-year vocational licenses shall be approved through the local vocational relicensure committee established pursuant to 5 MCAR § 1.0786, and signed by the chairperson thereof.

Subsection B.4. This subsection sets forth the procedure an applicant must follow to obtain a renewed regular five-year vocational license.

Subsection B.4.a. This subsection identifies the renewal process set forth in 5 MCAR § 1.0786. An applicant for relicensure is alerted at this point that the procedure in 5 MCAR § 1.0786 must be followed before relicensure can be obtained.

5 MCAR § 1.0786 charges the local vocational relicensure committee with the responsibility for verifying that an applicant has met all renewal requirements set forth in this rule. The chairperson of the local vocational relicensure committee is required to sign the applicant's relicensure application to save the applicant from obtaining the signature of all committee members. The signature of the chairperson is deemed to be the signature of all committee members.

An applicant who fails to obtain the authorizing signature of the committee chairperson may appeal to the board of teaching pursuant to 5 MCAR §§ 3.005 and 3.020.

b. Issuance. A regular five-year vocational license holder who completes the continuing education requirements for relicensure set forth in 5 MCAR § 1.0786 shall be issued a renewed regular five-year vocational license.

Subsection B.4.b. This subsection provides for the issuance of a renewed regular five-year vocational license to applicants who meet the relicensure requirements set forth in 5 MCAR § 1.0786. Applicants successfully meeting all relicensure requirements are entitled to receive a renewed regular five-year vocational license.

5. Substitute license.

a. Authorizing signature.

(1) Authorization. A substitute license in a specific occupational area shall be issued to meet the short-term need for an instructor-substitute as determined by the local

vocational administrator. The authorized local vocational administrator and the designated representative of the specific vocational program advisory committee (5 MCAR § 1.0070 RR) shall recommend to the commissioner of education the applicant(s) professionally and technically qualified in the specific occupational area to be taught, as verified by such administrator and representative.

Subsection B.5. This subsection sets forth the procedure to be followed by an applicant seeking to obtain a substitute license. This provision for a substitute license is needed to insure that the vocational student will continue to receive quality vocational instruction throughout the duration of the school year.

Subsection B.5.a.(1) This subsection provides that the need for a short-term instructor-substitute be determined by the local vocational administrator. As local vocational administrators are most familiar with the needs of vocational programming at the local level, it is reasonable to require that the short-term need be verified by them.

This subsection also provides that the vocational program advisory committee recommend applicants for substitute licensure. This recommendation insures that the student will receive quality instruction relevant to the occupation being taught, since the substitutes will have been evaluated initially by practitioners in that occupational area. Because the local advisory committee is in daily contact with the occupation, its members are in the most advantageous position to identify qualified individuals capable of providing quality instruction to vocational students.

(2) Signature. Applications for initial and subsequently renewed substitute licenses shall be signed by the authorized local vocational administrator and the designated representative.

(3) Filing. Evidence of the authorized local vocational administrator's and the designated representative's initial and subsequent recommendations shall be on file in the district, center, or AVTI and shall be made available for review.

Subsection B.5.a.(2) This subsection requires an applicant to obtain two authorizing signatures before an application for a substitute license can be processed. It is necessary that the professional and technical competencies of the substitute teacher be verified by the signature of a local authorized administrator and a designated representative of the vocational program advisory committee in the area to insure that only qualified applicants are licensed. It is reasonable to require the signature of the vocational program advisory committee representative, as this individual is familiar with the practical competencies an individual must have to be able to successfully relay occupational information to the students.

Subsection B.5.a.(3) This subsection requires that substitute license recommendations be kept on file for review. It is necessary for the district to keep recommendations on file to insure compliance with the procedures established by these rules for issuance of substitute licenses. The records of such procedure must be retained by the school district to insure availability

for future review, if necessary. The retention of such records affords maximum protection to both the applicant and the school district.

b. Issuance. The commissioner of education shall issue a substitute license to an applicant:

(1) professionally and technically qualified in the specific occupational area to be taught, as verified by the authorized local vocational administrator and the designated representative, and

(2) recommended for substitute licensure by such administrator and representative as evidenced by the signature and filing requirements set forth in B.5.a.(2)-(3) of this rule (above).

Subsection B.5.b.(1)-(2) This subsection provides for issuance of a substitute license to all applicants who meet the requirements of substitute licensure. This subsection allows local school districts, centers, or AVTIs to utilize qualified substitute instructors to insure that vocational programming will be continued for the vocational student. The use of licensed substitute instructors protects the school district, center, or AVTI from potential liability by insuring that licensed instructors are available for all classroom activities.

c. Substitute license validity.

(1) Initial entrance substitute license. The initial entrance substitute license shall remain valid for a maximum period of two years. The maximum substitute assignment shall not exceed 30 consecutive working days of employment in one assignment or an annual total of one-fourth of full-time employment as a substitute.

Subsection B.5.c.(1) This subsection establishes the maximum time periods for validity of the substitute license and length of the maximum substitute assignment. Educational entrance licenses are customarily issued for two-year periods. It is reasonable to extend this two-year period to substitute licenses to provide for consistency in license issuance.

The maximum substitute assignment is limited to 30 days to insure that a substitute instructor does not completely replace a fully licensed instructor. The 30-day limitation provides the district, center, or AVTI with sufficient time to make other arrangements for continued vocational programming. A substitute instructor who serves over one-fourth of full time has significant impact on the student population and must be required to be fully licensed to insure that the vocational student has the benefit of qualified, fully licensed instructors.

(2) Renewed initial entrance substitute license. The renewed initial entrance substitute license may be issued for unlimited subsequent three-year periods upon the recommendation of the authorized local vocational administrator and the designated representative; however, the maximum substitute assignment shall not exceed 30 consecutive working days of employment in one assignment or an annual total of one-fourth of full-time employment as a substitute.

Subsection B.5.c.(2) This subsection provides for repeated 3-year renewals of the substitute license. This subsection establishes the parameters of licensure to insure continued competency in the occupational field. Because the substitute instructor is not required to complete upgrading activities for license renewal, it is essential to require authorizing signatures at three-year intervals for verification of teaching competency.

d. Adult supplementary licensure. A vocational license at the adult supplementary level set forth in 5 MCAR § 1.0791 in the specific occupational area to be taught as a substitute may be utilized as a substitute license at the secondary and post-secondary level; however, the maximum substitute assignment shall not exceed 30 consecutive working days of employment in one assignment or 500 hours of total annual combined substitute and adult teaching hours.

Subsection B.5.d. This subsection allows instructors holding an adult supplementary license to be utilized as substitute instructors at the secondary and post-secondary level. This provision allows a second option to school districts, centers, or AVTIs seeking substitute instructors. This option enables the district, center, or AVTI to utilize fully licensed adult instructors already familiar with the vocational system and the program taught. This subsection prevents the adult supplementary instructor from having to obtain two licenses in the same area (a substitute license and an adult supplementary license) to teach for less than 30 days in one assignment or 500 total hours per year.

C. New instructional positions. When emerging occupations, innovative, experimental, or exemplary programs create instructional positions which are not provided for in existing licensing criteria, the commissioner of education may recommend the formulation of licensing criteria and licensure in compliance therewith. Such licensing criteria shall become a part of these rules pursuant to the procedures set forth in Minn. Stat. § 15.0411 et. seq.

Subdivision C. This subdivision provides for promulgation of new licensure criteria when the need for new instructional positions arises. As the criteria for licensure is predicated on known fields, a provision for issuance of licenses in new and emerging fields in which criteria have not been identified is needed.

5 MCAR § 1.0783 Occupational experience.

This rule sets forth the general definition of occupational experience and identifies the alternate forms of occupational experience which may be used by the licensure applicant to meet occupational experience licensure requirements.

Three major competencies are essential for individuals desiring to successfully teach vocational courses:

1. knowledge of subject matter in the specialty,
2. work experience in the specialty, and
3. competency in teaching and relating to students.

"Historically, the concern for Vocational Instructor's occupational experiences and technical competence has existed since the early beginnings of vocational education in 'manual arts'. In 1909, the first Mississippi Valley Conference was held and two conclusions were reached:

1. The schools cannot get efficient men from the trades because these men, if they know their trades thoroughly, can get more pay in the industries than the school can offer.

2. Owing to the division of labor in the industries, very few men are learning their trades thoroughly enough to become teachers in vocational schools . . .

The Fourth Yearbook of the American Vocational Education Association, The Philosophy for Quality Vocational Education Programs, and Melvin Barlow's book, History of Industrial Education in the United States, provide many examples of the concern of early vocational educators regarding occupational experience and its relation to instructor competence.

Passage of the Smith-Hughes Act in 1917 brought a national focus to the needs and purposes of vocational education. The act included provisions for training of vocational education teachers, with specific provision for occupational experience of those to be trained.

SECTION 12 - Smith-Hughes Act

Legal Obligations to the Training of Vocational Teachers

That in order for a state to receive the benefits of the appropriation . . . for the training of teachers . . . of trade and industrial subjects, the state board of such states shall provide in its plan for such training.

That such training shall be given only to persons who have had adequate vocational experience in the line of work for which they are preparing as teachers, or who are acquiring such contact as a part of their training.

Basic to any study of vocational education are the 'Sixteen Theorems on Vocational Education' developed by Dr. charles A. Prosser. the implication is that a teacher cannot teach that which he does not know. Teachers who are recognized as highly competent workers themselves through actual occupational experience are indicated to be most desirable for a vocational program. Prosser stated in his seventh theorem:

'Vocational education will be effective in proportion as the instructor has had successful experience in the application of skills and knowledge to the operations and processes he undertakes to teach.'

All indications are that history has run a very true course on the issue of occupational experience for vocational teachers. David Allen, again in the Fourth Yearbook of the American Vocational Education Association, comments on principles of vocational education developed by Melvin Barlow in 1963:

'Once a philosophy of education has been established, principles of instruction begin to emerge that can serve as a basic educational document. Through the years, a number of principles specifically concerned with vocational education instruction have been established and have weathered the test of time. Principles of vocational education instruction, in many cases, can be applied to all students in a school; however, the emphasis on these principles is always directed to the end result of vocational education instruction--successful employment in a particular occupation for which instruction has been given.'

From the many principles developed by Melvin L. Barlow . . . these selected principles are recognized as valid throughout the nation:

Instruction should be given by teachers who have had occupational experience in the subject(s) that they are teaching.

Teachers must be equipped with both practical experience and professional training to provide students with the skills, knowledge, attitudes and appreciations they will need to fulfill their occupational goals. No one would accept a football coach who had never been out on a playing field. Yet, there are some who believe vocational education instruction can be provided by teachers who have completed a number of technical school or college courses but haven't had any occupational experience in their fields. The strength of vocational education lies in the subject competency of its teachers and their desire and ability to teach. Of course, this holds true for all teachers; however, vocational education instruction is preparing students for work and the working environment of each occupation has its uniqueness--a uniqueness that only becomes apparent to the practitioners of the occupation.

In the historic rationale and basis for occupational experience of vocational instructors, it is expressed by all that relevant occupational experience is necessary to provide quality vocational education. Rask, Glen and Wyatt, Windol, The Effect of Vocational Instructor's Occupational Experience Recency on Instructor's Attitudes and Proficiency (1978)."

Historical analysis clearly shows that occupational experience provides the vocational instructor with depth and breadth, as well as knowledge of current industrial and business practice needed to meet the employment expectations of vocational graduates of the vocational-technical programs the instructor teaches. For research supporting this proposition see the following references:

Beardsley, Jim. "Teachers Work in Industry to Keep Credentials Valid," Agricultural Education Magazine, 44:5 (November, 1971).

Beasley, Gary and Smiley, James. Occupational Experience for Vocational Education Teachers: A Handbook for Teacher Educators (June, 1971).

Bowman, Mary Nell and Terras, Joyce J. "Work Experience--A Necessary Ingredient in Occupational Home Economics," Journal of Home Economics (May, 1977).

Eck, Marilyn J. Occupational Experience--A Business Teacher's Asset.

Ely, R. H. Developing Inservice Programs--Based on Teacher Compentency.

Fogey, George W. Survey Study of Selected Illinois Vocational Education Personnel: Qualifications, Needs, Trends, and Implications (August, 1972).

Gay, Barbara. "Business Teachers Need Work Experience," Journal of Business Education 5:7 (April, 1978).

Goddard, M. Lee. Work Experience for Prospective and Inservice Business Education Teachers.

Mannebach, Alfred J. Structured Occupational Experience For Teachers.

Meyer, Warren G. Pilot Training Project, College of Education, Minneosta University, Minneapolis.

Panitz, Adolph. National Occupational Competency Exams for Future Teachers.

Rask, Glen and Wyatt, Wendol. The Effect of Vocational Instructor's Occupational Experience and Experience Recency on Instructor's Attitudes and Proficiency (1978).

Ramp, Wayne S. and Reeder, Ronald C. An Analysis and Synthesis of State Certification Requirements for Teachers and Industries and Post-Secondary Trades and Technical Programs (October, 1970).

Righthand, Herbert. Improving the Preparation of Professionals for Vocational Education in Metropolitan Areas (February, 1971).

Sexton, Carl M. Inservice Work Experience Internship Program for Occupational Education Teachers: Final Report (July, 1974).

Smith, Janice B. and Callahan, W. Thomas. Coordination and Integration of Military Education with National Career Education: Phase 2: Final Report. Technical Reprot No. 890 (February, 1975).

Stitt, Thomas R. Structured Occupational Internship for Experienced Vocational Teachers (May, 1970).

> A. Occupational experience. Except where otherwise stated in these rules, occupational experience shall mean paid work experience (outside of education or teaching) in a job or jobs directly related to the area of licensure being sought and shall include at least 500 hours within the five years immediately preceding the date of application for licensure.

Subdivision A. This subdivision defines occupational experience as "paid work experience outside of education or teaching in a job or jobs directly related to the area of licensure being sought [including] at least 500 hours within the five years immediately preceding the date of application for licensure." This rule requires that the vocational licensure applicant have participated in paid occupational experience prior to licensure for the following reasons:

1. Work attitude. Work attitudes developed by licensure applicants working in a paid environment are significantly different from those attitudes normally developed in a volunteer situation.

Prospective vocational teachers who have depended upon their jobs to provide them with their economic livelihood will have developed the nontechnical skills needed to enable them to keep those jobs (e.g., a respect for punctuality, responsiveness to the chain of command, personal responsibility and accountability). A respect for such nontechnical skills must be instilled in the vocational student if he/she is to be a successful and valued employee upon graduation from the vocational program. Only vocational instructors who have personally developed such skills can impress the student with the importance of such attributes.

2. Labor standards. Prospective vocational teachers actually participating in paid work experiences will be familiar with the employment standards of business and industry. Vocational instructors familiar with such employment standards are better able to provide the vocational student with relevant vocational experiences geared to the realities of life with which the student must cope. Vocational students who have been trained to meet business and industry standards will be able to move immediately into the business/industry labor market.

3. Purpose of vocational education. The purpose of vocational education is to train vocational students to become paid employees in business and industry--not to become volunteers. If and when vocational education prepares students for volunteer work, paid occupational experience will not be required. The requirement that occupational experience be outside of education recognizes the fact that occupational experience in a business or industrial environment is a significant component in the preparation of vocational teachers. Such experience is the most efficient method enabling the prospective vocational instructor to gain the most occupational information in the least amount of time. Since such occupational experience cannot be duplicated in a classroom setting, the prospective instructor must gain that experience from working in "real life" situations.

The requirement that the occupational experience be related to the area of licensure and be recent insures that the prospective instructor is current in the occupation which will be taught. In instances where specific occupational skills are not necessary to the occupation to be taught, optional methods of occuptional experience have been provided.

See Rask, Glen and Wyatt, Windol. The Effect of Vocational Instructor's Occupational Experience and Experience Recency on Instructor's Attitudes and Proficiency (1978) for a comprehensive analysis of the value of recent, relevant occupational experience.

B. Alternate forms of occupational experience.

Subdivision B. This subdivision sets forth the alternate forms of occupational experience which the applicant may use to meet occupational experience requirements. Since applicants possess a variety of backgrounds and competencies which can be demonstrated in more than one way, these various occupational experience options provide vocationally licensed instructors with flexible and efficient ways to meet growing occupational and student needs.

1. Directed occupational experience. Except where otherwise stated in these rules, occupational experience requirements may be met by substituting one hour of preplanned occupational experience directed through an approved vocational teacher education licensing program for each two hours of the regular occupational experience requirement. The commissioner of education in consultation with the appropriate vocational program supervisors may make arrangements with colleges and universities to provide directed work experience supervision.

Subsection B.1. Directed occupational experience provides the applicant with a relevant directed experience with identified objectives which provide comprehensive exposure to the components in the occupational area to be taught. This form of occupational experience may be used to supplement narrow or borderline experiences with concentrated relevant work exposure. See the following references:

Mannebach, Alfred J. Structured Occupational Experience for Teachers; Meyer, Warren G. Pilot Training Project, College of Education, Minnesota University, Minneapolis; and Stitt, Thomas R. Structured Occupational Internship for Experienced Vocational Teachers (May, 1970) for a general discussion supporting the concept of directed occupational experience.

2. Competency based occupational examinations. Evidence of successful completion of competency based occupational examinations preapproved by the state board for vocational education shall be accepted as proof of occupational competence in lieu of two-thirds of the occupational experience requirements. This alternate form of occupational experience shall not be available when the competency based occupational examination is the same examination taken by the applicant to obtain licensure to practice in the particular occupation.

Subsection B.2. The successful completion of competency based occupational examinations enables applicants to prove technical competency in the occupation to be taught. This alternate form of occupational experience will be accepted for only two-thirds of the occupational experience requirements to insure that the applicant is familiar with other relevant factors in the world of work (e.g., employer-employee relations, public relations, labor unions, and safety regulations) in addition to the demonstrated technical competencies. This alternate form of occupational experience is not available when the competency based occupational examination taken by the applicant is the same examination taken to obtain licensure to practice in the particular occupation. This limitation insures that the applicant does not meet occupational experience requirements by simply retaking the exam which enabled the applicant to practice in the field initially. See: Panitz, Adolph. National Occupational Competency Exams for Future Teachers for a general discussion of the desirability of competency based examinations.

3. Preapproved seminar or internship. A seminar or internship preapproved by the state board for vocational education may be used to meet the 500 hour occupational experience recency requirement for licensure areas that do not involve teaching of occupational skills. These areas include administrators, counselors, related instructors, student personnel service staff, special needs categories, instructional resources specialists, and endorsement for instructor-coordinators.

Subsection B.3. A seminar or internship preapproved by the state board for vocational education may be used to meet the 500-hour occupational experience recency requirement for licensure areas that do not involve teaching of occupational skills. These preapproved seminars or internships allow for varied updating experiences relating to the range of businesses and industries served by vocational education. This type of experience may provide more comprehensive exposure for those types of personnel set forth in B.3. of this rule than would be provided by one narrowly confined occupational experience. This form of experience also allows for unpaid directed experience to meet the recency requirement in licensure areas where it is not essential to be up to date in a specific occupation. See: Ely, R. H. Developing Inservice Programs-- Based on Teacher Competency; Ramp, Wayne S. and Reeder, Ronald C. An Analysis and Synthesis of Secondary Trades and Industries and Post-Secondary Trades and Technical Programs (October, 1970); and Sexton, Carl M. Inservice Work Experience Internship Program for Occupational Education Teachers Final Report (July, 1974) for general discussions supporting the concept of preapproved seminars or internships.

4. Vocational administrative or supervisory experience. Paid vocational administrative or supervisory experience may be used to meet the 500 hours occupational experience recency requirement for administrator or supervisor licensure.

Subsection B.4. This subsection allows an individual serving in an administrative or supervisory capacity to achieve a higher level position by utilizing the experience already gained to meet the 500-hour recency requirement. Since the balance of the occupational experience has been obtained in an industrial or business setting, this method of meeting the 500-hour recency requirement is reasonable in that it is directly related to the position the applicant seeks.

5. Military experience.

a. Occupational experience in the military, as verified by a DD Form 214, directly related to the area of licensure sought shall be accepted for a maximum of two-thirds of the total occupational experience required for regular secondary and post-secondary vocational licensure.

Subsection B.5. This subsection recognizes that military experience may be relevant and significant in developing technical competencies.

Subsection B.5.a. This experience will be accepted for only up to two-thirds of the occupational experience requirements to insure that the applicant is familiar with the civilian environment for which they will prepare vocational students. See Smith, Janice B. and Callahan, W. Thomas. Coordination and Integration of Military Education with National Career Education: Phase 2: Final Report. Technical Report No. 890 (February, 1975) for research demonstrating the correlation between military and civilian occupational competencies.

b. Two-year provisional license. An applicant presenting military hours, as verified by a DD Form 214, directly related to the license being sought in sufficient number to equal the total requirement shall be provisionally licensed for two years.

c. Two-year provisional license renewal. Renewal of the two-year provisional license shall be contingent upon accumulation of the remaining hours of occupational experience (one-third of the total requirement) from civilian occupational experience or satisfactory progress on an individualized program in the related discipline area. The individualized program, preapproved by the appropriate state supervisor, shall be completed before a regular vocational license is issued. To be approved, an individualized program shall contain components which will allow the applicant to complete the occupational experience requirement.

Subsection 5.b. A two-year provisional license is allowed to enable an applicant who is technically competent to complete occupational requirements to obtain appropriate civilian exposure on a provisional contract.

Provisional licenses are provided in other areas of vocational education. Allowing provisional licensure in this instance treats veterans who have gained all of their occupational experience in the military services in a manner that is equitable with provisional licensure opportunities afforded other applicants. However, the civilian component of the industrial experience will have to be satisfied before the individual can obtain full licensure.

Subsection B.5.c. This subsection provides the procedure whereby a provisionally licensed applicant with military experience may obtain full licensure.

6. Education aid-child care and guidance programs. An applicant for licensure to teach education aid-child care and guidance may apply relevant instructional experience with students at the age level consistent with the vocational program toward the occupational experience requirements.

Subsection B.6. This subsection identifies the one instance in vocational education in which occupational experience requirements can be satisfied by instructional experience. Since the occupational experience to be performed by the graduate from an education aid-child care and guidance program is instructional, it is reasonable to accept instructional experience as appropriate occupational experience for the instructor of such a program.

7. Self-employment experience.

Subsection B.7. This subsection recognizes the fact that in some occupational areas, self-employment constitutes the typical business or industry setting in which occupational experience is obtained.

a. Applicability. Occupational experience obtained through self-employment directly related to the area of licensure sought shall be accepted for the total occupational experience required for vocational licensure when:

(1) self-employment hours have constituted paid occupational experience, as verified by department of revenue records, and

(2) self-employment hours have been earned within a traditional business or industry setting.

Subsection B.7.a.(1)-(2) These subsections set forth the requirements which self-employment experience must meet in order to be accepted for the total occupational experience required for licensure. These requirements were developed to insure that the self-employed applicant has obtained occupational knowledge equivalent to that received by the applicant working in an employer-employee relationship in a typical business or industrial setting.

b. Limitation. Occupational experience obtained through self-employment directly related to the area of licensure sought shall be accepted for a maximum of two-thirds of the total occupational experience required for vocational licensure when:

(1) self-employment hours have constituted paid occupational experience, as verified by department of revenue records, and

(2) self-employment hours have been earned outside of a traditional business or industry setting.

Subsection B.7.b.(1)-(2) These subsections require that the self-employment shall have been gainful employment equivalent to that required of applicants who have acquired their occupational hours in an employer-employee relationship. These subsections also limit applicability of self-employment obtained in a nontraditional setting to two-thirds of the total requirement. This limitation insures that at least one-third of the occupational experience hours will have been obtained in a setting similar to the work environment for which the vocational students are being trained. Such familiarity is essential so that the instructor will be able to relate realistically to such aspects of business and industry as public relations, market factors, labor groups, competition, and safety regulations.

5 MCAR § 1.0784 Vocational teacher education sequence.

This rule details the licensure procedure to be followed by licensure applicants who meet occupational experience requirements for licensure, but who do not meet the educational component of the licensure requirements set forth in these rules.

A. Educational requirements. When indicated by the licensure criteria, an applicant who does not meet the educational compoent of the licensure requirements may substitute the vocational teacher education sequence.

Subdivision A. This subdivision provides individuals not meeting the educational components of the licensure requirements an opportunity to develop teaching competencies or pedogogical skills through the teacher education sequence. This provision allows individuals an alternative means of developing the teaching competencies normally obtained by completion of a vocational education degree. This alternative insures that qualified individuals not possessing a vocational education degree, but who have existing occupational competencies, may be utilized to provide relevant instruction to vocational students. The requirement that the

individual who does not have a vocational education degree complete the vocational teacher education sequence, however, insures systematic development of pedagogical skills prior to full licensure.

B. Occupational experience requirements. In addition to the educational substitution provisions set forth in E., F., and G. of this rule (below), an applicant shall meet the occupational experience requirements set forth in the corresponding licensure chart for each area of licensure sought.

Subdivision B. This subdivision alerts the reader that individuals completing their educational requirements through the teacher education sequence must also meet the appropriate occupational experience requirements. The occupational requirement insures that all vocational licensure applicants will be technically and occupationally competent to teach in the vocational system.

C. Vocational teacher education core:

1. introduction to vocational teaching,
2. vocational methods,
3. vocational course construction,
4. vocational tests and measurements, and
5. philosophy of vocational education.

Subdivision C. This subdivision sets forth the five components of the vocational teacher education core. These five core courses are considered by vocational educators (i.e., the ad hoc committee on vocational teacher education) to be essential in developing pedagogical skills in the individual who does not possess a vocational education degree.

D. Initial two-year entrance vocational license.

1. Issuance. An initial two-year entrance vocational license shall be issued upon completion of the three-credit introduction to vocational teaching course.

Subdivision D. This subdivision provides the procedure to be followed by an applicant seeking an initial two-year entrance vocational license.

Subsection D.1. This subsection provides for issuance of an initial two-year entrance license to applicants completing the three-credit introduction to vocational teaching course. Completion of this course insures that the licensure applicant has at least minimal basic knowledge of the vocational teaching role prior to entering the classroom/laboratory setting. The introduction to vocational teaching course provides the applicant with a broad overview of vocational education which serves as the base for the other four core courses to be taken in the future.

2. Teaching internship. An applicant for secondary initial two-year entrance vocational licensure shall also verify prearrangement for a nine-week teaching internship with an approved Minnesota institution. The internship shall be completed during the first 18 weeks of employment as a vocational teacher. Previous student teaching in an approved vocational teacher education licensing program or 1,080 hours of previous, paid teaching experience in an approved educational program may be substituted for the teaching internship.

Subsection D.2. This subsection requires an applicant for licensure at the secondary level to verify prearrangement for participation in a teaching internship. Applicants for secondary initial two-year entrance vocational licensure utilizing the teacher education sequence to develop their teaching competencies need an internship supervised by a qualified teacher educator to help them develop teaching skills as rapidly as possible. Participation in a teaching internship provides the applicant with additional competence, professional resources, and supervision and assistance to enable him/her to deal effectively with high school students in an environment involving primarily education degreed co-workers.

The requirement that the internship be completed within the first 18 weeks of employment as a vocational teacher allows a reasonable amount of time for the college-based internship to be carried out, while insuring that teaching skills will be developed as quickly as possible. Since many high schools begin their fall terms before colleges and universities are operational, the stated time frame minimizes hardship and inconvenience for both the new teacher and the teacher education institution.

The provision which exempts licensure applicants with previous paid teaching experience from the internship requirement is needed to insure that applicants who have developed sufficient teaching skills to allow them to teach effectively in a classroom setting are not forced to repeat training which has already been received.

> 3. Emergency situations. When there is an immediate need for a teacher replacement or addition and an instructor licensed in the needed licensure area is not reasonably available, an initial two-year entrance vocational license shall be issued when all of the following requirements have been met:
>
> a. An applicant meets technical and occupational experience requirements.
>
> b. An applicant submits to the commissioner of education the application for vocational licensure and evidence of prearrangement with an approved Minnesota institution for completion of the introduction to vocational teaching course within the first 24 weeks of teaching.
>
> c. An applicant submits verification of enrollment in the teaching internship set forth in D.2. of this rule (above), when the emergency entrance license is for a replacement or addition at the secondary level.

Subsections D.3.a.-c. These subsections provide for issuance of an initial two-year entrance license in emergency situations. Emergency situations can and will occur in all vocational areas. A provision allowing emergency licensing is needed to insure the student of continued vocational programming throughout the school year.

The applicant for emergency licensure is required to meet the criteria set forth in D.3.a.-c. of this rule before an emergency license will be issued. These requirements are needed to insure that students in vocational classrooms receive instruction from qualified and competent individuals. It is reasonable to limit issuance of emergency licenses to situations when 1) there is no licensed individual

available and 2) it is impossible to complete the introductory course and internship prior to classroom service in order to insure that such licenses are not issued indiscriminately or in excessive numbers to applicants who are not fully qualified.

4. Nonvocational degree in education. An applicant for initial entrance licensure who has a nonvocational degree in education and has met one of the occupational experience options set forth in 5 MCAR § 1.0783 shall be eligible for an initial two-year entarnce vocational license without meeting the requirements set forth in D.1. and D.2. of this rule (above).

Subsection D.4. This subsection allows the applicant with an education degree to begin teaching in the classroom on the basis of the nonvocational teaching degree. Requiring that the applicant meet occupational requirements insures that the student will receive instruction from occupationally and technically qualified instructors.

Although the applicant is not required to complete the introduction to vocational teaching course prior to two-year entrance licensure, he/she will be required to complete the balance of the core courses within the time frame set forth in this rule in order to insure familiarity with vocational education philosophy and practices.

E. Renewed initial entrance vocational license.

1. First one-year renewal. The first one-year renewal of an initial entrance vocational license shall be issued upon completion of the human relations requirement and an additional three credits selected from the vocational teacher education core.

2. Subsequent one-year renewals. Subsequent one-year renewals of vocational licenses shall be issued upon completion of a minimum of an additional three credits selected from the vocational teacher education core. An individual may request renewals of a one-year renewed initial entrance vocational license until requirements for the initial regular five-year vocational license have been met.

Subdivision E. This subdivision sets forth the procedure to be followed by applicants seeking a renewed initial entrance vocational license.

Subsections E.1.-2. These subsections provide for one-year renewals of the initial entrance vocational license upon completion of the human relations requirement and an additional three credits from the vocational teacher education core. These subsections provide an identified sequence for completion of the vocational teacher education core courses. The sequence allows minimum but steady progress (one course per year) toward full five-year licensure. Individuals licensed without a vocational degree and without having completed all licensure requirements must be required to make progress each year toward full-time licensure to insure that full licensure requirements are met in a timely fashion.

F. Initial regular five-year vocational license.

1. Issuance. The initial regular five-year vocational license shall be issued upon completion of three credits in

each of the five core courses through an approved vocational teacher education licensing program at an approved Minnesota institution.

Subdivision F. This subdivision provides the procedure to be followed by an applicant seeking an initial regular five-year vocational license.

Subsection F.1. This subsection provides for issuance of the first regular five-year vocational license upon completion of three credits in each of the five core courses. Completion of the five core courses insures that the applicant has obtained sufficient knowledge of the vocational system and of teaching methodology to allow him/her to function effectively as a vocational instructor.

2. Nonvocational degree in education. An instructor with a nonvocational degree in education shall meet the five-year teacher education sequence requirements by completing the vocational teacher education core set forth in C.1.-5. of this rule (above), excluding the introduction to vocational teaching course and the nine-week teaching internship, pursuant to the renewal procedures set forth in D.4.-F.1. of this rule (above).

Subsection F.2. This subsection provides the procedure for five-year licensure which must be followed by an applicant with a nonvocational degree in education. While the applicant holding an education degree is required to complete the vocational teacher education core before five-year licensure, just as are other applicants seeking full licensure, the introduction to vocational teaching course and the teaching internship are specifically exlcuded for these applicants.

The applicant who has developed teaching skills through teacher preparation in a nonvocational area has received preparation at least equivalent to that of the applicant who has completed the introduction to vocational teaching course and the teaching internship. Since these nonvocational educators come into the vocational system with significant instructional competencies, an organized mechanism of licensure must be provided to take advantage of that nonvocational education experience.

G. Endorsements. An applicant adding an additional licensure category or level of student shall meet current educational and occupational experience requirements for an entrance license in the category and level of student to be endorsed.

Subdivision G. This subdivision sets forth the requirements an applicant must meet when seeking to endorse an additional licensure category or level of student to his/her vocational license.

This subdivision requires an applicant seeking to endorse an additional licensure category or level of student to meet all licensure requirements in the category or level of student to be endorsed. This subdivision insures that outdated credentials are not automatically accepted for additional assignments. Since an endorsement is essentially an initial license in a different category or student level, it is reasonable to expect the applicant to complete initial licensure requirements.

H. Substitution for the introduction to vocational teaching course and the vocational methods course. An applicant requresting an additional licensure category or level of student who has all of the following qualifications may substitute those qualifications for the introduction to vocational teaching course and the vocational methods course:

1. prior completion of the 192 clock hour vocational teacher education sequence, and

2. a current five-year vocational license, and

3. one year of previous paid teaching experience on a vocational license.

Subdivision H.1.-3. These subsections allow substitution for the vocational teaching course and the vocational methods course when all of the qualifications in H.1.-3. have been met. An applicant meeting all three of these requirements will have obtained competencies equivalent to those which would result from taking the two courses for which they may be substituted. Prior completion of the 192-clock hour vocational teacher education sequence constitutes a planned educational sequence leading to a five-year vocational license which has been utilized during at least one year of classroom experience. This substitution provision prevents applicants from having to spend time taking core courses which are merely a duplication of competencies already developed. Requiring applicants to complete the remaining core courses (vocational course construction, vocational tests and measurements, and philosophy of vocational education) insures coverage of all vital core components.

I. Substitution for the introduction to vocational teaching course. An applicant for licensure who has one of the following qualifications may substitute such qualification for the introduction to vocational teaching course:

1. prior completion of the 192 clock hour vocational teacher education sequence, or

2. prior completion of at least two of the core courses, or

3. prior completion of at least six quarter credits of vocational education.

Subdivision I. This subdivision allows substitution for the introduction to vocational teaching course when one of the requirements in I.1.-3. has been met. Any one of the requirements in I.1.-3. is assumed to provide exposure leading to teaching competencies equivalent to those resulting from the introductory class. This substitution provision prevents a partially prepared individual from having to backtrack and take the introductory class after having completed more advanced experiences or courses.

5 MCAR § 1.0785 Human relations.

Today's society is a vast microcosm of differing beliefs, attitudes, religions, and races. To insure that the vocational instructor can relate effectively to vocational students of differing beliefs, attitudes, religions, and races, participation in an approved human relations program is required. To provide the vocational student with the experiences and the understanding needed to appreciate, accept, and live harmoniously in such a diverse society, the vocational instructor must learn how to cope in a pluralistic social and working environment.

A. Requirement.

1. Mandatory. Vocational personnel who function in a half-time or greater capacity (i.e., three hours or more daily on a nine month or longer basis, or five hours or more daily on a five month or longer basis) shall complete the human relations components for vocational licensing or relicensing.

Subdivision A. This subdivision identifies those vocational personnel who are required to participate in a human relations program, those personnel who are encouraged, but not required, to participate in a human relations program, and those personnel for whom the human relations requirement is waived.

Subsection A.1. Vocational personnel who function in a half-time or greater capacity must be required to participate in a human relations program because of the extensive contact those personnel have with vocational students. Vocational personnel who have such substantial influence on students must be able to relate to all vocational students. The vocational instructor must also provide the student with the experiences which will enable him/her to function both socially and occupationally in this society. Participation in a human relations program helps to insure that the vocational instructor can relate effectively to all vocational students while providing needed vocational instruction.

2. Optional. Vocational personnel who function in less than a half-time capacity are encouraged, although not required, to participate in an approved human relations program. Personnel whose initial licensing was contingent upon possession of a baccalaureate or higher degree shall not be eligible for the part-time human relations waiver as described in this paragraph.

Subsection A.2. Vocational personnel who work less than one-half time are encouraged but not required to participate in a human relations program. Participation in a human relations program is not required for these personnel for they have limited or peripheral contact with the vocational student. However, personnel whose initial license is contingent on holding a baccalaureate or higher degree are not exempted from the human relations requirement. This stipulation provides consistency with board of teaching rules that require completion of the human relations components prior to licensure of individuals with degrees. See 5 MCAR § 3.041.

3. Exemption. Applicants who are eligible for the exemption pursuant to A.2. of this rule (above) shall submit verification of eligibility for such exemption from the authorized local vocational administrator.

Subsection A.3. This subsection provides for an orderly means of verifying that an applicant is eligible for the human relations exemption. The authorized local vocational administrator is required to verify eligibility because that individual is in the most advantageous position to determine whether an applicant is functioning in a less than half-time capacity.

B. Human relations program.

1. Approved program. The human relations requirement shall be met by completion of a human relations program approved by the Minnesota board of teaching.

Subdivision B. This subdivision sets forth the nature of the human relations program and provides for substitution in certain circumstances.

Subsection B.1. The requirement that a human relations program be approved by the board of teaching provides for consistency with licensure of nonvocational personnel and assures that the components relate to Minnesota's social environment.

2. Substitution. All or a portion of the human relations requirements may be met by substituting prior experiences or programs when verified as equivalent by the administrator of an approved Minnesota human relations program.

3. Request for substitution. Requests for substitution and for verification of equivalency shall be submitted by the applicant to the administrator of an approved human relations program.

Subsection B.2. This subsection provides for substitution for all or a portion of the human relations requirement if prior experiences are deemed equivalent by the administrator of an approved human relations program. This subsection recognizes that a variety of instructional experiences and developed competencies may be equivalent to all or a portion of the human relations requirement. Requiring verification of equivalency from the administrator of an approved human relations program insures that evaluation of equivalency is made by the person most familiar with the customary content of a human relations program.

Subsection B.3. This subsection delineates the process for obtaining equivalency by requiring the applicant seeking a determination of equivalency to submit the request to the administrator of an approved human relations program.

C. Initial entrance license. Otherwise qualified new personnel submitting their first applications for vocational licensing pursuant to A.1. of this rule (above) shall be granted an initial entrance license to allow time for completion of the human relations program.

Subdivision C. This subdivision provides applicants who have not had an opportunity to participate in a human relations program an initial entrance license to provide time for completion of the requirement. Since otherwise qualified new personnel are not expected to have completed an approved human relations program, a realistic and reasonable method has been developed to allow such personnel to meet the requirement while initially licensed. However, the human relations requirement must be completed before issuance of a full five-year license.

5 MCAR § 1.0786 Continuing education requirements for relicensure of vocational instructional and supportive personnel.

This rule sets forth:

1. the procedure an applicant must follow to obtain a renewed regular five-year vocational license,
2. the formation requirements and duties of the local vocational relicensure committee which is responsible for approving the updating activities in which an applicant must participate prior to five-year license renewal,
3. the types of updating activities which will be accepted for renewal purposes,
4. the reevaluation procedure an applicant may pursue if upgrading activities are disapproved by the local vocational relicensure committee, and
5. the procedure for renewal which must be followed when an applicant has allowed a regular five-year vocational license to lapse.

A. Renewed regular five-year vocational license.

1. Issuance. Vocational instructional and supportive personnel holding valid five-year vocational licenses shall be issued a renewed regular five-year vocational license when the following requirements have been met during the five-year period immediately preceding the date on which the requested renewal is to be made effective.

Subdivision A. This subdivision sets forth the procedure to be followed by an applicant seeking a renewed regular five-year vocational license.

Subsection A.1. Vocational education is unique in that it utilizes individuals with a variety of backgrounds, from both educational and noneducational settings, to provide a viable and an efficient system of vocational programming in Minnesota. The underlying philosophy of continuing education is that no matter what academic or technical level has been achieved, it is important for vocational educators to engage in ongoing professional development activities. Proficiency in any vocational education activity must be maintained. Continuing education requirements for vocational relicensure are felt to be the most appropriate method of maintaining that proficiency. Without some system for monitoring continuing professional development, vocational students in Minnesota cannot be insured of receiving the highest quality education available.

The provision requiring applicants to complete relicensure requirements within a five-year time period was included for two reasons:

1. A five-year relicensure period allows the applicant sufficient time to find or develop worthwhile activities and to schedule them.
2. A five-year relicensure period insures that ongoing professional development activities are not ignored for any substantial period of time.

a. The applicant has been recommended for relicensure by the local vocational relicensure committee created pursuant to B. of this rule (below).

Subsection A.1.a. This subsection requires that the local vocational relicensure committee recommend the applicant for relicensure. This provision, which provides for peer input in the relicensure process, is consistent with the relicensure

process in other areas of education. Since the local vocational relicensure committee preapproves an applicant's updating activities, that committee is in the most advantageous position to determine if relicensure requirements have been met and is therefore the most logical designee to recommend relicensure.

> b. The applicant has completed 108 clock hours of updating activities chosen from among the activities set forth in C.2.c.(1)-(7) of this rule (below) in two or more types of activities that have been preapproved by the local vocational relicensure committee. Evidence of completion shall have been provided to that committee.

Subsection A.1.b. This subsection requires that the applicant complete 108 clock hours of updating activities prior to renewal. These clock hours are to be chosen from two or more activites related to the area(s) of relicensure and are to be designed to maintain or increase teaching competencies in the relicensure field(s).

An applicant can acquire renewal units in either credit hours or clock hours. The equation ratio between quarter credit hours and clock hours is generally accepted by vocational educators as being 12:1, since this ratio equates roughly to traditional classroom hours. For example, a three-credit class meeting three hours per week for a twelve-week quarter equals 36 clock hours. Nine credits is considered a sufficient amount to meet minimal renewal requirements. The conversion of nine credit hours into clock hours results in 108 clock hours. An applicant can easily meet the 108 clock hour requirement since renewal opportunities are provided in both educational and industrial settings.

The requirement that the local vocational relicensure committee preapprove updating activities insures that the updating activities chosen by the applicant will be relevant to the applicant's relicensure field(s). The necessity to seek preapproval of updating activities encourages the applicant to work out a viable updating plan with the local vocational relicensure committee. Since the relicensure committee, composed of peers, is readily available to the applicant, seeking and securing preapproval of updating activities will not be inconvenient.

The requirement that the applicant submit evidence to the committee that the updating activities have been completed provides for an orderly procedure to insure that the applicant has completed the necessary requirements for renewal.

> 2. Applications for renewal. Applications for renewal shall be accepted by the commissioner of education after January 1 of the year of expiration; provided, however, that the renewal period shall commence on the expiration date (July 1).

Subsection A.2. This subsection sets forth the date after which renewal applications will be accepted. The provision provides the applicant with a greater amount of time in which he/she may apply for renewal, and during which the agency can process such renewals and issue the license. Accepting applications after January 1 allows the processing agent to spread out processing time for more expeditious handling of renewal applications. The renewed license, however, regardless of the application date, is effective when the old license expires.

> a. Excess hours. An applicant for renewal who earns approved clock hours in excess of the number required for renewal in this rule may not apply any excess hours to future renewals.

Subsection A.2.a. The requirement that renewal requirements be met during the five-year term of each regular vocational license supports the philosophy of continuing education stated earlier. It is expected that during some licensure periods educators will have obtained many more clock hours than required for renewal (e.g., persons may be pursuing advanced degrees). However, the philosophy of continuing education is that a certain minimum amount of professional development must take place during each licensure period to insure continuous updating of teaching competencies.

b. Renewal cycles. Clock hours used to meet renewal requirements for one five-year renewal cycle may not be applied toward future five-year renewal cycles.

Subsection A.2.b. This requirement preventing applicants from reusing clock hours for more than one renewal cycle insures that an applicant will participate in current updating activities. The clock hours gained while renewing a vocational license enable an applicant to maintain or improve teaching competency. In essence, the state reissues a vocational license on the basis of those renewed competencies. If renewal clock hours were allowed to be used a second time, renewal competencies would not be experienced for the subsequent relicensure.

B. Local vocational relicensure committee.

1. Local vocational relicensure committee formation.

a. Eligible voting personnel. Vocational personnel practicing on a valid regular five year vocational license or on a valid vocational license on a sequence preparatory to obtaining a regular five-year vocational license in a school district (district), an approved vocational or cooperative center (center), or nonpublic school shall constitute the eligible voting personnel. Authorized local vocational administrators and supervisors shall not constitute eligible voting personnel.

Subdivision B. This subdivision provides for formation of the local vocational relicensure committee responsible for preapproving and approving an applicant's updating activities, and delineates the duties which that committee is required to perform. This provision establishes a mechanism to assist local districts in establishing relicensure committees based on the size or makeup of the district, center, or nonpublic school.

Subsection B.1.a. This subsection sets forth those persons who may constitute the eligible voting personnel of a local vocational relicensure committee. Eligible voting personnel are limited to vocational personnel practicing on a valid regular five-year vocational license or practicing on a valid vocational license on a sequence preparatory to obtaining a regular five-year vocational license. This limitation insures that an applicant's updating activities will be evaluated and approved by licensed practitioners who are aware of current trends in vocational education. Such individuals are in the most advantageous position to be able to determine whether an applicant's renewal clock hours are appropriate to the relicensure field(s).

b. Members. The committee shall include both secondary and post-secondary members when both levels are served.

Subsection B.1.b. This subsection providing for inclusion of both secondary and post-secondary members on the relicensure committee provides guidance to the local committee in selection of members while insuring that committee members represent and are familiar with all levels of vocational education served. Full-time adult vocational license holders are considered equivalent to post-secondary members and are therefore eligible to participate on the relicensure committee.

c. Selection procedures. The eligible voting personnel shall hold a meeting for the purpose of selecting one of the local vocational relicensure committee options set forth in B.2. and B.3. of this rule (below). This selection procedure shall be supervised by an eligible voting member or the chairperson of the local continuing education committee established pursuant to Minn. Stat. § 1.25.187, subd. 4.

Subsection B.1.c. This subsection provides for an orderly procedure for initiating the formation of a local vocational relicensure committee. Supervision of the selection procedure by an eligible voting member or the chairperson of the local continuing education committee established pursuant to Minn. Stat. § 125.187, subd. 4. insures that selection will be in compliance with this rule.

2. Local vocational relicensure committee options.

Subsection B.2. This subsection provides the local vocational relicensure committee with a number of options for committee formation. Four options are provided in recognition of the fact that the size of the school district, center, or nonpublic school, and the availability of licensed vocational teachers, may affect the membership of the committee. These options were established for primarily two reasons:

1. to allow vocational teachers to exercise local control and self determination in their own relicensure process, and

2. to provide committee formation options consistent with practices advocated by the board of teaching.

Since these options are not in conflict with those used by the board of teaching at the local district level, individual staff members should experience little confusion concerning the license renewal process.

a. Option A--The existing local continuing education committee may be utilized except that five eligible voting personnel members practicing on a valid vocational license shall replace the teaching faculty members of the existing committee whenever applications for vocational relicensure are considered. The five teaching faculty replacements shall be elected by secret ballot of the eligible voting personnel of the district, center, or nonpublic school.

Subsection B.2.a. This subsection provides an option designed to accommodate school systems that have a small number of vocational teachers. This option allows them to utilize the existing relicensure committee already established for general education teachers, but prescribes the committee membership so that the relicensure applicant is insured of having vocational teachers acting at the time that vocational relicensure is considered.

b. Option B--A local vocational relicensure committee separate from the existing local continuing education committee may be formed. Such committee shall include:

(1) five eligible voting personnel members practicing on a valid vocational license in the district, center, or nonpublic school elected by secret ballot of the eligible voting staff in the district, center, or nonpublic schools,

(2) one authorized local vocational administrator or supervisor practicing on a valid vocational administrator or supervisor license in the district or center elected by the licensed, practicing vocational administrators and supervisors of the district or center. In nonpublic schools, one authorized local vocational administrator shall be elected by the authorized local vocational administrators of the nonpublic school(s),

(3) one resident of the geographic area serviced by the district, center, or nonpublic school designated by the local school board or the governing board or chief executive officer of the nonpublic school. The resident shall not be an employee of the district, center, or nonpublic school. School board and governing board members shall not be considered to be employees of the district, center, or nonpublic school.

Subsection B.2.b.(1)-(3) These subsections provide an option designed to accommodate a school system that has a large number of vocational teachers. Membership of the committee, as set forth in B.2.b.(1)-(3) of this rule is prescribed for the following reasons:

1. The school district, center, or nonpublic school is large enough to insure that five licensed faculty members will be available to serve on the committee. The inclusion of licensed faculty members on the committee insures that submitted updating activities will be reviewed for preapproval and final approval by vocational teachers.

2. A licensed administrator or supervisor is available in such a school system and is in the position of responsibility for the program taught by the relicensure applicant. When option B is utilized by a nonpublic school, the same provisions applying to a public school apply to the nonpublic school with the exception that the one authorized administrator who has been approved by the commissioner of education, may or may not hold a vocational administrator's license. This provision allows the nonpublic school to establish a vehicle for relicensing its own vocational teachers.

3. Inclusion of a resident of the geographic area serviced by the district, center, or nonpublic school designated by the local school insures the relicensure applicant of even more adequate representation on the relicensure committee. Membership from this sector also tends to improve communication and enhance the relationship with the community in which the school is located.

c. Option C--Vocational personnel in two or more districts, centers, or nonpublic schools situated in close proximity may jointly operate with regard to the mandatory application of committee options A or B, set forth above, for the purpose of effecting the composition of the local committee and method of identification of committee members. Such joint operation shall be ratified by a majority of the eligible voting personnel casting a vote in such decision within each district, center, or nonpublic school.

Subsection B.2.c. This subsection provides an option for a school system with a very few vocational teachers to form a vocational relicensure committee by combining with another district, center, or nonpublic school. This option allows licensed personnel in a small school system to exercise self-determination and local control in their own relicensure process.

The voting procedure identified in this subsection insures that the license holders will be allowed to express their wishes pursuant to a democratic process.

d. Option D--The existing local continuing education committee may be utilized with no change in composition.

Subsection B.2.d. This subsection allowing the existing local continuing education committee to be utilized with no change in composition insures relicensure service to vocationally licensed individuals in a school system too small to establish a vocational relicensure committee and not geographically situated to feasibly cooperate with another district pursuant to B.2.c. of this rule.

3. Mandatory application of committee options.

a. Districts, centers, or nonpublic schools employing fewer than five eligible voting vocational personnel members shall utilize option C or option D.

b. Districts, centers, or nonpublic schools employing more than four but fewer than nine eligible voting vocational personnel members shall utilize option A, option C, or option D.

c. Districts, centers, or nonpublic schools employing more than eight but fewer than twenty-five eligible voting vocational personnel members shall utilize option A or option C.

d. Districts, centers, or nonpublic schools which employ more than 24 eligible voting vocational personnel members shall utilize option A, option B, or option C.

Subsection B.3.a.-d. These subsections set forth mandatory prescriptions on the use of the relicensure committee formation options. These options were developed in response to needs expressed during the relicensure workshops which took place before the committees became effective.

In a district which has at least five eligible voting members (who could form a committee under option A) but which has fewer than nine eligible voting members, an additional choice of options is available. Since the division of vocational-technical education provides funding for a vocational administrator when sufficient vocational education exists in a district to employ at least

nine vocational instructors, it is logical to require that those nine or more vocational staff members become involved in the vocational relicensure process by establishing a vocational relicensure committee. On the other hand, a district employing fewer than nine eligible voting members is not considered to have sufficient vocational education in operation to qualify for vocational administrative funding. Vocational teachers in those districts may therefore feel more comfortable affiliating with the existing relicensure committee under option D. They are, however, afforded the opportunity of choosing either approach. Since establishment of a relicensure committee in a district employing five to eight eligible voting members would result in committee members essentially reviewing only their own licenses, it is reasonable to allow those districts an opportunity to choose affiliation with the continuing education committee if they so desire. At the same time, since at least five eligible voting members are employed, the district also has the opportunity to establish a vocationally dominated committee under option A, if the teachers so choose.

> 4. Committee member term of office. Members of the local relicensure committee shall serve a two-year term except for the initial election when two eligible voting personnel members and one resident member shall be elected for one-year terms. All terms shall commence on September 1 of the year in which elected.

Subsection B.4. This subsection provides for a method of determining the length of committee member terms and the continuity of activity of the committee. It requires that committee member terms begin on September 1, the date most closely associated with the start of the traditional school year. This insures that vocational teachers will be available to serve on the relicensure committee and that relicensure service will be available to all vocational personnel.

> 5. Local vocational relicensure committee jurisdiction. The local vocational relicensure committee shall have jurisdiction over regular five-year vocational license renewal procedures, as provided in these rules, for the entire district, center, or nonpublic school service area in which it is formed to operate.

Subsection B.5. This subsection provides the local vocational relicensure committee with jurisdiction over regular five-year vocational license renewal procedures in the entire district, center, or nonpublic school service area in which it is formed to operate. This subsection identifies the parameters of authority within which the committee may operate and precludes more than one committee from having relicensure authority or responsibility in a given school district, center, or nonpublic school. Such a provision is needed to prevent fragmentation of relicensure authority.

> 6. Local vocational relicensure committee affiliation.
>
> a. Applicants subject to the local vocational relicensure committee.
>
> (1) Full-time and part-time vocational personnel (except for authorized local vocational administrators and supervisors) holding valid regular five-year vocational licenses in the district, center, or nonpublic school shall affiliate with the local vocational relicensure committee in the district, center, or nonpublic school in which employed.

Subsection B.6.a. This subsection identifies those applicants subject to the local vocational relicensure committee. This subsection is needed to prevent confusion over requirements for committee affiliation.

Subsection B.6.a.(1) This subsection requires full-time and part-time vocational instructional and supportive personnel holding regular five-year vocational licenses to affiliate with the local vocational relicensure committee. Since the responsibility of the local relicensure committee is to preapprove and approve renewal clock hours for full-time and part-time vocational instructional and supportive personnel, it is reasonable to require personnel to affiliate with the local committee.

Local administrators and supervisors are not required to affiliate with the local relicensure committee as a separate procedure for vocational relicensure has been provided for them in 5 MCAR § 1.0796.

> (2) Except as set forth in B.6.(3) and (6) of this rule (below), full-time and part-time vocational personnel (except for authorized local vocational administrators and supervisors) not employed at the time of application for relicensure shall affiliate with the local vocational relicensure committee in the district, center, or nonpublic school in which they were last employed or in the school district wherein the applicant resides.

Subsection B.6.a.(2) This subsection requires full-time and part-time vocational personnel not employed at the time of application for relicensure to affiliate with the local vocational relicensure committee in the district, center, or nonpublic school in which last employed or in the school district of residence. This subsection allows an individual not employed at the time of relicensure to obtain license renewal. Allowing applicants to obtain approval from their last employing school district or the district in which they reside provides the most convenient route for relicensure approval, yet insures knowledgeable review of the applicant's eligibility for relicensure.

> (3) Full-time and part-time vocational personnel (except for authorized local vocational administrators and supervisors) never employed by a district, center, or nonpublic school shall affiliate with a Minnesota vocational relicensure committee, preferably a committee servicing the geographic area wherein the applicant resides.

Subsection B.6.a.(3) This subsection requires full-time and part-time vocational personnel never employed by a district, center, or nonpublic school to affiliate with a Minnesota vocational relicensure committee if they wish to maintain five-year licensure. This subsection allows the applicant for relicensure who has never been employed to affiliate with the committee in the geographic area in which the applicant resides, thereby providing the most convenient route for relicensure, yet insuring knowledgeable review of the applicant's eligibility for relicensure.

> (4) Persons residing in states other than Minnesota who are unable to affiliate with a Minnesota local vocational relicensure committee for renewal of the continuing license may apply to the commissioner of education for a two-year license.

(a) Recommendation. Upon verification of completion of 108 clock hours of upgrading activities set forth in C.2.c.(1)-(7) of this rule (below), such two-year relicensure shall be recommended by the commissioner of education.

(b) Subsequent two-year relicensure. Subsequent two-year relicensures shall require verification of completion of upgrading activities considered by the commissioner of education as sufficient to maintain currency in the field.

Subsection B.6.a.(4) This subsection allows applicants residing in states other than Minnesota an opportunity to obtain relicensure when unable to affiliate with a Minnesota local vocational relicensure committee. Since applicants may return to Minnesota to practice in their profession, a mechanism is needed to insure that their vocational licenses can be kept current.

Subsection B.6.a.(4)(a) This subsection establishes the criteria an applicant must meet before the commissioner of education will issue two-year relicensure. It is reasonable to require the applicant residing out of state to meet the same relicensure requirements as other relicensure applicants to insure that these applicants will remain current in their relicensure field(s).

Subsection B.6.a.(4)(b) This subsection allows an out-of-state applicant to secure relicensure upon satisfactorily completing those items thought to be necessary by the commissioner of education to maintain currency in the field. Verification of completion is needed to insure that the applicant is current in the teaching field.

(5) Nonpublic school vocationally licensed teachers may arrange to have clock hours granted by the district or center of residence if the employing school does not establish a local vocational relicensure committee.

Subsection B.6.a.(5) This subsection provides an opportunity for nonpublic vocationally licensed teachers to insure continuation of their vocational licenses when the nonpublic school decides not to establish a relicensure committee.

This provision insures that nonpublic school teachers will be able to maintain the same level of proficiency and competency required of public school teachers, thereby insuring them job mobility opportunities.

(6) Field instructors employed by the department of education, division of vocational-technical education, may affiliate with the district in which they last taught or the district or center nearest their residence or place of employment.

Subsection B.6.a.(6) This subsection allows field instructors employed by the department of education, division of vocational-technical education, to affiliate with the district in which they last taught or the district or center nearest their residence or place of employment. This subsection provides field instructors (who most probably have not taught in a local school district) a

convenient means of maintaining or improving professional competence equivalent to that of instructors employed in the public education sector of vocational education.

b. Applicants not subject to a local vocational relicensure committee.

(1) authorized local vocational administrators and supervisors,

(2) personnel currently holding a two-year vocational license or renewal, a one-year permit or renewal, or a three-year adult supplementary license, and

(3) personnel currently holding limited licenses (e.g., adult supplementary or limited services personnel).

Subsection B.6.b.(1)-(3) These subsections identify those applicants not subject to a local vocational relicensure committee.

Authorized local vocational administrators and supervisors are provided with a relicensure procedure pursuant to 5 MCAR § 1.0796 to insure that they have an opportunity to exercise local control and self-determination over their own relicensure.

Personnel currently holding a two-year vocational license or renewal or a one-year permit or renewal need closer supervision, monitoring and assistance by the local vocational administrator to insure that the individual becomes qualified for full-time five-year licensure. Therefore, such personnel are not required to affiliate with a local vocational relicensure committee.

Personnel currently holding limited licenses or adult supplementary licenses are never issued a five-year license (the maximum licensure period is three years); therefore, they are not subject to the five-year renewal requirements. Since a relicensure committee is not needed to preapprove or approve updating activities, there is no need to require limited license holders to affiliate with such a committee.

c. Applicant's responsibility. An applicant shall be responsible for forwarding the form endorsed by the committee to the commissioner of education. An applicant shall be individually responsible for initiating the necessary work of the local relicensure committee in renewing the regular five-year vocational license of such applicant. Any failure to initiate and/or complete the procedure shall be the responsibility of the holder of the license and not the local vocational relicensure committee.

Subsection B.6.c. This subsection places responsibility for initiating and completing the renewal process on the applicant seeking relicensure. This delegation of responsibility is reasonable, since the license belongs to the applicant, not to the relicensure committee or to the school district.

7. Local vocational relicensure committee duties. The local vocational relicensure committee shall:

a. hold an organizational meeting called no later than the last day of September on a date which is agreeable to the majority of committee members,

b. set rules for its own operation establishing election procedures, a method of filling vacancies, and a system of recordkeeping and reporting. Records shall be maintained so that they are safe from loss and kept on file at least through the duration of the license to which they apply,

c. establish such written guidelines as may be necessary to implement its duties. The guidelines shall not be in conflict with these rules,

d. determine the number of clock hours to be granted for experiences in accordance with the maximum clock hour allocations set forth in C.2.c.(1)-(7) of this rule (below),

e. act upon requests for preapproval of clock hours, and grant clock hours after participation in the approved activity,

f. act, within a reasonable time, upon requests for recommendation for renewal of the vocational license by determining whether the applicant has met the requirements set forth in these rules,

g. endorse the application for renewal of the vocational license of each qualified applicant as verified by the signature of the chairperson on the renewal application. The secretary shall co-sign the application of the chairperson,

h. provide annual written recommendations to the authorized local vocational administrator concerning inservice needs of the district, center, or nonpublic school,

i. forward to the commissioner of education verification of the membership of the local vocational relicensure committee on an annual basis by November 1 of each year,

j. forward to the commissioner of education a copy of the local vocational relicensure committee guidelines. Guidelines shall be forwarded at least every five years and whenever substantial changes are made,

k. hold an annual open hearing to allow the teachers in each district, center, or nonpublic school to review the guidelines established by the local vocational relicensure committee, and

l. provide those services and reports that may be required regarding continuing education relicensure.

Subsection B.7.a-l. These subsections delineate the functions which the local relicensure committee is required to perform. These duties parallel those performed by the standard continuing education committee and provide for an orderly procedure to be followed by the local vocational relicensure committee in performing its functions (i.e., to determine the number of clock hours to be granted for experiences gained by the relicensure applicant, and to determine whether those experiences are relevant to the relicensure field or fields).

To insure that the local relicensure committee is functioning effectively, it is essential that the activities of the relicensure committee be recorded and that such records be made available in the case of an appeal by the applicant regarding action by the relicensure committee, or for other review. The records must be retained at least through the duration of the license to which they apply, to insure that records will be available for such review.

The local vocational relicensure committee must establish written guidelines to implement its relicensure procedure and to provide an identifiable set of procedures to assist both the applicant and the committee. To insure that the applicant has input into the implementation of those guidelines, the committee is required to hold an open hearing annually to allow teachers an opportunity to review those guidelines. The committee is required to forward a copy of the guidelines to the licensing agency for review to insure that the guidelines comply with the intent and the content of this rule.

The local vocational relicensure committee is also required to forward to the licensing agency verification of its membership to enable the licensing agency to determine whether the committee is membered in accordance with this rule as well as to determine that renewal applications have been endorsed by an authorized committee chairperson.

The requirement that the local vocational relicensure committee endorse renewal applications of each qualified relicensure applicant establishes accountability for the relicensure process at the local level and provides the licensing agency with an orderly process to determine whether relicensure requirements have been met.

> 8. Membership participation. A quorum shall be more than 50 percent of the total voting membership of the committee. A majority vote of those voting members in attendance shall be sufficient to take action.

Subsesection B.8. The entire process of peer group relicensure is predicated on self-determination. Indicating that at least 50 percent of the voting membership constitutes a quorum, requiring that a quorum must be present to hold a meeting, and specifying that a majority vote is necessary to take action insures that peer group input will be the dominant factor in all committee decisions.

> C. Updating activities.
>
> 1. Local vocational relicensure committee preapproval. All upgrading activities (clock hours) required for renewal of the regular five-year vocational license shall be preapproved by the local vocational relicensure committee in the district,

center, or nonpublic school, subject to review by the commissioner of education to insure compliance with these rules. The local guidelines shall include a procedure for emergency preapproval during periods when the committee is not regularly meeting.

Subdivision C. This subdivision sets forth the authorization for preapproval of updating activities by the local vocational relicensure committee, the types of updating activities in which a relicensure applicant may engage, and the reevaluation procedure which the applicant may invoke if updating activities are disapproved by the local relicensure committee.

Subsection C.1. This subsection provides for preapproval of a relicensure candidate's upgrading activities by the local vocational relicensure committee. Preapproval provides a method to evaluate the efficiency and effectiveness of the relicensure system, as well as the legitimacy and relative value of the proposed upgrading activity. It also provides the applicant with prior assurance that time, effort, and money dedicated to upgrading activities will result in clock hours that will be acceptable for vocational relicensure. The applicant will know exactly what to expect in the way of renewal clock hours and will be able to plan accordingly.

Since initial evaluation and preapproval will reduce committee time and effort needed for final approval, the preapproval process will not appreciably increase the burden on committee members. The utilization of a single form for both preapproval and final approval will also expedite the preapproval/final approval process.

Preapproval is subject to review by the commissioner of education to enable the commissioner, who is responsible for vocational education in Minnesota pursuant to Minn. Stat. § 121.16, to insure compliance with this rule.

The local vocational relicensure committee is required to establish a procedure for emergency preapproval to insure that the relicensure applicant will be able to gain approval of updating activities needed for relicensure even when the committee is not regularly meeting.

In many cases, opportunities for renewal of clock hour units are available through business and industry workshops/seminars, the knowledge of which is not available in sufficient time to provide for preapproval by the committee during a regularly scheduled meeting. (An example is the small school district where the committee conducts its business a minimal number of times a year. Another example involves summer activities occurring when school is not in session.) Therefore, a procedure must be established to provide preapproval during periods when the committee is not regularly meeting so that applicants are not denied the opportunity to participate in worthwhile activities because of the committee schedule.

2. Types of activities.

a. The requisite 108 clock hours of updating activities taken within the five-year period shall be relevant to the area of licensure sought.

Subsection C.2.a. This subsection provides that updating activities be relevant to the area of licensure sought. Vocational educators in Minnesota have the responsbility to prepare vocational students for employability in business

and industry. As the activities within various occupational fields continually experience change, it is essential that vocational educators remain current in their licensure fields by participating in at least 108 hours of activity related to the license being sought.

Updating activities must be relevant to the area of licensure being sought to insure that they are of realistic value in preparing students for future occupational endeavors.

b. Learning objectives or new competencies to be developed by participating in the updating activity shall be included on the local preapproval form.

Subsection C.2.b. This subsection requires relicensure applicants to include on the preapproval form the learning objectives or new competencies to be developed through participation in the updating activity. This provision enables the local vocational relicensure committee to determine whether updating activities will assist the applicant in maintaining or improving teaching competencies.

c. The requisite 108 clock hours shall be earned from among the following categories and shall be allocated as follows:

(1) Committee preapproved upgrading occupational experience relevant to the area of licensure shall be rated at one clock hour for every four hours of work.

(2) Credit courses in the area of licensure or education courses shall be rated at 12 clock hours for every quarter credit earned.

(3) Conferences, institutes, or seminars in business and industry in the occupation taught shall be rated up to one clock hour for each hour of participation by the local vocational relicensure committee, in accordance with the local guidelines established pursuant to this rule.

(4) Educational workshops or continuing education in the occupation to be taught shall be rated up to one clock hour for each hour of participation by the local vocational relicensure committee, in accordance with the local guidelines established pursuant to this rule.

(5) Updating leaves relevant to the area of licensure taken in agencies, businesses, or industries shall be rated on a clock hour basis. A maximum of 60 clock hours may be credited toward the required 108 clock hours.

(6) Regional, statewide, or national curriculum design activities shall be rated on a clock hour basis at the discretion of the local vocational relicensure committee, in accordance with the local guidelines established pursuant to this rule.

(7) Service as a voting member of an occupational advisory committee shall be rated on a clock hour basis at the

discretion of the local vocational relicensure committee, in accordance with the local guidelines established pursuant to this rule.

Subsection C.2.c.(1)-(7) These subsections set forth the type of updating activities which will be accepted for vocational renewal purposes.

There is a firm commitment in the vocational community in Minnesota to insure that licensure and relicensure requirements enhance the applicant's technical and professional expertise as a vocational teacher.

Since vocational education has undertaken the responsibility to produce qualified employees for Minnesota's business and industry, it is essential that vocational education instructors continue to remain professionally current in their licensure fields by participating in at least 108 hours of upgrading activities related to the area(s) of licensure being sought.

Updating activities are limited to those set forth in C.2.c.(1)-(7) to insure that the relicensure activities are relevant to the area(s) of relicensure and actually enable the instructor to maintain or improve teaching competencies.

Vocational education approves of teachers being moral, well-rounded people. However, this is not the purpose of continuing education rules. The purpose of the vocational relicensure rule is to insure that:

1. the applicant is professionally and technically competent in the occupation taught, and
2. the applicant knows how to teach that occupation.

Other growth activities will be engaged in by vocational instructors and may be of value in the pursuit of their careers and in their personal development; however, they are not directly related to the job being performed by the vocational instructor and therefore do not count toward the 108 clock hours for renewal. Rather, those activities may be directly related to the human relations requirement and may even be substituted for all or a portion of that requirement if deemed equivalent by the administrator of an approved human relations program. See 5 MCAR § 1.0788.

While other desirable personal or civic activities appropriately are not included in vocational teacher relicensure rules, other methods can be used to reward individuals for participating in such self-fulfillment activities. For example, the local school could allow salary increments on the negotiated schedule for such "personal growth" activities. The seven vocational renewal clock hour categories insure that applicants who can logically justify that upgrading activities will give them a better understanding of the occupational area/subject matter presently being taught, and that these activities will enable them to teach vocational education in a more effective way, will receive renewal clock hours.

The purpose of the vocational education relicensure rules cannot be reemphasized enough. Vocational continuing education is intended to insure that "professional" development activities take place. To provide for the highest quality vocational education possible in Minnesota, vocational instructors and supportive personnel must be professionally and technically competent and be able to relate that professional and technical knowledge to vocational students. To insure that instructors and supportive personnel remain current in their

respective licensure fields, approved relicensure activities must be limited to those activities which directly relate to the applicant's vocational teaching competencies and vocational assignment.

3. Reevaluation procedure. If upgrading activities are initially disapproved by the local vocational relicensure committee, the decision may be reevaluated by the following sources in the following order pursuant to appeal procedures established in 5 MCAR §§ 3.005 and 3.020:

a. the local vocational relicensure committee,

b. the board of teaching, which shall be considered the final decision.

Subsection C.3. This subsection provides the relicensure applicant with the opportunity to have the decision of the local relicensure committee reevaluated when upgrading activities have been initially disapproved by the committee.

Since some relicensure applicants may not agree with the decision of the relicensure committee, or may not have complete information relative to the relicensure decision, this provision is needed to insure that all qualified applicants have a just opportunity to demonstrate eligibility for a renewed license. The appeal procedure established in 5 MCAR §§ 3.005 and 3.020 is utilized here to facilitate administrative efficiency.

4. Application for multiple relicensure. An applicant applying for relicensure in more than one area shall earn renewal clock hours in at least two activity categories with a part of the total 108 clock hours earned in each area of relicensure sought.

Subsection C.4. This subsection requires an applicant applying for relicensure in more than one area to earn part of the 108 renewal clock hours in each area of relicensure sought. It also reiterates the necessity to choose activities from at least two categories. Since there are relicensure applicants licensed in two vocational areas, a provision is needed to insure that applicants remain current in both relicensure fields.

D. Reactivation of lapsed regular five-year vocational licenses. Reactivation of lapsed regular five-year vocational licenses (expired one or more fiscal years) shall require satisfactory completion of no less than:

1. 108 clock hours of updating activities as required for renewal of the regular five-year vocational license set forth in A.1.b. of this rule (above), and

2. initial entrance licensure requirements for the area of relicensure sought existing at the time of application for reactivation.

Subdivision D. This subdivision sets forth the requirements an applicant must meet in order to reactivate a regular five-year vocational license which has been allowed to lapse. This subdivision insures that those individuals who choose to reenter the teaching profession will be able to obtain vocational relicensure and will be able to resume employment in the vocational system.

Subsections D.1. and 2. These subsections require applicants who have allowed their vocational licenses to lapse to meet relicensure requirements equivalent to those required of practicing applicants holding valid five-year licenses. This subsection insures that those individuals choosing to resume a teaching career are as professionally and technically competent as currently practicing vocational educators.

5 MCAR § 1.0787 Vocational teacher education licensing programs.

In Minnesota the initial preparation of vocational teachers in regard to professional education is carried out through institutions of higher education approved by the board of teaching to prepare persons for vocational teacher licensure pursuant to 5 MCAR § 3.140. (These institutions shall hereinafter be referred to as approved Minnesota institutions.) These approved Minnesota institutions have developed educational programs which combine both formal study and directed experience related to the development of teaching competencies. Approved Minnesota institutions exercise independent judgment in determining which vocational teacher education programs will be offered. These approved Minnesota institutions have freedom to design programs of preparation which, in the judgment of the faculty, develop competent vocational teachers. As a result of the autonomy and responsibility accorded the faculties of the various approved Minnesota institutions, a variety of programs have been developed to prepare vocational teachers in the different vocational fields.

To insure that individuals completing these vocational teacher education licensing programs are competent to provide services as teachers, a procedure is needed to verify the competency of those individuals. Several different procedures might be used to achieve this end including:

1. completion of written or performance examinations by each prospective vocational teacher, and/or
2. certification by the preparing institutions that an individual completing the program is competent.

The state of Minnesota has adopted the procedure of granting initial licensure to those individuals who have been verified by the preparing institution as having successfully completed a vocational teacher education licensing program.

A. Approval by board of teaching. Minnesota institutions approved by the board of teaching to prepare persons for vocational teaching licensure shall obtain approval from the board of teaching for vocational teacher education licensing programs.

Subdivision A. To insure that the various vocational teacher education licensing programs developed by approved Minnesota institutions contribute the educational experiences appropriate and effective in the development of various competencies needed by vocational teachers, a procedure was needed which could be used to examine and appraise the vocational teacher education licensing programs. To meet this need, the vocational teacher education licensing program approval process was developed. This approval process is similar to that currently being used for the initial licensure of nonvocational teachers in Minnesota.

This rule provides the following information to approved Minnesota institutions seeking approval of vocational teacher education licensing programs:

1. the programs subject to the approval procedure provided for in this rule,
2. the procedure an approved Minnesota institution must follow in order to obtain approval of a vocational teacher education licensing program, and
3. the ten criteria which the board of teaching will use to determine whether or not a vocational teacher education licensing program will be approved.

B. Programs subject to approval.

1. Vocational teacher education licensing programs. Approval procedures shall apply to all vocational teacher education licensing programs used to satisfy:

a. requirements for the initial entrance vocational license, and

b. specific competencies mandated for renewal licenses or endorsements of additional licensure categories or levels of student.

Subdivision B. This provision specifies which vocational teacher education licensing programs must comply with the approval procedures provided for in this rule.

Subsection B.1.a. Programs which satisfy requirements for the initial entrance vocational license provide the foundation for the development of teacher competence. These programs, which are completed before an initial entrance vocational license is issued, make a significant contribution to the teacher education student's ability to function effectively in the role of a vocational teacher. It is necessary and reasonable that such programs be carefully examined and appraised to insure that the prospective teacher receives the quality education that will enable him/her to teach in a vocational area. Only by insuring that our vocational teachers have received quality preparatory education can we provide the quality instruction that vocational students in Minnesota must have.

Subsection B.1.b. From time to time, requirements are mandated by rule for the renewal of licenses or for endorsements of additional licensure categories or levels of student. These requirements enhance teaching competencies, thereby enabling the vocational teacher to function more effectively in the teaching role. It is necessary and reasonable that the programs designed to fulfill those requirements be carefully examined and appraised to insure that they do make a contribution to the enhancement of teaching competencies.

2. Form. Vocational teacher education licensing programs may consist of one course, a series of courses, or a complete degree program.

Subsection B.2. This subsection provides for variation in form of a vocational teacher education licensing program. Such variation allows approved Minnesota institutions to develop programs in a variety of forms and formats. This variation is necessary to provide for innovative ideas and for the effective use of resources. However, it must be recognized that any proposed teacher education

licensing program which is to be used to satisfy requirements in B.1.a.-b. of this rule must be examined and appraised pursuant to approval procedures set forth in this rule. Such an examination and appraisal insures that the teacher education student will receive a quality education, regardless of the form or the format a teacher education licensing program may take.

C. Approval procedure.

1. Vocational teacher education licensing program descriptions. Each approved Minnesota institution shall forward a program description of each vocational teacher education licensing program from the administrator of the defined administrative and instructional unit of that institution to the board of teaching for approval.

Subdivision C. This subdivision sets forth the approval process which must be complied with to secure approval of vocational teacher education licensing programs. This process provides the board of teaching staff with an objective mechanism to enable them to examine and appraise the appropriateness and effectiveness of vocational teacher education licensing programs.

Subsection C.1. This subsection places responsibility for the description of the vocational teacher education licensing program with the approved Minnesota institution and with the individuals who have been responsible for its development. Since the individuals who developed the vocational teacher education licensing program are in the best position to provide an accurate and complete description of the program to the board of teaching, it is reasonable that they should be responsible for doing so. Only the receipt of an accurate and complete description of the teacher education licensing program will enable the board of teaching to make a fair and equitable judgment concerning the merits of the program.

2. Consultative services. The board of teaching shall route the program description to the division of vocational-technical education pursuant to the agreement for the provision of consultative services.

Subsection C.2. This subsection provides for review of vocational teacher education licensing programs by the division of vocational-technical education. The division of vocational-technical education has been delegated the responsibility for managing Minnesota's programs for vocational education. Since the use of well prepared teachers is a significant component of the successful functioning of vocational education programs, it is essential that the division review the teacher education programs to insure that they provide quality education to prospective vocational teachers. Such a review will provide the board of teaching with an accurate and informed appraisal of the vocational teacher education licensing program.

The agreement for the provision of consultative services is an agreement entered into between the board of teaching and the division of vocational-technical education. It provides for the routing of the vocational teacher education licensing program description to the division of vocational-technical education for review. The assistant commissioner of vocational-technical education has possession of the document, which is available for review by the general public.

D. Program approval.

1. Board of teaching options. Based upon appraisal of the vocational teacher education licensing program descriptions prepared by the approved Minnesota institution and the evaluation report of the auditors the board of teaching shall:

a. grant initial approval pursuant to D.2. of this rule (below), or

b. grant conditional approval pursuant to D.3. of this rule (below), or

c. grant continuing approval pursuant to E.2. of this rule (below), or

d. revoke or suspend approval pursuant to D.4. of this rule (below), or

e. disapprove the vocational teacher education licensing program pursuant to D.5. of this rule (below).

Subdivision D. This subdivision provides the board of teaching with a number of options which allow for:

1. various types of vocational teacher education licensing program approval,
2. revocation of program approval, and
3. disapproval.

This subdivision also identifies the ten criteria which will be used in the consideration of program approval.

Subsection D.1. Selection of one of the variety of options provided the board of teaching in this subsection depends upon:

1. consideration of the vocational teacher education licensing program description presented by the institution, and
2. information provided by the division of vocational-technical education via the agreement for the provision of consultative services. Selection of the appropriate option will insure that vocational teacher education licensing programs provide the high quality education needed to prepare prospective vocational teachers for the teaching profession.

2. Initial approval.

a. Criteria for approval. A vocational teacher education licensing program which meets the following criteria shall be approved to prepare vocational teachers. The program description shall include:

(1) a statement which verifies the institutional commitment to the vocational teacher education licensing program,

(2) a description of the institutional organizational structure and procedure for implementing the vocational teacher education licensing program,

(3) a description of the vocational teacher role for which persons who enroll in the vocational teacher education licensing program are being prepared,

(4) an enumeration of the specific knowledge, skills and understandings to be achieved by persons completing the vocational teacher education licensing program,

(5) evidence that the vocational teacher education licensing program meets the licensure requirements for the particular licensure field and level for which the specific program is designed, as set forth in the corresponding rule section,

(6) a specific description of the plans for assessing the performance of each person verified as having successfully completed the vocational teacher education licensing program,

(7) evidence that the necessary faculty and physical resources are allocated to implement and maintain the vocational teacher education licensing program. Faculty who teach professional vocational courses shall be certificated as vocational teacher educators in accordance with the requirements of the joint council for vocational teacher educators,

(8) verification that the following persons or groups have participated in the development of the vocational teacher education licensing program:

(a) licensed, practicing vocational teachers;

(b) vocational school administrators;

(c) institutional advisory council;

(d) joint council of vocational teacher educators;

(e) college departments which may be involved with the vocational teacher education licensing program;

(f) interested citizens; and

(g) appropriate state supervisory staff.

(9) a description of the procedures to establish and maintain an internal process for systematic evaluation of the vocational teacher education licensing program, and

(10) when the licensure rule so stipulates, a student teaching and/or internship component and a statement which verifies that those experiences are planned, supervised and evaluated in the licensure field in which the individuals will seek their vocational teaching licenses.

Subsection D.2. A vocational teacher education licensing program will be initially approved if it meets the ten criteria set forth in this rule.

Subsection D.2.a. The public identification of criteria by which vocational teacher education licensing programs will be evaluated is necessary to provide all approved Minnesota institutions with notice of the criteria which will be used by the board of teaching in determining approval status of vocational teacher education licensing programs. Specified criteria provide consistent direction and structure to institutions and faculties in the preparation of materials for vocational teacher education licensing programs. These criteria also provide specified guidelines for examination and appraisal of vocational teacher education licensing programs to the division of vocational-technical education, which provides consultative services during the program approval process, and to the board of teaching. Such guidelines provide the approved Minnesota institution with protection from the kind of arbitrary decisions which may arise if no discernable criteria were available.

The ten criteria identified focus on those aspects of teacher education licensing programs generally considered in the accreditation of such programs. The ten criteria provided in this rule are consistent in concept with those criteria currently used by the board of teaching in the approval of teacher education programs in Minnesota. See 5 MCAR § 3.140. The criteria specified in D.2.a. (1), (2), (3), (4), (6), and (9) of this rule are identical to criteria used by the board of teaching and are appropriate to use in the examination of vocational teacher education licensing programs. Although similar in concept to those currently being used by the board of teaching, the criteria set forth in D.2.a. (5), (7), (8), and (10) of this rule have been modified to meet the unique features of vocational teacher education licensing programs.

Subsection D.2.a.(5) A particular licensure requirement in any given vocational field or level of student can be satisfied by a wide variety of program components. To insure that an informed judgment will be made concerning the effectiveness of the vocational teacher education program in meeting these licensure requirements, information regarding the relationship between program components and the licensure requirements must be provided to the board of teaching.

Subsection D.2.a.(7) Adequate faculty and physical resources are necessary for the effective implementation and maintenance of vocational teacher education licensing programs. To insure that an informed judgment will be made concerning the adequacy of these resources in relationship to the effective operation of a vocational teacher education licensing program, information must be provided to the board of teaching.

The faculty who teach professional vocational courses have the potential for making significant contributions to the development of competent vocational teachers. In an attempt to insure that the faculty responsible for the teaching of professional vocational courses have sufficient and appropriate preparation and experience to function effectively as vocational teacher educators, a joint council of vocational teacher educators has been established as a part of the Minnesota state plan for vocational education. The joint council of vocational teacher educators examines the credentials of persons employed as vocational teacher educators and makes a determination as to their eligibility to be vocational teacher educators and makes a determination as to their eligibility to be vocational teacher educators. This procedure was developed by representatives from the various approved Minnesota institutions

preparing vocational teachers and has been functioning successfully and effectively for a number of years.

Subsection D.2.a.(8) This criterion is similar in concept to 5 MCAR § 3.140 E.4. The addition of representatives in the form of an institutional advisory council is necessary in order to comply with federal regulations governing vocational education.

The inclusion of representation from the appropriate state supervisory staff in vocational-technical education is necessary and reasonable because the individuals in state supervisory positions have been delegated responsibility for the development, improvement, and management of the vocational education programs which the prospective vocational teachers will staff. Inclusion of appropriate state supervisory staff members will help insure that prospective vocational teachers are adequately trained and will be able to provide quality education to those vocational students enrolled in the vocational programs which they will staff.

Subsection D.2.a.(10) Direct experience in the role of a teacher is an important and significant component in the preparation of vocational teachers in the several vocational fields and at the various levels. Since the student teaching or internship experience can vary greatly from program to program, information regarding the nature of the experiences is needed to make an informed judgment as to the appropriateness and contribution of such experiences to the vocational teacher education licensing programs.

b. Variations of curricular design. Vocational teacher education licensing programs which vary in curricular design shall be approved provided that program components meet the criteria for approval set forth in D.2.a.(1)-(10) of this rule (above), and the components are designed to provide persons completing each teacher education licensing program with the knowledge, skills, and understandings enumerated therein.

Subsection D.2.b. This subsection provides for flexibility and innovation in the design of vocational teacher education licensing program curricula. Such flexibility allows approved Minnesota institutions to develop vocational teacher education licensing programs which utilize innovative ideas and which make the most effective use of resources.

While this subsection provides for innovation and flexibility in program design, it also requires that such vocational teacher education licensing programs which vary in curricular design be approved by the same procedure as are programs of traditional design. When the approval process is applied equally to all vocational teacher education licensing programs, the teacher education student is insured of receiving a quality education, regardless of the form which a vocational teacher licensure program may take.

3. Conditional approval.

a. Procedure. When granting conditional approval, the board of teaching shall state the conditions, establish timelines for meeting the stated conditions, and reconsider the approval status of the vocational teacher education licensing program upon verification by the executive secretary of the board of teaching that the stated conditions have been met.

Subsection D.3. Conditional approval may be extended to an approved Minnesota institution whose vocational teacher education licensing program does not fully meet the ten criteria set forth in this rule. This method of approval provides the means by which approved Minnesota institutions can obtain full approval if their vocational teacher education licensing programs have minor deficiencies.

Subsection D.3.a. This subsection provides that the approved Minnesota institution granted conditional approval of its vocational teacher education licensing program be informed of the conditions to be met to obtain full approval and the timeline for meeting those conditions. Such information must be provided to the approved Minnesota institution to enable it to remedy the deficient vocational teacher education licensing program.

Approval status will be reconsidered when the stated conditions have been met, as verified by the executive secretary of the board of teaching. This procedure insures that the stated conditions have been met. By centralizing the verification process in the executive secretary of the board of teaching, collection of the evidence and information is handled in the most efficient manner.

b. Withdrawal of condition approval. If stated conditions are not met within the established timelines, conditional approval shall be withdrawn.

Subsection D.3.b. This subsection provides for the withdrawal of conditional approval. This provision to withdraw conditional approval is needed to provide a means of handling those vocational teacher education licensing programs which were given conditional approval but did not meet the requirements for approval within the stated timelines. The ability to withdraw conditional approval prevents the continuation of vocational teacher education licensing programs of inferior quality. The teacher education student must be insured of participation in a vocational teacher education program of only the highest quality. Only such high quality programs can adequately prepare the teacher education student to function effectively as a teacher in a vocational program.

4. Revocation or suspension of approval.

a. Noncompliance. Failure to comply with the criteria for approval set forth in D.2.a.(1)-(10) of this rule (above) after initial approval is granted, shall result in revocation or suspension of approval by the board of teaching.

Subsection D.4.a. This subsection provides for the revocation or suspension of approval of a vocational teacher education licensing program when it is determined that the approved vocational teacher education licensing program no longer meets the provisions of this rule. Such a provision is necessary because variation and change may occur with regard to the ability of a particular vocational teacher education licensing program to meet the ten approval criteria set forth in this rule after initial approval has been given. To insure that the teacher education students who enroll in a vocational teacher education licensing program receive the quality education necessary to prepare them to successfully and effectively teach students in vocational programs, it is reasonable to have a provision whereby vocational teacher education licensing programs which do not continue to meet the quality standards set forth in this rule may be revoked or suspended.

b. Revision of program. When an institution makes revisions in an approved vocational teacher education licensing program,

the administrator of the administrative and instructional unit of the institution shall forward to the executive secretary of the board of teaching a written description of the vocational teacher education licensing program revision.

Subsection D.4.b. From time to time approved Minnesota institutions will find it appropriate and necessary to make revisions in the approved vocational teacher education licensing program. Since such revisions may or may not meet the ten approval criteria of this rule, the board of teaching must be apprised of such changes to enable their staff to determine whether the vocational teacher education licensing program continues to provide quality education to teacher education students.

(1) Audit. A consultation audit, as set forth in E.2.a. of this rule (below), shall be made to verify that the revised approved vocational teacher education licensing program continues to meet these rules.

Subsection D.4.b.(1) This subsection provides a mechanism for the collection of information concerning the revised vocational teacher education licensing program. To insure that the board of teaching can make an informed judgment as to the continuing compliance of the vocational teacher education licensing program, information must be collected in a systematic and organized manner.

(2) Revocation or suspension. The board of teaching shall revoke or suspend the approval of a vocational teacher education licensing program if it determines that, as revised, the vocational teacher education licensing program no longer meets the criteria required for approval set forth in D.2.a.(1)-(10) of this rule (above).

Subsection D.4.b.(2) This subsection provides for the revocation or suspension of approval status of those vocational teacher education licensing programs which no longer meet the ten approval criteria set forth in this rule. The ability to take such action insures that vocational teacher education programs providing less than quality teacher preparation will be terminated.

c. Termination date. The board of teaching shall stipulate a date upon which program approval shall be terminated if the vocational teacher education licensing program fails to regain compliance with the criteria required for approval set forth in D.2.a.(1)-(10) of this rule (above) by said date.

Subsection D.4.c. This subsection provides for notice to be given to the approved Minnesota institution of the conditional termination date of a vocational teacher education licensing program. Such notice alerts the approved Minnesota institution of the time period it has to remedy any deficiency found in its vocational teacher education licensing program. This provision is needed to provide the approved Minnesota institution with a clear and precise indication of the status of its vocational teacher education licensing program.

5. Disapproval. When a program description fails to meet the criteria for approval set forth in D.2.a.(1)-(10) of this rule (above) upon the initial application for approval, the board of teaching shall disapprove such program and shall specifically state reasons for disapproval.

Subsection D.5. This subsection provides for the disapproval of any vocational teacher education licensing program which does not meet the ten criteria set forth in this rule. This provision is needed to indicate to all parties concerned the nature of the action to be taken when a vocational teacher education licensing program fails to meet criteria for approval. The reasons for disapproval are specifically stated and are provided to the approved Minnesota institutions. Provision of these stated reasons for disapproval to the approved Minnesota institution protect it from being subject to totally arbitrary decisions concerning approval status.

E. Evaluation procedure and subsequent audits. Programs for which approval is requested shall be evaluated for initial approval and audited for continued approval thereafter in accordance with the provisions herein.

1. Initial approval. The approved Minnesota institution shall submit to the board of teaching the vocational teacher education licensing program description for evaluation and recommendation regarding approval status. The board of teaching staff, or persons designated as auditors by the board of teaching staff, may visit the institution to verify the program description, if deemed necessary.

Subdivision E. This subdivision provides for mechanisms whereby the board of teaching can collect the information needed to make an informed decision as to the approval status of a vocational teacher education licensing program. To insure that all information needed is collected, a systematic method of data collection is required.

Subsection E.1. This subsection outlines the procedure the approved Minnesota institution must follow to obain initial approval of a vocational teacher education licensing program. This procedure for initial approval places responsibility for the submission of the program description with the approved Minnesota institution. Since the faculty of the approved Minnesota institution is in the best position to provide an accurate and complete description of the vocational teacher education licensing program, it is reasonable that they be required to do so.

The placement of responsibility for examination and verification of the evidence with the board of teaching staff, or with auditors designated by the board of teaching, provides a systematic method of evaluation and data collection. The individuals comprising the board of teaching or the board of teaching's designated auditors are most knowledgeable concerning the ten criteria for approval and the various fields of vocational teacher education licensing programs under consideration. Since these individuals are in a position to be impartial with regard to the particular approved Minnesota institution seeking approval of its vocational teacher education licensing program, it is reasonable to expect that placement of the responsibility for evaluating vocational teacher education licensing programs with such individuals will result in the fairest and most equitable evaluation possible.

2. Continuing approval.

a. Consultation audit. During the operation of an approved vocational teacher education licensing program, an audit

visit to verify that the approved program meets the provisions of this rule may be arranged in consultation with the institution. Auditors shall forward a report of their findings to the executive secretary of the board of teaching and to the institution.

b. Five-year audit. The board of teaching staff, or persons designated as auditors by the board of teaching staff, in consultation with the institution, shall make audit visits on a five-year cycle to verify program descriptions and to make a recommendation regarding initial or continuing approval status of each vocational teacher education licensing program. Expenses of auditors shall be reimbursed in accordance with Minnesota travel regulations in force at the time the expenses are incurred.

Subsection E.2.a. and b. These subsections provide the board of teaching with systematic mechanisms to verify that vocational teacher education licensing programs which have been approved on the basis of program descriptions and the statements obtained through consultation with personnel from the division of vocational-technical education are actually being implemented in the manner described. Since neither the consultation audit nor the five-year audit can be arranged without first consulting the approved Minnesota institution, unwarranted, surprise audit visits will be avoided.

F. Reevaluation procedure. Decisions regarding the status of vocational teacher education licensing program(s) rendered by the board of teaching pursuant to D.1. of this rule (above), may be reevaluated by the board of teaching, which shall be considered to be the final decision.

Subdivision F. This subdivision provides for the reevaluation of board of teaching decisions regarding approval status of vocational teacher education licensing programs. Situations can arise in which parties involved in the approval process believe that all of the evidence concerning approval status has not been brought forward to the board of teaching or that there is further need for communication or clarification concerning the approval process. To insure that the decisions made by the board of teaching are as fair and as equitable as possible, concerned parties involved in the approval process must be given the opportunity to seek reevaluation of adverse decisions.

5 MCAR § 1.0788 Committee review.

The committee review process was established to provide individuals who do not meet the vocational licensure requirements set forth in these rules with an opportunity to obtain licensure via an alternative route.

The committee review process is an attempt to insure that qualified individuals are not precluded from obtaining vocational licensure.

A. Availability. An individual not meeting the vocational licensure requirements set forth in these rules may petition the commissioner of education for a qualification reevaluation through committee review.

Subdivision A. This subdivision provides the option of committee review to those individuals who feel qualified for vocational licensure, although they do not meet the stated licensure criteria. As a petitioner may not have fully communicated information concerning his/her competencies and/or background to the personnel licensing and placement section, or as the personnel licensing and placement section may not have been able to translate or interpret such information to the petitioner's satisfaction, the committee review process must be made available to insure that competent individuals are not precluded from obtaining vocational licensure.

B. Review committee formation.

1. Appointment procedure. The commissioner of education shall appoint a review committee of a minimum of three people.

Subdivision B. This subdivision sets forth the procedure to be followed when establishing a review committee. This procedure attempts to insure that an objective committee will be formed to examine the petitioner's background and/or vocational competencies.

Subsection B.1. To insure that the review committee can function effectively when needed, it is necessary to require participation of at least three people.

2. Members. The review committee shall include:

a. a vocational educator,

b. a licensed practitioner in the petitioned educational licensure area,

c. an occupational representative, and

Subsections B.2.a.-c. The mandatory requirement that a vocational educator, a licensed practitioner in the petitioned area, and a person functioning in the petitioned occupational area be included on the review committee insures the petitioner that a group of persons possessing realistic knowledge in the area of licensure sought will be making a knowledgeable examination of the petitioner's background and/or vocational competencies.

d. a member of the public, if available.

Subsection B.2.d. In an attempt to insure absolute objectivity, a member of the public will also be selected to participate in the committee review process, if such person is available. Since it may be very difficult to find a member of the general public willing to devote the time and energy necessary for participation on the review committee, this subsection provides for inclusion only if such a person can be located. This provision insures that the review committee will be able to respond to a petitioner's demand for a qualifications reevaluation even though a member of the public is not available.

3. Votes. Each member of the review committee shall have one vote.

Subsection B.3. To facilitate the decision making process of the review committee, a system for determining majority or direction is needed. Since each committee member serves a particular function on the committee and participates on an equal basis, it is both reasonable and fair to require that each member be allowed to cast one vote.

C. Committee duties.

1. Qualification reevaluation. The review committee shall reevaluate the petitioner's qualifications, concentrating on deficiencies identified by the licensure process.

Subdivision C. In an attempt to insure a fair, efficient, and coordinated review of the petitioner's qualifications, the duties which the committee is required to perform are set out.

Subsection C.1. To insure that the review committee is as familiar as possible with the petitioner's concerns and that an informed decision can be made, the committee is required to reexamine the petitioner's qualifications. The committee will direct attention primarily to those deficiencies identified by the licensure process to prevent duplication of effort and to insure fairness to the petitioner.

2. Committee judgment. Committee review members shall exercise professional judgment based upon their expertise and their relevant work experience in the petitioned area.

Subsection C.2. Committee members must use their professional judgment when making an evaluation concerning the petitioner's vocational competencies. Only by the use of such judgment can the petitioner be insured of receiving a fair decision based upon the relevant work experience, technical expertise, and professional background of the committee members.

3. Competency evaluation. The petitioner's competencies shall be evaluated in relation to the following criteria in accordance with the educational objectives and the appropriate rules pertaining to the particular area and level of licensure requested:

a. the vocational objectives and implementation methods of the program in the petitioned area and/or,

b. the components of the program in the petitioned area and/or,

c. the job descriptions for the petitioned area.

Subsection C.3. The criteria to be used in the process of evaluating the petitioner's qualifications provide the review committee with a consistent guideline or format for evaluation. This guideline not only provides direction to the review committee, but insures that every petitioner will be evaluated in a systematic manner by identifiable criteria.

Subsection C.3.a.-c. The petitioner's qualifications must be reevaluated in relation to these criteria to insure that:

a. the petitioner will be able to promote the vocational objectives and will be able to understand and comply with the implementation methods of the program in the petitioned area, and/or

b. the petitioner's qualifications are relevant to, and consistent with, the components and the job descriptions of the petitioned area.

To facilitate efficiency, organization, and effectiveness of the review process, the review committee must be allowed to take advantage of established guidelines.

4. Committee recommendations. Recommendations of the review committee shall be reported in writing to the commissioner of education.

Subsection C.4. This subsection provides for preservation of a formal record of the review committee's decision. Such a record can be made available to the petitioner to facilitate understanding of the decision, and will be available should the petitioner appeal the committee decision pursuant to this rule.

5. Recommendation of licensure. Licensure shall be recommended if the review committee finds that the petitioner's qualifications are equivalent to the licensure standards set forth in these rules.

Subsection C.5. If the review committee finds that the petitioner's qualifications are equivalent to stated licensure criteria, licensure must be recommended if the petitioner is to be eligible for vocational licensure in the petitioned area.

D. Petitioner demonstration. The petitioner shall demonstrate a basic understanding in the following areas as they relate to deficiencies identified by the licensure process.

Subdivision D. This subdivision sets forth the four areas in which the petitioner must demonstrate a basic understanding, as those areas relate to deficiencies that have been identified in the licensure process. It is both reasonable and necessary for the petitioner to recognize the area(s) of deficiency so that the petitioner may then begin correcting that deficiency.

1. Vocational philosophy and organization. The petitioner shall demonstrate:

a. an understanding of state and federal vocational policies rules, regulations, and laws, and

b. an understanding of the principles and skills incorporated in the broad objectives of the teacher education sequence core courses.

Subsection D.1. To insure that the petitioner can provide relevant vocational opportunities to students and can meet the objectives and goals of vocational education, the petitioner must:

a. understand state and federal vocational policies, rules, regulations, and laws, since these factors impact on vocational programming, and
b. understand the principles and skills incorporated in the Minnesota teacher education sequence core, since the teaching of job skills is the basis for the philosophy of vocational education.

The knowledge gained from such understanding will enable the petitioner to provide relevant vocational opportunities to students, thereby meeting the unique objectives of vocational education.

2. Vocational teacher education and application. The petitioner shall demonstrate:

a. the ability to communicate and to develop in students the knowledge and skills needed for employment,

b. an awareness of current occupational opportunities and needs, and

c. knowledge and skills essential to identify, construct, initiate, implement, and evaluate relevant vocational curriculum.

Subsection D.2. To enable vocational students to immediately become productive community members and/or to pursue further education, the petitioner must demonstrate:

a. an ability to communicate and develop knowledge and skills for employment, since teacher knowledge and skill will not be meaningful to the student unless that knowledge and skill can be transmitted to the student,
b. an awareness of current occupational opportunities, in order to assist in student placement, and
c. the knowledge and skills needed to relate this information in a viable and realistic curriculum, so that the student will benefit from a useful and satisfying educational experience.

3. Occupational skills and understanding. The petitioner shall demonstrate:

a. knowledge of, and skills in, current and relevant technologies and occupational practices, and

b. an understanding of the employment context in such areas as unions, governmental regulations, and employer-employee relationships.

Subsection D.3. The primary objective of vocational education is to prepare students for immediate employability by enabling them to meet standards established by business, industry, and labor. Occupational experience in the field to be taught is essential at all levels of vocational instruction.

At the secondary level, occupational experience is essential if the vocational instructor is to accomplish the three objectives set forth in 5 MCAR § 1.00811 B.1.3. in a realistic way.

At the post-secondary level, the primary objective of vocational education is the preparation of the student for immediate employment. Occupational experience enables the instructor to meet that objective in two ways:

a. occupational experience provides the instructor with first-hand knowledge of what the actual demands and employability standards of business, industry and labor are, and
b. occupational experience provides the instructor with business, industry and labor contacts which may eventually be utilized to place a graduate on the job upon completion of the vocational program.

At the adult level, the primary objective of vocational education is to provide updating, upgrading, and retraining of the adult student. At the adult level (as well as at the post secondary level) occupational experience is the primary competency brought to the classroom/laboratory setting. If the adult vocational program is to provide a realistic retraining program for the adult student, it is critical that the instructor be a skilled practitioner in the occupational area in which instruction is to occur.

Personnel in vocational administrative and support positions must also possess occupational experience so that they can be instrumental in creating an environment for the conduct of vocational education that is as realistic as possible in relation to business and industry.

To insure that the primary objective of vocational education is met, vocational instructors, administrators, and support personnel must demonstrate a knowledge of, and skills in, current technologies, occupational practices, employee organizations, (i.e., unions) governmental regulations, and means of working positively and productively with employers and employees.

4. Relationship between vocational education and community. The petitioner shall:

a. understand and demonstrate a concern for the student as an individual and community member, for the economic progress of the community, and for the relationship and responsibility of the school to both its students and its community, and

b. demonstrate knowledge of community resources useful in the development and implementation of relevant vocational programs.

Subsection D.4. To insure that vocational education can meet its goals and objectives, vocational education personnel must be able to aid in establishing a sound, positive, and productive relationship with the community. The petitioner must demonstrate an understanding of the vital role the community plays in enabling vocational students to gain practical knowledge about the demands which must be met to become productive community members. It is not enough that vocational graduates possess identified occupational skills. The combination of both occupational skills and social skills which will enable the vocational graduate to become a productive community member are needed to produce the type of employee business, industry, and labor needs and expects.

Subsection D.4.a. The petitioner must understand that continuous effort in building the relationship among the student, the school, and the community:

a. will open communication lines that will assist vocational education programs to improve and to continue to be updated,
b. will help the community understand and be involved with the direction of vocational education, and
c. may potentially add to the economic structure of the community and state.

Subsection D.4.b. The petitioner must demonstrate an understanding that knowledge of community resources is essential in planning for a viable and realistic vocational learning experience. This knowledge will enable a petitioner to provide students with opportunities to participate in a realistic educational and occupational experience.

> E. Reexamination by committee review. Petitioners who have been denied licensure or relicensure by the review committee shall be eligible for reexamination by committee review only after one year has elapsed since the previous examination.

Subdivision E. This subdivision provides petitioners who have participated in the committee review process and who have been denied recommendation for licensure an opportunity for another review. A one-year waiting period before the reexamination is provided to allow the petitioner a reasonable period of time to develop the competencies not possessed at the time of the first committee review.

The waiting period also prevents indiscriminate scheduling of reviews for applicants unlikely to have as yet remedied initial deficiencies. Since committee members serve as volunteers, it is critical that they be solicited to participate only when such imposition on their time, effort, and finances appears to be warranted.

> F. Appeal procedure. A petitioner questioning an adverse recommendation by the review committee may submit a written appeal relative to the areas over which there is disagreement with the committee's recommendation pursuant to the appeal procedures of the board of teaching established in 5 MCAR § 3.020.

Subdivision F. In an attempt to be as fair and as equitable to the petitioner as possible, a system of appeal was needed to insure the petitioner the opportunity to clarify or question a recommendation denying licensure. For the sake of efficiency and clarity, the existing appeal procedure of the board of teaching has been adopted.

5 MCAR § 1.0789 Secondary vocational instructional personnel.

This rule provides information concerning:

1. the section containing requirements that applicants must meet to be licensed as vocational secondary instructional personnel.

2. the secondary personnel required to be vocationally licensed, and
3. the procedure applicants must follow to obtain vocational secondary provisional licensure.

A. Qualification for licensure. An applicant (excluding secondary provisional license applicants) shall meet the requirements in the secondary licensure chart set forth in 5 MCAR § 1.0799 and the general provisions and procedure for licensure of instructional and supportive personnel.

Subdivision A. This subdivision states which requirements an applicant must meet to obtain secondary vocational licensure. One of the primary objectives of secondary vocational education in Minnesota is to provide industry, labor, and business with trained employees while meeting those objectives set forth in 5 MCAR § 1.00811 B.1.-3. Secondary vocational educators must be qualified in the occupational field taught. The wide variety of occupations for which students are prepared require that qualified vocational instructors with varied backgrounds be available to teach. To enable the licensure applicant to understand what licensure qualifications are required in each secondary area, a chart has been developed to set forth secondary licensure qualifications in the most efficient manner.

B. Personnel who shall be licensed.

Subdivision B. This subdivision identifies those persons required to hold a secondary vocational license and the specific types of instructors needed to implement secondary vocational education objectives. Local education agencies must incorporate different methods of instruction into secondary programs to insure that instruction relates to individual needs and meets the objectives of secondary vocational education.

1. Secondary vocational instructor and instructor-manager of programs where simulation is the basis for the program. Any person holding a position as a secondary vocational instructor or instructor-manager of programs where simulation is the basis for the program shall be licensed pursuant to these rules when responsible for any of the following activities:

Subsection B.1. This subsection requires that applicants who will be responsible for performing any of the activities set forth in B.1.a.-g. be licensed. Applicants who will be responsible for those activities set forth in B.1.a.-g. will have significant impact on the student population. Licensing helps insure that only qualified instructors technically and professionally competent to teach actually instruct secondary vocational students. The activities identified in B.1.a.-g. must be performed to enable the secondary vocational instructor to provide realistic occupational instruction within a classroom/laboratory environment.

a. developing, teaching, and evaluating instruction in areas assigned, including programs involving simulation and laboratory activities,

Subsection B.1.a. Secondary vocational education programs incorporating the simulation method of vocational instruction utilize community resources (e.g., hospitals or existing retail stores) to accomplish secondary vocational objectives. Since some communities may be limited in the number of occupational resources available, simulation provides an effective method of vocational instruction. The responsibility to carry out secondary vocational instruction, including the development, delivery, and evaluation of classroom/laboratory activities, lies ultimately with the instructor. Without authority to carry out these activities, the secondary instructor would be unable to implement the instructional goals of the vocational program.

b. facility and resource management,

Subsection B.1.b. The simulation instructor needs a working knowledge of current industry facilities and resources in order to design and/or make requests for adequate classroom/laboratory facilities. To maximize the total learning process, it is essential that the vocational instructor be responsible for managing facilities, equipment, and other classroom resources. Only the instructor can utilize available resources effectively in carrying out instructional goals.

c. forming and utilizing a vocational advisory committee,

Subsection B.1.c. In order to provide the vocational student with relevant programming, it is necessary to receive advice concerning curriculum from the vocational advisory committee comprised of practitioners from various occupational fields. Advisory committee members provide direction and advice for the utilization of community resources and enable the instructor to prepare vocational students to meet occupational needs within their local school district and throughout the state.

d. relevant school-community relations,

Subsection B.1.d. Vocational education programs must address the employment needs of the community and the state. It is essential that vocational instructors build and provide a working relationship between vocational education and the community to increase understanding and to foster the cooperation needed to provide relevant vocational programming to secondary students.

e. vocational student organizations,

Subsection B.1.e. To insure that vocational students possess the communication, human relations, and interpersonal skills which will enable them to function in an industry, business, or labor setting, a vocational instructor must be responsible for student organizations which can effectively provide these complementary learning experiences as an integral part of the regular vocational curriculum.

f. student vocational and occupational guidance and evaluation in development of skills meeting vocational objectives, as set forth in 5 MCAR § 1.00811 B.1.-3., and required for proficiency in the identified area of employment, and

Subsection B.1.f. The success of the secondary vocational program hinges upon the instructor's knowledge of employment competencies demanded by business and industry in any given occupation. Training vocational students to meet those competencies forms the basis of secondary vocational instruction. To insure that the vocational student has the vocational competencies needed to meet the demands of business and industry, the instructor must evaluate the student's performance and provide occupational guidance when necessary.

g. personal professional and technical development.

Subsection B.1.g. In order for the secondary vocational educator to function effectively, it is necessary to require that the instructor maintain currency in professional and technical areas. Rapid change in business, industry, and education mandate that the instructor maintain a personal development plan.

2. Secondary vocational instructor-coordinator. Any person holding a position as a secondary vocational instructor-coordinator shall be licensed pursuant to these rules when responsible for any of the following activities:

Subsection B.2. This subsection requires that applicants who will be responsible for performing any of the activities set forth in B.2.a.-d. of this rule be licensed as secondary vocational instructor-coordinators. Licensing helps insure that qualified instructors coordinate the learning activities and objectives of a community-based vocational program.

a. identifying and selecting appropriate training stations and placing students in those respective stations,

Subsection B.2.a. To insure that secondary vocational students receive relevant occupational experiences, the instructor-coordinator must identify those training stations which can provide students with appropriate complementary occupational learning experiences. The qualified instructor-coordinator is trained to identify valuable and appropriate training stations and is able to evaluate which training stations will be productive and beneficial and which stations do not meet co-op objectives.

b. student training plans, student training agreements, completing all state and federal labor law forms required, and complying with those respective state and federal labor law rules and regulations,

Subsection B.2.b. The instructor-coordinator must develop an individual learning plan for each cooperative student to insure relevant learning experiences. This plan is to be documented in the student training plan and conveyed to the employer through the training agreement. A qualified instructor-coordinator must also provide direction to both the student and the employer in relation to identified objectives, labor laws, rules, and regulations in order to insure compliance.

c. supervising students on the job and communicating with the employer relative to the student's performance and the objectives of the student's training plan, and

Subsection B.2.c. By supervising students on the job and communicating with the employer relative to the student's performance and the objectives of the student's training plan, the instructor-coordinator will enhance communication between the employer and the student. Communication which is open and multi-directional will lead to a productive educational situation and will result in an efficient learning process.

d. all activities set forth in B.1.a.-g. of this rule (above).

Subsection B.2.d. Having the instructor-coordinator take responsibility for all activities set forth in B.2.a.-g. will insure that a total and complete learning experience will take place.

C. Secondary provisional license.

1. Eligibility. An applicant for secondary provisional licensure as an instructor, model office instructor-manager, or instructor-coordinator shall meet the requirements set forth in this rule.

Subdivision C. This subdivision identifies those applicants eligible for a secondary provisional license and sets forth the procedure to be followed to obtain the provisional license.

Subsection C.1. It is necessary to define eligibility requirements for provisional licensure to insure that licensure applicants who meet provisional licensure requirements will be given a transitional time during which all formal licensure requirements can be met.

Vocational instructors require a balanced preparation of formal academic training and occupational experience. Both forms of preparation contribute to the individual's professional and technical competence. Since both types of preparation are required for licensure, some applicants complete formal educational requirements first, others complete occupational requirements first, while still others complete occupational and education requirements concurrently.

Since the preparation of fully licensed vocational teachers is a rigorous procedure which may disqualify some licensure applicants whose credentials are "one step from complete," it is reasonable to define a method or procedure whereby teaching positions can be filled during this transitional time. Provisional licensure is also needed to insure that applicants in new and emerging fields (e.g., energy) are not precluded from teaching in the vocational system because of inability to meet occupational experience requirements. Provisional licensure may be the only route by which these applicants could enter teaching in the vocational system.

a. Instructor. An applicant shall be eligible for a secondary provisional license which allows completion of up to the final one-third of the occupational experience required for the requested licensure during the provisional licensure period when such applicant:

(1) is eligible for secondary provisional licensure pursuant to the secondary licensure chart set forth in 5 MCAR § 1.0799, and

Subsection C.1.a. This subsection sets forth the requirements an applicant must meet to obtain provisional licensure as a secondary vocational instructor.

Subsection C.1.a.(1) This subsection provides that an applicant must be eligible for secondary provisional licensure pursuant to the secondary licensure chart set forth in 5 MCAR § 1.0799. Because it is necessary to identify all criteria for secondary provisional licensure, it is reasonable to identify that criteria by the most efficient method possible, in this case, a comprehensive chart.

(2) has completed an education degree, and

Subsection C.1.a.(2) This subsection requires that the provisional license applicant have a degree in education. An education degree insures that the applicant has achieved the basic level of professional competency needed to begin teaching in a vocational classroom. Basic formal educational requirements must have already been met if the applicant is to use the transitional time provided by provisional licensure to complete occupational experience requirements. Since occupationally competent individuals who do not possess an education degree are allowed to accomplish full licensure by completing educational requirements on the teacher education sequence, it is fair and equitable to allow the individual with basic educational qualifications to accomplish full licensure by completing the final portion of the work experience on a similar sequence.

(3) has completed at least two-thirds of the occupational experience required for the requested licensure, and

Subsection C.1.a.(3) This subsection requires that the applicant have completed at least two-thirds of the occupational experience required for the requested licensure. The minimum amount of work experience acceptable for provisional licensure must be identified. An applicant who has completed two-thirds of the occupational experience required for full licensure has gained sufficient technical knowledge to function in the vocational classroom/laboratory. The final one-third of the occupational experience requirements must be completed before full licensure to insure that the provisionally licensed instructor will become as technically qualified as instructors who have met full requirements prior to application for licensure.

(4) has submitted a request for provisional licensure signed by the authorized local vocational administrator. Such request shall include verification by the requesting administrator that no fully qualified, licensed individual is available to fill an existing position, and

Subsection C.1.a.(4) This subsection identifies the condition under which a provisionally licensed instructor may be employed. This subsection requires that a request for provisional licensure be signed by the authorized local vocational administrator and include verification by the requesting administrator that no fully qualified, licensed individual is available to fill an existing position. There are four reasons for this requirement:

a. To provide maximum local control of employment practices.
b. To protect the positions of presently employed personnel.
c. To give fully licensed applicants priority in filling positions.
d. To allow school personnel to hire the best qualified applicants under diverse conditions.

(5) Has met all other licensure requirements pursuant to the secondary licensure chart set forth in 5 MCAR § 1.0799.

Subsection C.1.a.(5) This subsection requires the applicant to have met all other licensure requirements pursuant to the secondary licensure chart set forth in 5 MCAR § 1.0799 to insure that only qualified applicants will be issued a secondary provisional license.

b. Model office instructor - manager.

(1) An applicant may complete the final one-third of the occupational experience required for the requested licensure during the provisional licensure period when such applicant has met all requirements of B.1.a.(1)-(5) of this rule (above).

Subsection C.1.b. This subsection sets forth the procedure to be followed by an applicant seeking provisional licensure as a model office instructor-manager.

Subsection C.1.b.(1) This subsection allows an applicant to complete the final one-third of the occupational experience required for the requested licensure during the provisional licensure period when such applicant has met all requirements of B.1.a.(1)-(5) of this rule. An applicant who has completed two-thirds of the occupational experience required for full licensure has gained sufficient technical knowledge to function in the vocational classroom/laboratory. To insure that only fully qualified instructors become fully licensed, the final one-third of the occupational experience requirements must be met before full licensure.

(2) An applicant may complete the final one-third of the specialized courses required for model office licensure, excluding the materials and methods of model office course, when such applicant has met all requirements of B.1.a.(1)-(5) of this rule (above).

Subsection C.1.b.(2) This subsection allows an applicant to complete the final one-third of the specialized courses required for model office licensure, excluding the materials and methods of model office course, when such applicant has met all requirements of B.1.a.(1)-(5) of this rule. To become fully licensed an applicant must meet all relevant licensure criteria set forth in these rules. Because of the teacher methodology used in the model office, it is necessary for the instructor to have a working knowledge of materials and methods specific to model office instruction before becoming provisionally licensed; thus this course must be completed prior to application for licensure.

c. Instructor-coordinator.

Subsection C.1.c. This subsection sets forth the procedure to be followed by an applicant seeking provisional licensure as an instructor-coordinator. Community-based instruction is a valid and necessary component of a comprehensive and quality vocational education program. Because of the frequent shortage of qualified instructor-coordinators, a provisional license is necessary to insure that the service of this program will continue to be provided to students.

(1) An applicant (excluding business and office instructor-coordinator applicants) may complete the final one-third of the specialized course requirements, excluding the coordination techniques course, when such applicant:

Subsection C.1.c.(1) This subsection allows an applicant (excluding business and office instructor-coordinator applicants) to complete the final one-third of the specialized course requirements, excluding the coordination techniques course, when the requirements in C.1.c.(1)(a)-(e) have been met. To insure quality and consistency of instruction, two-thirds of the specialized course requirements must have been met prior to provisional licensure. Because the instructor-coordinator must possess specialized competencies to function effectively as an instructor-coordinator, the coordination techniques course is required before a provisional license can be issued.

(a) is eligible for secondary provisional licensure pursuant to the secondary licensure chart set forth in 5 MCAR § 1.0799, and

Subsection C.1.c.(1)(a) This subsection requires an applicant to be eligible for secondary provisional licensure pursuant to the secondary licensure chart set forth in 5 MCAR § 1.0799. This subsection insures that the applicant for licensure will be qualified to teach in the vocational system and that the applicant will have the opportunity to achieve full licensure.

(b) has completed an education degree, and

Subsection C.1.c.(1)(b) This subsection requires an applicant to have completed an education degree. Many of the same educational competencies which are necessary to complete a degree in education are required for the management of a cooperative education program. Therefore, an applicant will be able to provide the vocational student with adequate instruction during the transitional period before full licensure is obtained.

(c) has completed the total occupational experience required for the requested licensure, and

Subsection C.1.c.(1)(c) This subsection requires an applicant to have completed the total occupational experience required for full licensure before a provisional license will be issued.

The knowledge and expertise gained in occupational experience is essential to the instructor-coordinator in a community-based program. The "classroom" for the instructor-coordinator is business and industry. To be able to function effectively as an instructor-coordinator, the applicant must be fully knowledgeable about real-life working situations.

(d) has submitted a request for provisional licensure signed by the authorized local vocational administrator. Such request shall include verification by the requesting administrator that no fully qualified, licensed individual is available to fill an existing position, and

Subsection C.1.c.(1)(d) This subsection requires that the request for provisional licensure that has been signed by the authorized local vocational administrator includes verification by the requesting administrator that no fully qualified, licensed individual is available to fill an existing position.

The local vocational administrator is responsible for the employment of instructor-coordinators and is thus in the most advantageous position to make judgments as to whether or not fully qualified instructor-coordinators are available. The requirement of this subsection:

1. provides maximum local control of employment practices,
2. protects the positions of presently employed personnel,
3. gives fully licensed applicants priority in filling positions, and
4. allows school personnel to hire the best qualified applicants under diverse conditions.

(e) has met all other licensure requirements pursuant to the secondary licensure chart set forth in 5 MCAR § 1.0799.

Subsection C.1.c.(1)(e) This subsection requires an applicant to have met all other licensure requirements pursuant to the secondary licensure chart set forth in 5 MCAR § 1.0799 to insure that only qualified applicants will be issued a secondary provisional license.

(2) An applicant for business and office instructor-coordinator licensure may complete the final one-third of the specialized course requirements, excluding the coordination techniques and materials and methods of business and office cooperative education courses, when such applicant has met the requirements set forth in B.1.c.(1)(a)-(e) of this rule (above).

Subsection C.1.c.(2) This subsection allows an applicant for business and office instructor-coordinator licensure to complete the final one-third of the specialized course requirements, excluding the coordination techniques course and the materials and methods of business and office cooperative education course, when such applicant has met the requirements set forth in B.1.c.(1)(a)-(e) of this rule.

Because of the uniqueness of the instructional setting and of the instructor-coordinator's responsibilities, the instructor-coordinator must possess knowledge of materials and methods as well as of coordination techniques specific to business and office community-based education prior to provisional licensure. An applicant who has completed two-thirds of the specialized course requirements needed for full licensure will have gained sufficient knowledge to function adequately in the vocational setting. The final one-third of the specialized course requirements must be completed prior to full licensure to insure that the provisionally licensed instructor will become as professionally qualified as applicants who have met full requirements prior to application for licensure.

2. Secondary provisional license validity.

a. Expiration. The secondary provisional license shall expire two years from the July 1 nearest issuance.

Subsection C.2.a. This subsection defines the period of time during which applicants will be required to qualify for full licensure. Two years is consistent with the length of initial entrance licensure in other vocational areas. The time period also allows sufficient time for gaining full licensure, since at least two-thirds of the requirements will have been met prior to initial provisional licensure.

b. Nonrenewable. The secondary provisional license is nonrenewable. Full licensure pursuant to the secondary licensure chart set forth in 5 MCAR § 1.0799 shall be accomplished prior to the expiration date set forth in B.2.a. of this rule (above).

Subsection C.2.b. This subsection indicates that the secondary provisional license will be nonrenewable and that an applicant must obtain full licensure pursuant to the secondary licensure chart set forth in 5 MCAR § 1.0799 prior to the expiration of the provisional license. This provision encourages applicants to make consistent progress toward full licensure during a two-year time period, while insuring that only fully qualified individuals will be awarded full licensure.

3. Applicability.

a. Provisional licensure provisions apply to the following areas:

(1) agriculture education (instructor-coordinator),

(2) business and office education,

(3) community service occupations education,

(4) health occupations education,

(5) industrial education,

(6) service occupations, and

(7) other vocational clusters.

Subsection C.3.a. This subsection identifies the vocational service areas to which these secondary provisional licensure provisions apply.

The ultimate objective of vocational education is to assist students in exploring and preparing for jobs in various occupational fields. Adequate preparation by vocational instructors is needed to accomplish this goal. Minnesota's occupational program is recognized as a national leader by the United States Office of Education and the United States Congress. It seems appropriate to continue with licensure guidelines which have been developed to implement this vocational program.

b. Consult the corresponding licensure chart for provisional licensure in agriculture education (instructor), consumer homemaking, family life education, marketing and distributive education, and nutrition specialist.

Subsection C.3.b. This subsection identifies vocational program areas which have developed specific provisional sequences to meet unique programming needs. Each of these vocational program areas that has given special consideration to provisional licensure has developed that sequence in consort with an industry/agency advisory committee.

c. Consult the corresponding licensure chart and 5 MCAR § 1.0792 B. of these rules for provisional licensure in special needs areas.

Subsection C.3.c. This subsection has been included as a convenience to the reader interested in special needs provisional licensure.

5 MCAR § 1.0790 Post-secondary vocational instructional personnel.

This rule provides information concerning:

1. the requirements applicants must meet to become licensed as post-secondary instructional personnel, and
2. the post-secondary vocational personnel required to be licensed.

A. Qualification for licensure. An applicant shall meet the requirements in the post-secondary licensure chart set forth in 5 MCAR § 1.0799 and the general provisions and procedure for licensure of instructional and supportive personnel.

Subdivision A. This subdivision states which requirements an applicant must meet to obtain post-secondary vocational licensure.

Minimum requirements for licensure of post-secondary vocational instructional personnel were developed by committees of representative persons from all of the various vocational services working in consort with the manager of post-secondary vocational programs and state supervisors. (Membership list attached.) These minimum requirements were developed in an attempt to insure that post-secondary vocational programs will be staffed by professionally and technically qualified personnel. The post-secondary licensure charts set forth in 5 MCAR § 1.0799 identify the licensure requirements for all regular post-secondary instructional personnel.

B. Personnel who shall be licensed.

1. Post-secondary vocational instructor. Any person holding a position as a post-secondary vocational instructor shall be licensed pursuant to these rules when responsible for any of the following activities:

Subdivision B. This subdivision identifies those persons required to hold a post-secondary vocational license. Minn. Stat. § 125.04 requires that all vocational instructional personnel in local school districts be licensed. Applicants who will be responsible for performing any of the functions set forth in B.1.a.-g. of this rule will have significant impact on the student population. Licensing helps insure that only qualified instructors technically and professionally competent to teach actually instruct post-secondary vocational students.

a. developing, teaching, and evaluating instruction in areas assigned, including programs involving simulation and laboratory activities,

Subsection B.1.a. The responsibility to carry out vocational instruction, including the development, delivery, and evaluation of classroom activities, lies ultimately with the post-secondary instructor. Without authority to carry out these activities, the post-secondary instructor would be unable to implement the instructional goals of the vocational program.

b. facility and resource management,

Subsection B.1.b. To maximize the total learning process, it is essential that the vocational instructor be responsible for managing facilities, equipment, and other classroom resources. Only the instructor can utilize available resources effectively in carrying out instructional goals.

c. forming and utilizing a vocational advisory committee,

Subsection B.1.c. In order to provide the vocational student with relevant vocational offerings, it is necessary to receive advice concerning curriculum from the post-secondary vocational advisory committee comprised of practitioners from various occupational fields. The impact of such advice is best realized if the instructor has direct communication with that committee.

d. relevant school-community relations,

Subsection B.1.d. In an attempt to provide vocational students with the relevant vocational programming needed to enable them to prepare for vocational employment, an instructor must be involved in activities linking the school and community. Such activities enable the instructor to provide instruction which will prepare vocational students to meet community needs. Such activities also inform the community of the availability of vocational programs offered through the local school district.

e. vocational student organizations,

Subsection B.1.e. To insure that students will possess the communication, human relations, and interpersonal skills which will enable them to function in an industry, business, or labor setting, a vocational instructor must be responsible for student organizations which effectively provide these complementary learning experiences as an integral part of the regular vocational curriculum.

f. student vocational and occupational guidance and evaluation in the development of skills necessary to meet entry-level qualifications for defined employment,

Subsection B.1.f. The success of the post-secondary program hinges upon the instructor's knowledge of the employment competencies that are demanded by business and industry in any given occupation. Training vocational students to meet those competency requirements forms the basis of post-secondary vocational instruction. To insure that the vocational student will have the vocational competencies needed to meet the demands of business and industry, the instructor must evaluate the student's performance and provide occupational guidance when necessary.

g. personal professional and technical development, and

Subsection B.1.g. In order for the post-secondary educator to function effectively, it is necessary to require that the instructor remain current in professional and technical areas. Rapid change in business, industry, and education mandate that the instructor maintain a personal development plan.

h. internship supervision, if included in the program.

Subsection B.1.h. The vocational instructor may be required to supervise student internship programs. (See 5 MCAR § 1.0102 A. which identifies internships for post-secondary vocational programs.) Instructors supervising internship activities must be licensed to insure that they are competent to administer the internship activity.

2. Post-secondary vocational instructor-coordinator or internship supervisor. Any person holding a position as a post-secondary vocational instructor-coordinator or internship supervisor shall be licensed pursuant to these rules when responsible for any of the following activities:

Subsection B.2. This subsection provides for licensure of post-secondary vocational instructor-coordinators or internship supervisors who perform any of the activities set forth in B.2.a.-d. Licensure requirements are set forth in the post-secondary licensure charts in 5 MCAR § 1.0799. The internship supervisor performs a vital supportive role in the vocational education process. In many post-secondary vocational programs, internship experiences are a necessary component in providing relevant vocational instruction. Qualified individuals must supervise the internships to insure that vocational students receive relevant experiences while participating in an on-the-job learning situation.

a. identifying and selecting appropriate training stations and placing students in those respective stations,

Subsection B.2.a. Appropriate training stations are necessary to insure that proper learning activity related to the student's occupational objectives takes place. The internship supervisor must closely monitor internship activity to insure that safe and appropriate training will take place in all stations. Training stations must be selected and reviewed by the internship supervisor, who has the background experience and training to select appropriate stations.

b. student training plans, student training agreements, completing all state and federal labor law forms required, and complying with those respective state and federal labor law rules and regulations,

Subsection B.2.b. Student training plans and student training agreements are required by 5 MCAR § 1.01028. All state and federal labor laws such as those identified by the Industrial Commission and the Department of Labor must be adhered to. The internship supervisor must be thoroughly familiar with these rules and regulations to insure compliance with rules and regulations which were designed to protect the student's health and welfare.

c. supervising students on the job and communicating with the employer relative to the student's performance and objectives of the student's training plan, and

Subsection B.2.c. By supervising students on the job and communicating with the employer relative to the student's performance and objectives of the student's training plan, the internship supervisor will enhance communication between the employer and the student. Communication which is open and multi-directional will lead to a productive educational situation and will result in an efficient learning process.

d. all activities set forth in B.1.a.-h. of this rule (above).

Subsection B.2.d. Having the internship supervisor take responsibility for all activities set forth in B.2.a.-g. will insure that a total and complete learning experience will take place.

5 MCAR § 1.0791 Adult vocational instructional personnel.

This rule provides information concerning:

1. the requirements applicants must meet to become licensed as adult vocational instructional personnel,
2. the adult vocational personnel required to be licensed, and
3. the procedure applicants must follow to obtain adult supplementary licensure.

A. Qualification for licensure. An applicant (excluding adult supplementary license applicants) shall meet the requirements in the full-time adult licensure chart set forth in 5 MCAR § 1.0799 and the general provisions and procedure for licensure of instructional and supportive personnel. A full-time adult instructor not identified in the full-time adult licensure chart shall meet corresponding full-time post-secondary requirements. Post-secondary licensure shall automatically include adult licensure in the same area.

Subdivision A. This subdivision states which requirements an applicant must meet to obtain adult vocational licensure.

Individuals employed in all occupations need training to update, upgrade, and redirect their skills in order to qualify for continued employment opportunities. To insure that adult vocational students receive that training, qualified instructors from business and industry are needed. Since business and industry are complex and ever-changing, a licensing process is needed to insure that adult instructors will be able to adapt to technological change and understand the theoretical basis upon which technological changes occur. To provide the most relevant instructional training to the adult vocational student, the licensure applicant must possess the ability to review and analyze scientific and technical data specific to the occupation to be taught.

Since special adult program areas have licensure requirements which are not addressed by the post-secondary licensure requirements, the additional requirements needed in specialized adult programs are most appropriately specified by way of a separate licensure chart.

> B. Personnel who shall be licensed. Any person holding a position as an adult vocational instructor shall be licensed pursuant to these rules when responsible for any of the following activities:

Subdivision B. This subdivision identifies those persons required to hold an adult vocational license. Minn. Stat. § 124.572 Subd. 2. provides that instructional personnel must hold a valid adult vocational-technical license in any area for which aid is claimed. To insure that adult vocational programs will be eligible for aid, applicants in instructional and supportive positions must be licensed when they will be responsible for performing any of the activities set forth in B.1.-6. of this rule. Applicants who will be responsible for performing any of those activities set forth in B.1. will have significant impact on the student population. Licensing will help insure that only qualified instructors technically and professionally competent to teach actually instruct adult vocational students.

> 1. developing, teaching, and evaluating instruction in areas assigned, including programs involving simulation and laboratory activities,

Subsection B.1. The responsibility to carry out adult vocational instruction, including the development, delivery, and evaluation of classroom/laboratory activities, lies ultimately with the adult instructor. Without authority to carry out these activities, the adult instructor would be unable to implement the instructional goals of the vocational program.

> 2. facility and resource management,

Subsection B.2. To maximize the total learning process, it is essential that the vocational instructor be responsible for managing facilities, equipment, and other classroom resources. Only the instructor can utilize available resources effectively in carrying out instructional goals.

> 3. providing input into and utilizing a vocational advisory committee,

Subsection B.3. In order to provide the vocational student with relevant adult offerings, it is necessary to receive advice concerning curriculum from the adult vocational advisory committee comprised of practitioners from various occupational fields. The impact of such advice is best realized if the instructor has direct communication with that committee.

4. relevant school-community relations,

Subsection B.4. In an attempt to provide vocational students with the relevant vocational programming needed to enable them to update, upgrade, and retrain for vocational employment, an instructor must be involved in activities linking the school and community. Such activities enable the instructor to provide instruction which will prepare vocational students to meet those community needs. Such activities also inform the community of the availability of adult education programs offered through the local school district.

5. student vocational and occupational guidance and evaluation in the development of skills meeting vocational objectives required for proficiency in the identified area of employment, and

Subsection B.5. The success of the adult program hinges upon the instructor's knowledge of employment competencies demanded by business and industry in any given occupation. Training vocational students to meet those competency requirements forms the basis of adult vocational instruction. To insure that the vocational student has the vocational competencies needed to meet the demands of business and industry, the instructor must evaluate the student's performance and provide occupational guidance when necessary.

6. personal professional and technical development.

Subsection B.6. In order for the adult educator to function effectively, it is necessary to require that the instructor remain current in professional and technical areas. Rapid change in business, industry, and education mandate that the instructor maintain a personal development plan.

C. Adult supplementary license.

Subdivision C. This subdivision provides the procedure to be followed by an applicant seeking an adult supplementary license. This subdivision provides licensing criteria to be met by applicants wishing to teach in the vocational system on a supplementary license. Completion of the licensing criteria helps insure that only qualified individuals teach in vocational programs in Minnesota. An adult supplementary license is provided to allow vocational systems to utilize qualified individuals from industry and business with specialized expertise in specific subject areas to perform as part-time vocational instructors.

1. Authorizing signature. Applications for the initial entrance and subsequently renewed adult supplementary license shall be signed by the authorized local vocational administrator, subject to review by the commissioner of education.

Subsection C.1. The requirement that applications for the initial entrance and subsequently renewed adult supplementary license be signed by the authorized local vocational administrator provides the licensing agency

with verification that licensing requirements have been met. Since the authorized local vocational administrator is in the most advantageous position to determine the needs of specific programs and to evaluate credentials of potential instructors, and since it is the individual at the local level who is accountable for the management of the vocational program, it is reasonable to require that that person verify the fact that licensure requirements have been met.

By providing for licensure applications to be subject to review by the commissioner of education, the applicant will be protected from arbitrary decisions by the local administrator.

2. Issuance.

Subsection C.2. This subsection identifies the process for issuance of special licenses in adult vocational programs.

a. Initial entrance adult supplementary license. The commissioner of education shall issue an initial entrance adult supplementary license to an applicant:

Subsection C.2.a. This subsection provides the applicant with one centralized person to whom licensure applications can be sent for approval.

(1) recommended for adult supplementary licensure by the authorized local vocational administrator, and

(2) professionally and technically qualified in the specific occupational area to be taught, as verified by the authorized local vocational administrator. A minimum of three years of recent, relevant occupational experience and twenty-four clock hours of vocational teacher education is recommended.

Subsection C.2.a.(1)-(2) These subsections set forth the requirements an applicant must meet to obtain adult supplementary licensure. Professionally and technically qualified instructional personnel are needed in specific program areas to meet the needs of adult vocational students. In order for an adult supplementary instructor to have adequate occupational credibility, it is strongly recommended that a minimum of three years of occupational experience have been completed prior to licensure. This minimum amount of occupational experience would be sufficient to allow the vocational instructor to become familiar with the occupation for which the students are being trained, and would enable him/her to assist students in future job placement. Twenty-four hours of vocational teacher education will initially provide those educational skills needed to conduct a successful supplementary adult program.

b. Renewed adult supplementary license. The commissioner of education shall issue a renewed adult supplementary license to an applicant:

(1) recommended for renewed adult supplementary license by the authorized local vocational administrator, and

(2) professionally and technically qualified through completion of upgrading activities recommended by the authorized local vocational official to maintain currency in the specific occupational area taught.

Subsection C.2.b. This subsection provides the procedure to be followed by an applicant seeking a renewed adult supplementary license.

Subsection C.2.b.(1)-(2) These subsections set forth the requirements to be met by an applicant seeking a renewed adult supplementary license.

To insure that the applicant has received sufficient continuing education, the local vocational administrator must evaluate the instructor's performance to verify that he/she is current in the occupational field taught.

Because of continuing change in all occupational areas, instructors must continually upgrade and update themselves in occupational areas being taught. The local vocational administrator is aware of the local needs of industry and is therefore in an advantageous position to recommend upgrading activities for adult supplementary instructional personnel.

3. Adult supplementary license validity.

a. Annual hour limitation. Adult supplementary instructors shall not teach on an adult supplementary license in excess of 500 hours annually.

Subsection C.3. This subsection provides annual hour limitations which adult supplementary instructors must adhere to and also provides the time periods in which initial entrance and renewed adult supplementary licenses will be valid.

Subsection C.3.a. To meet the needs of the adult vocational student, instructors from business and industry are utilized. Adult supplementary licensure requirements are not as stringent as those required for full-time licensure since adult supplementary instructors teach only courses, not complete vocational programs. The 500-hour limitation allows adult supplementary instructors to work an average of 10 hours a week in a vocational system and still retain their positions in business and industry. Adult instructors who teach more than 500 hours annually will have sufficient impact on students to warrant the requirement to attain full post-secondary licensure. This limitation insures that a minimally qualified adult instructor will not replace a fully qualified full-time instructor.

b. Initial entrance adult supplementary license. The initial entrance adult supplementary license shall remain valid for a two-year period.

Subsection C.3.b. This subsection is provided to insure that the initial entrance adult supplementary licensure will be consistant with initial entrance licensure in other vocational areas.

c. Renewed adult supplementary license. The renewed adult supplementary license shall remain valid for a three-year period.

Subsection C.3.c. Since applicants meeting minimal educational requirements may be granted an adult supplementary license, the renewed adult supplementary license is limited to a three-year period to insure that the applicant will be evaluated more frequently to determine professional and technical teaching competence.

5 MCAR § 1.0792 Special needs vocational instructional and supportive personnel.

This rule provides information concerning:

1. the qualifications an applicant must meet to obtain licensure in the special needs areas.
2. the special needs personnel who are required to be licensed, and
3. the procedure to be followed by applicants seeking special needs provisional licensure.

A great number of students with learning and health-related handicaps (e.g., sensory impairment, learning disability, mental disability, and emotional disturbances) attend the Minnesota vocational system. There must be qualified personnel available to enable students with such handicaps to achieve their highest vocational potential. By enabling such students to become occupationally qualified, special needs personnel provide business and industry with a trained pool of eligible employees.

A. Qualification for licensure. An applicant shall meet the requirements in the special needs licensure chart set forth in 5 MCAR § 1.0799 and the general provisions and procedure for licensure of instructional and supportive personnel.

Subdivision A. This subdivision identifies those requirements which a licensure applicant must meet to become licensed in a special needs area.

In the past, the handicapped, the disadvantaged, limited English-speaking persons, and many minorities were not afforded the opportunities that were available to "regular" students. To remedy that situation, a complex system of services to students with special vocational needs was designed and is now being implemented.

This system was developed to enable special needs students to participate in the excellent vocational system which exists in Minnesota and to obtain the vocational education necessary to become employable.

Vocational education in Minnesota has a legal responsibility (see CFR § 104.303) as well as a moral responsibility to provide special needs students with the opportunity to participate in a vocational program and to become occupationally trained for future employment.

To insure that special needs students receive vocational instruction commensurate with that available to other vocational students, special needs instructional and supportive personnel are needed in the vocational system. The licensure requirements set forth in 5 MCAR § 1.0799 insure that special needs personnel will be prepared to work with personnel in regular vocational programs in providing the personalized and individualized program assistance which will enable special needs students to enter and to successfully complete vocational programs.

B. Personnel who shall be licensed.

Subdivision B. This subdivision identifies those special needs personnel who must be vocationally licensed. The special needs positions set forth in B.1.-10. of this rule and the job descriptions which accompany each position reflect the system Minnesota has designed to meet:

1. the legal requirements of federal legislation (see CFR § 104.303) and
2. the needs of all individuals whose needs have not been met through regular vocational education.

Personnel who perform any of the activities which are set forth following each special needs position must be licensed to insure that special needs students receive assistance only from qualified individuals.

1. Support service manager. Any person holding a position as a support service manager shall be licensed pursuant to these rules when responsible for any of the following activities:

Subsection B.1. This subsection provides for licensure of support service managers who perform any of the functions set forth in B.1.a.-g. To enable the special needs vocational student to successfully complete a regular vocational program and enter into competitive employment situations, the functions set forth in B.1.a.-g. must be performed in his or her behalf.

a. operating under the direct supervision of the authorized local vocational administrator or special needs supervisor,

Subsection B.1.a. This subsection requires that the support service manager operating under the direct supervision of the authorized local vocational administrator or special needs supervisor be licensed. This subsection identifies the organizational structure of the support service system and delineates responsibilities for role clarification.

b. identifying students with special vocational needs,

Subsection B.1.b. Before any special assistance can be given to special needs students, those students must be identified. CFR §§ 104.312 and 104.313 require that special needs students be identified and this subsection was included to meet that requirement.

c. serving as an advocate for the student with special vocational needs in the following manner by:

Subsection B.1.c. To insure that special needs students will receive the quality assistance needed to enable them to function in the vocational system, it is necessary that the support service manager serve as an advocate for the student with special vocational needs.

(1) ascertaining the student's vocational special needs;

Subsection B.1.c.(1) Each student possesses individual strengths and weaknesses. To insure that those unique characteristics will be identified and that help will be provided, the support service manager must ascertain the student's special vocational needs.

(2) facilitating the entrance of students with special vocational needs into appropriate vocational programs;

Subsection B.1.c.(2) Special needs students may have difficulty in determining an appropriate career direction. A support service manager must provide direction and guidance, if needed, to those individuals with limited learning experiences.

(3) monitoring such student's progress; and

Subsection B.1.c.(3) The special needs student's progress must be recorded to insure that effective evaluation takes place. The special needs student and the special needs advocate must engage in an ongoing process of evaluation to insure that the student derives maximum benefit from his/her vocational education.

(4) mobilizing the necessary supportive services required by such students,

Subsection B.1.c.(4) The performance of advocate services for the special needs student requires utilization of many and varied resources. These resources must be identified, organized, and utilized by the support service manager to maximize student potential and to prevent duplication of effort by other special needs personnel.

d. providing the necessary supportive service to students with special vocational needs in areas deemed appropriate,

Subsection B.1.d. In some situations, one-to-one communication is essential if the support service manager is to meet special needs objectives. To insure that special needs students receive the assistance enabling them to meet their vocational objectives, the support service manager must provide the necessary supportive service to students with special vocational needs in areas deemed appropriate.

e. working with the regular vocational instructor in modifying the curriculum to meet the needs of the student with a special vocational need, in the absence of a supervisor of special needs,

Subsection B.1.e. Special needs students possess unique qualities and needs. Curriculum must be designed or revised to meet those individual vocational needs to insure that vocational objectives can be met. In cases where a supervisor of special needs is not employed, the support service manager must work with the regular vocational instructor in modifying the curriculum to insure that the needs of the student with special vocational needs are met.

f. serving as a liaison between the student's support personnel and the student's instructor, and

Subsection B.1.f. To insure that effective special needs services occur, a working relationship between special needs support personnel and special needs and regular vocational instructors must exist. By serving as a liaison between the student's support personnel and the student's instructor, the support service manager can build and strengthen that working relationship.

g. participating on an advisory committee related to the special needs program(s) managed.

Subsection B.1.g. To insure that the special needs student will be able to successfully complete a vocational program, cross-communication between support service personnel and the advisory committee responsible for providing occupational and educational advice must occur. To accomplish this communication, the support service manager must participate on the advisory committee.

2. Vocational evaluator. Any person holding a position as a vocational evaluator shall be licensed pursuant to these rules when responsible for any of the following activities:

Subsection B.2. This subsection provides for licensure of vocational evaluators who perform any of the functions set forth in B.2.a.-f. To enable special needs vocational students to recognize their vocational potential and enter into competitive employment situations, the functions set forth in B.2.a.-f. must be performed on their behalf.

a. providing prevocational and vocational assessment to identify each student's vocational training potential and identify vocational training choices or alternatives for the student,

Subsection B.2.a. Before appropriate career choices and the training potential of the special needs students can be identified, the vocational evaluator must first determine the student's prevocational and vocational interests, strengths, abilities, and individual work behaviors. Such a determination will enable the vocational evaluator to provide individualized vocational alternatives and direction to meet the student's special vocational needs.

b. identifying the appropriate supportive services that the student may require and which are provided through the AVTI or other agency,

Subsection B.2.b. Each special needs student has unique needs which necessitate the use of various types of support services. The vocational evaluator must be responsible for identifying and delivering these services through the appropriate agency or institution to insure that the student's educational needs are met.

c. assisting the student in understanding his/her interests and capabilities,

Subsection B.2.c. All special needs students possess different interests and a level of understanding unique to their personal environment. To enable students to develop an increased awareness and understanding of their career direction, the vocational evaluator must assist special needs students in becoming aware of those individual interests.

d. serving as a liaison between the student and other personnel such as supportive service personnel or instructors,

Subsection B.2.d. To insure that special needs students receive the supportive help needed to enable them to participate in the vocational program, the students' special vocational needs must be conveyed to all people involved in providing the special needs services.

e. providing follow-up necessary to assure proper placement, and

Subsection B.2.e. The special needs evaluator must provide follow-up necessary to assure proper placement in order to meet special needs objectives; i.e., to enable special needs students to participate in a quality vocational program which will prepare them to secure future employment.

f. participating on an advisory committee related to the special needs program(s) evaluated.

Subsection B.2.f. To insure that the vocational student will be able to successfully complete a vocational program, cross-communication between support service personnel and the advisory committee responsible for providing occupational and educational advice must occur. To accomplish this task, the support service manager must participate on the advisory committee.

3. Instructor-coordinator for work experience program. Any person holding a position as an instructor-coordinator for work experience programs shall be licensed pursuant to these rules when responsible for any of the following activities:

Subsection B.3. This subsection provides for licensure of instructor-coordinators for work experience programs when any of the function in B.3.a.-i. of this rule are performed. To insure that those special needs students enrolled in work experience programs are provided with the leadership and guidance needed to learn the skills which will enable them to obtain and retain employment, the functions in B.3.a.-i. must be performed on their behalf.

a. conducting employability seminars,

Subsection B.3.a. To insure that special needs students will be able to obtain employment and be successful in that employment, the instructor-coordinator must conduct employability seminars in areas such as job interviews, personal money management, employee-employer relationships, unions, and other related areas. Such employment seminars contribute to the student's non-technical employment skills.

b. arranging for student placement in preselected jobs and coordinating such students through site visits,

Subsection B.3.b. To insure that students will be placed on jobs commensurate with their ability, the instructor-coordinator must arrange for student placement in preselected jobs and coordinate such students through site visits. When the instructor-coordinator monitors the progress of students in their job activities, student abilities can be observed and can be addressed in the employability seminar.

c. developing a training agreement and plan with the student and the employer agreed to by the parent,

Subsection B.3.c. Each special needs student working in a work experience program must have permission from the student's parent or guardian to insure compliance with 5 MCAR § 1.0811 G.

d. providing instruction in safety on the job prior to or concurrent with the student's preselected job,

Subsection B.3.d. To protect the special needs student from possible occupational injury, the instructor-coordinator must instruct the student on the safety rules pertaining to the occupation and on the safe use of tools and equipment.

e. providing a minimum of skill instruction prior to or concurrent with the student's preselected job,

Subsection B.3.e. To insure that the special needs student has a reasonable chance for a successful and satisfying occupational and educational experience, the instructor-coordinator must orient the student to the type of skills necessary for job performance by providing a minimum of skill instruction prior to, or concurrent with, the student's preselected job.

f. providing the department of education with evidence necessary to assure that the special needs program operation is in compliance with relevant state and federal labor law rules and regulations,

Subsection B.3.f. State and federal labor laws have been developed to protect the students against unfair labor practices. To insure that special needs students will receive the benefit of those protective laws, the instructor-coordinator must provide the department of education with evidence necessary to assure that the special needs program operation is in compliance with those relevant state and federal labor law rules and regulations.

g. coordinating the special needs student's activities in regular courses in which the student is enrolled and serving as an advocate for the student,

Subsection B.3.g. Work experience is the core about which the vocational curriculum revolves. To insure that the special needs student's other school work is being made relevant to the student's work experience, the instructor-coordinator must coordinate the special needs student's activities in regular courses in which the student is enrolled.

h. providing opportunities for students to participate in student organization activities, and

Subsection B.3.h. To insure that special needs students possess the communication, human relations, and interpersonal skills which will enable them to function in an industrial, business, or labor setting, the instructor-coordinator must be responsible for student organizations which can effectively provide these complementary learning experiences as an integral part of the vocational curriculum.

i. participating on an advisory committee related to the special needs program(s) instructed and/or coordinated.

Subsection B.3.i. To insure that the special needs student will be able to successfully complete a vocational program, cross-communication between the teacher-coordinator and the advisory committee responsible for providing organizational and educational advice must occur. To accomplish this task, the teacher-coordinator must participate on the advisory committee.

4. Post-secondary remedial related math instructor. Any person holding a position as a post-secondary remedial related math instructor shall be licensed pursuant to these rules when responsible for any of the following activities:

Subsection B.4. This subsection provides for licensure of post-secondary remedial related math instructors who perform any of the functions set forth in B.4.a.-d.

An increasing number of students enrolling in vocational education demonstrate a lack of abilities. This lack will tend to hinder their successful performance in a vocational program. To insure that the students with special vocational needs who are deficient in math will be provided with the necessary instruction to participate in and complete the regular vocational training program, the functions set forth in B.4.a.-d. must be performed on their behalf.

a. ascertaining student competency in math skills by administering tests designed to indicate the level at which the student is presently functioning. Such tests shall relate to the math skills required to successfully complete the vocational program in which the student is enrolled,

Subsection B.4.a. Before appropriate remedial math instruction can take place, special needs students' math strengths and weaknesses must be identified. Selected math tests must be administered to insure that the appropriate math assistance needed to enable special needs students to successfully progress in their chosen vocational program will be provided.

b. designing individualized math programs for students when such student's math competency test results indicate the need. Such programs shall be designed to achieve the math competency level required for the successful completion of the vocational training program in which the student is enrolled,

Subsection B.4.b. Each special needs student's unique learning characteristics require that an individualized math program be developed. To insure that the student will receive the math training needed to enable him/her to successfully participate in the vocational program, the remedial related math instructor must design individualized math programs and must relate those tailored math programs to each student's vocational training experience.

c. providing individualized remedial instruction in math utilizing the math program developed for each student identified to have a special need for such, and

Subsection B.4.c. A qualified instructor must provide instruction to remedy the special needs student's math deficiencies which have been ascertained. Since the remedial related math instructor is trained to provide such instruction, it is appropriate that he/she do so to insure that special needs students will receive the appropriate instruction needed to enable them to perform successfully in a vocational program.

d. participating on an advisory committee related to the special needs program(s) instructed.

Subsection B.4.d. To insure that the special needs student will be able to successfully complete the vocational program, cross-communication between the remedial related math instructor and the advisory committee responsible for providing organizational and educational advice must occur. To accomplish this task, the remedial related math instructor must participate on the advisory committee.

5. Post-secondary remedial related reading instructor. Any person holding a position as a post-secondary remedial related reading instructor shall be licensed pursuant to these rules when responsible for any of the following activities:

Subsection B.5. This subsection provides for licensure of post-secondary remedial related reading instructors who perform any of the functions set forth in B.5.a.-d. An increasing number of students who enroll in vocational education demonstrate a lack of abilities. This lack will tend to hinder their successful performance in a vocational program. To insure that students with special vocational needs who are deficient in reading will be provided with the necessary instruction to participate in and complete the regular vocational training program, the functions set forth in B.5.a.-d. must be performed on their behalf.

a. ascertaining student competency in reading skills by administering tests designed to indicate the level at which the student is presently functioning,

Subsection B.5.a. Before appropriate remedial reading instruction can take place, special needs students' reading strengths and weaknesses must be identified. Selected reading tests must be administered to insure that the appropriate reading assistance needed to enable special needs students to successfully progress in their chosen vocational program will be provided.

b. designing individualized reading programs for students when such student's reading competency test results indicate the need. Such programs shall be designed to achieve the reading competency level required for the successful completion of the vocational training program in which the student is enrolled,

Subsection B.5.b. Each student's unique learning characteristics require that an individualized reading program be developed. To insure that the student will receive the reading training needed to enable him/her to successfully participate in the vocational program, the remedial related reading instructor must design individualized reading programs and must relate those tailored reading programs to each student's vocational training experience.

c. providing individualized remedial instruction in reading, communication, and study skills, utilizing the reading program developed for each student identified to have a special need for such, and

Subsection B.5.c. A qualified instructor must provide instruction to remedy the special needs student's reading deficiencies that have been ascertained. Since the remedial related reading instructor is trained to provide such instruction, it is appropriate that he/she do so to insure that special needs students will receive the appropriate instruction needed to enable them to perform successfully in a vocational program.

d. participating on an advisory committee related to the special needs program(s) instructed.

Subsection B.5.d. To insure that the special needs student can successfully complete the vocational program, cross-communication between the remedial related reading instructor and the advisory committee responsible for providing organizational and educational advice must occur. To accomplish this task, the remedial related reading instructor must participate on the advisory committee.

6. Bilingual/bicultural remedial related reading instructor. Any person holding a position as a bilingual/bicultural remedial related reading instructor shall be licensed pursuant to these rules when responsible for any of the following activities:

Subsection B.6. This subsection provides for licensure of bilingual/bicultural remedial related reading instructors who perform any of the functions set forth in B.6.a.-d. In order to effectively determine and meet the vocational needs of the limited English-speaking student, the functions set forth in B.6.a.-d. must be performed on their behalf.

a. ascertaining the competency in reading and communication skills of limited English-speaking students by administering tests designed to indicate the levels at which the student is presently functioning,

Subsection B.6.a. Appraisal of the level at which the limited English speaker is presently functioning requires the bilingual/bicultural remedial related reading instructor to assess native language (tongue) competency as well as English competency. This appraisal enables the instructor to establish whether a bilingual instructional approach is appropriate or whether English as a second language approach should be taken.

b. designing individualized reading and/or communication programs for students when such student's competency test results indicate the need,

Subsection B.6.b. As the assessment and/or appraisal to ascertain the level at which a limited English speaker is functioning may require preparation of an individualized plan to upgrade the reading and/or communication skills or to zero in on related program technical terminology comprehension, the instructor must be responsible for designing individualized reading and/or communication programs for students when such student's competency test results indicate the need.

c. providing individualized remedial instruction in reading and/or communication skills utilizing the reading and/or communication program developed for each student identified to have a special need for such, and

Subsection B.6.c. Providing individualized remedial instruction in reading and/or communication skills utilizing the reading and/or communication program developed for each student identified to have a special need for such enables the instructor to utilize the native language as the base from which development and acquisition of English competency can be developed. Such instruction provides an expedient process by which limited English speaking students can develop the reading and/or communication skills necessary to successfully participate in a vocational program.

d. participating on an advisory committee related to the special needs program(s) instructed.

Subsection B.6.d. To insure that special needs students will be able to successfully complete a vocational program, cross-communication between the bilingual/bicultural remedial related reading instructor and the advisory committee responsible for providing organizational and educational advice must occur. To accomplish this task, the bilingual/bicultural remedial related reading instructor must participate on the advisory committee.

7. Vocational advisor. Any person holding a position as a vocational advisor shall be licensed pursuant to these rules when responsible for any of the following activities:

Subsection B.7. This subsection provides for licensure of vocational advisors who perform any of the functions set forth in B.7.a.-c.

a. recruiting minority students for enrollment into vocational training programs,

Subsection B.7.a. Historically, minority participation in vocational education programs has been very low. Traditional recruitment efforts have failed to provide encouragement to minorities to consider vocational education as an option in pursuing a training choice. To remedy this situation, the vocational advisor must actively recruit minority students for enrollment into vocational training programs.

b. serving as an advocate for minority students enrolled in a vocational training program through counseling, appropriate support service if necessary, and any other service needed for the students to succeed in their vocational training programs, and

Subsection B.7.b. By acting as a facilitator between minority students and vocational personnel, the vocational advisor will be able to take an advocate's position in support of the special needs student. Collaborating with appropriate support service on a regular basis will enable the instructor to help the special needs student succeed in the vocational training program.

c. participating on an advisory committee related to the special needs program(s) advised.

Subsection B.7.c. To insure that special needs students will be able to successfully complete the vocational program, cross-communication between the vocational advisor and the advisory committee responsible for providing organizational and educational advice must occur. To accomplish this task, the vocational advisor must participate on the advisory committee.

8. Supplemental support staff-technical tutor. Any person holding a position as a supplemental support staff-technical tutor shall be licensed pursuant to these rules when responsible for any of the following activities:

Subdivision B.8. This subsection provides for licensure of supplemental support staff-technical tutors who will be responsible for performing the functions set forth in B.8.a.-b. To insure that special needs students who are having difficulty competing in a regular vocational program will receive relevant vocational instruction, the functions set forth in B.8.a.-b. must be performed on their behalf.

a. providing direct service to the student, under the supervision of a vocationally licensed person, in one of the following ways:

Subsection B.8.a. The supplemental support staff-technical tutor must provide direct service to the special needs student, under the supervision of a vocationally licensed person, to insure that all instruction will be coordinated and that no gaps or overlaps exist in the instructional process.

(1) providing technical tutoring in a specific vocational skills training program;

Subsection B.8.a.(1) Students experiencing difficulties in performing specific tasks in their vocational programs must be given additional help to enable them to reach their employment potential. By providing technical tutoring in a specific vocational skills training program, the tutor can insure that the special needs student experiencing difficulty in competing in the regular skills program will be provided with that additional technical help.

(2) providing instruction in related math, reading, or communication skills needed for a specific skills training program; and

Subsection B.8.a.(2) Special needs students experiencing difficulty in completing their regular vocational classes because of academic deficiencies must be given appropriate remedial assistance when needed.

By providing instruction in related math, reading, or communication skills needed for a specific skills training program, the tutor can assist remedial related subjects instructors in the performance of their duties.

(3) ascertaining the competency level of students by administering tests so that supportive help may be supplied when the competency test results indicate the need.

Subsection B.8.a.(3) By ascertaining the competency level of students by administering tests so that supportive help may be supplied when the competency test results indicate the need, the tutor can identify each student's areas of strength

and weakness prior to providing assistance. This identification must take place to enable the tutor to individually provide appropriate supportive services.

b. participating on an advisory committee related to the special needs program(s) in which he/she is a support staff member and/or tutor.

Subsection B.8.b. To insure that special needs students will be able to successfully complete vocational programs, cross-communication between support staff-technical tutors and the advisory committee responsible for providing occupational and educational advice must occur. To accomplish this task, the technical tutors must participate on the advisory committee.

9. Interpreter for the deaf. Any person holding a position as an interpreter for the deaf shall be licensed pursuant to these rules when responsible for any of the following activities:

Subsection B.9. This subsection provides for licensure of interpretors for the deaf when they are responsible for any of the functions set forth in B.9.a.-d. of this rule. To insure that the hearing impaired student will be enabled to participate in regular vocational programs, the functions in B.9.a.-d. must be performed on their behalf.

a. serving as an advocate for the hearing impaired student enrolled in a vocational training program,

Subsection B.9.a. By assisting each hearing impaired student with the communication skills needed to enable him/her to interact with hearing persons, the interpretor will insure that the hearing impaired student will be able to function "normally" in a vocational environment peopled by persons without a hearing problem.

b. interpreting verbal communication to the hearing impaired student enrolled in a vocational training program,

Subsection B.9.b. The interpretor must translate verbal communications via a sign language or written communications to the hearing impaired student in order to insure that the hearing impaired student will receive vocational training equivalent to that provided to students who do not have a hearing problem.

c. providing reverse interpreter services to the hearing impaired student, and

Subsection B.9.c. By providing reverse interpreter services to the hearing impaired student, the interpretor will insure that the hearing impaired student will be able to communicate his/her needs, thoughts, and ideas to other persons. Such services will provide a mechanism to enable the hearing impaired students to communicate.

d. participating on an advisory committee related to the special needs program(s) in which he/she is an interpreter.

Subsection B.9.d. To insure that special needs students will be able to successfully complete a vocational program, cross-communication between the interpreters for the deaf and the advisory committee responsible for providing occupational and educational advice must occur. To accomplish this task, the interpreters for the deaf must participate on the advisory committee.

10. Occupational English as a second language instructor. Any person holding a position as an occupational English as a second language instructor shall be licensed pursuant to these rules when responsible for any of the following activities:

Subsection B.10. This subsection provides for licensure of occupational English as a second language instructors (ESL instructors) when any of the functions set forth in B.10.a.-d. will be performed.

a. ascertaining the competency in English of learners whose first language is not English by administering diagnostic and/or placement tests,

Subsection B.10.a. The ESL instructor must assess the English competency of the learner to insure that the student will be placed in appropriate vocational training and support services. An assessment of the English language proficiency of the student will also help the ESL instructor determine the student's appropriate placement within an ESL curriculum and will enable him/her to design that curriculum for the particular second language student. Since the ESL instructor has the expertise in ESL assessment procedure and instruments, it is reasonable to require that instructor to carry out the assessment.

b. designing a curriculum which relates English listening, speaking, reading, and writing skills development to the vocational skills development of the learner,

Subsection B.10.b. When assessment of the student's English language skills has been completed, design of a curriculum to build the student's language skills must be developed in relation to the vocational training goals of the student. To make lessons immediately useful and meaningful to the student, the ESL instructor must make certain that the English lessons will be applicable in the training context and actually will facilitate the student's progress in vocational instruction.

c. providing instruction which enables the learner whose first language is not English to enroll in and succeed in vocational training programs, and

Subsection B.10.c. Since the occupational ESL teacher will have been trained to design a curriculum relating ESL skills and vocational skills development, and since the ESL instructor will be familiar with the linguistic demands of the training setting and will be knowledgeable about the student's individual vocational goals, the ESL instructor must instruct the limited English speaker in the vocationally related language skills which will enable the student to enter vocational training and to progress within that program.

d. participating on an advisory committee related to the special needs program(s) instructed.

Subsection B.10.d. To insure that a comprehensive and relevant ESL program which will enable the second language student to successfully complete the vocational program will be developed and implemented, the occupational ESL instructor must receive input from the advisory committee that is responsible for providing occupational and educational advice.

C. Special needs provisional license.

Subdivision C. This subdivision identifies those applicants eligible for a special needs provisional license and sets forth the procedure to be followed to obtain the provisional license. Because of the need for qualified special needs personnel and because of the shortage of such personnel, provisional licensure is needed to allow the applicant whose licensure qualifications are "one step from complete" time to meet full licensure requirements while providing special needs services to students.

1. Authorizing signature. Applications for the special needs provisional license shall be signed by the authorized local vocational administrator.

Subsection C.1. The requirement that applications for the special needs provisional license be signed by the authorized local vocational administrator will provide the licensing agency with verification that provisional licensing requirements have been met. Since the authorized local vocational administrator is in the most advantageous position to determine the needs of specific programs and to evaluate credentials of potential instructors, and is the individual at the local level who is accountable for the management of the vocational program, it is reasonable to require that person to verify that provisional licensure requirements have been met.

2. Issuance. The commissioner of education shall issue a special needs provisional license to an applicant:

Subsection C.2. This subsection sets out the requirements that an applicant for provisional licensure must meet before a provisional license will be issued.

a. eligible for a special needs provisional license pursuant to special needs licensure chart set forth in 5 MCAR § 1.0799, and

Subsection C.2.a. This subsection requires an applicant to be eligible for special needs provisional licensure pursuant to the special needs licensure chart set forth in 5 MCAR § 1.0799. This subsection insures that the applicant for licensure will be qualified to teach in the vocational system and that the applicant will have the opportunity to eventually obtain full licensure.

b. recommended for special needs provisional licensure by the authorized local vocational administrator, and

c. when no fully qualified, licensed individual is available for an existing position, as verified by the local vocational administrator on the request for provisional license form.

Subsection C.2.b.-c. These subsections require that the applicant for special needs provisional licensure be recommended by the authorized local vocational administrator and that the request for provisional licensure that is signed by the authorized local vocational administrator include verification by the requesting administrator that no fully qualified, licensed individual is available to fill an existing position.

The local vocational administrator is responsible for the employment of special needs personnel and is in the most advantageous position to make judgements as to whether or not fully qualified special needs personnel are available. The requirement of this subsection:

1. provides maximum local control of employment practices,
2. protects the positions of presently employed personnel,
3. gives fully licensed applicants priority in filling positions, and
4. allows school personnel to hire the best qualified applicants under diverse conditions.

3. Special needs provisional license validity.

a. Expiration. The special needs provisional license shall expire a maximum of two years from the July 1 nearest issuance.

Subsection C.3.a. This subsection defines the period of time during which applicants will be required to qualify for full licensure. Two years is consistent with the length of initial entrance licensure in other vocational areas. The time period also allows sufficient time for gaining full licensure, since at least two-thirds of the requirements will have been met prior to initial provisional licensure.

b. Nonrenewable. The special needs provisional license shall be nonrenewable. Full licensure shall be accomplished prior to the expiration date set forth in B.3.a. of this rule (above).

Subsection C.3.b. This subsection indicates that the special needs provisional license will not be renewable and that an applicant must obtain full licensure pursuant to the special needs licensure chart prior to expiration of the provisional license. This provision will encourage applicants to make consistent progress toward full licensure during the two-year time period, while insuring that only fully qualified individuals will be awarded full licensure.

4. Special needs provisional license course requirements.

a. An applicant (excluding applicants for instructor-coordinator licensure) for licensure may complete the final one-third of the specialized course requirements during the provisional licensure period when the applicant has complied with the authorizing signature, issuance, and license validity provisions set forth in C.1-3 of this rule (above).

Subsection C.4.a. This subsection delineates the conditions under which special needs personnel (excluding instructor-coordinators) may obtain a provisional license. Since extensive course work is necessary for an individual to function optimally in certain of the special needs positions (i.e., vocational evaluator

and support service manager), full licensure requirements are relatively stringent. In order to insure that the services provided by these positions will be available to vocational special needs students; a mechanism is needed to provide interim licensure while full requirements are being met. The provisional license described above will provide that mechanism, while insuring that full requirements will be met in a timely fashion. The specified conditions also insure that provisional licensure is indeed needed and that the provisionally licensed applicant will not be replacing a fully qualified individual.

b. An applicant for instructor-coordinator licensure may complete the final one-third of the specialized course requirements that are in addition to the philosophy of vocational education and coordination techniques courses during the provisional licensure period when the applicant has complied with the authorizing signature, issuance, and license validity provisions set forth in C.1.-3. of this rule (above).

Subsection C.4.b. This subsection provides that an applicant for instructor-coordinator licensure may complete the final one-third of the specialized course requirements that are in addition to the philosophy of vocational education and coordination techniques courses during the provisional licensure period when the applicant has complied with the requirements in C.1.-3. of this rule. To insure quality and consistency of instruction, two-thirds of the specialized course requirements must be met before an applicant will be considered for a provisional license. Because the instructor-coordinator must possess special competencies to function effectively as an instructor-coordinator, the coordination techniques and philosophy of vocational education courses must be completed before provisional licensure.

5 MCAR § 1.0793 Specialized vocational instructional and supportive personnel.

This rule provides a general statement identifying specialized areas of instruction and support possessing a uniqueness necessitating individual consideration.

A. Qualification for licensure. An applicant shall meet the requirements set forth in this rule, and the general provisions and procedure for licensure of instructional and supportive personnel except when superseded by the provisions of this rule.

Subdivision A. This subdivision describes the responsibilities typically assigned to persons in these positions and the criteria for licensure. Positions described include the following categories:

1. Specialized instructional personnel

a. Part-time preparatory instructor-resource specialist
b. Consultant
c. Post-secondary related subjects instructor
d. Support services-childhood education personnel

(1) Childhood education instructor
(2) Childhood education aide

2. Supportive personnel

a. AVTI administrative assistant
b. AVTI area program coordinator of agricultural education
c. Post-secondary instructional resources specialist
d. Vocational program counselor
e. Student personnel services specialist
f. Secondary placement specialist
g. AVTI student financial aids officer
h. Curriculum and personnel development specialist
i. Health-safety specialist
j. Health-safety assistant.

Specialized instructional positions are necessary to insure that all components relevant to successful vocational education are provided. The core occupational instructor needs resource people to enrich and enhance the occupational training.

Supportive personnel are also essential to complement vocational objectives. Each program area or occupational group possesses several common bonds. As an example, it is essential that each vocational program and facility be provided knowledge regarding health and safety so as to provide a safe and healthful work environment.

Other supportive staff positions may provide student personnel services and assistance in staff development.

This subdivision also alerts the prospective vocational educator that all of the general licensure provisions apply to licensure in these categories, except when special considerations necessitate an adaptation.

B. Specialized instructional personnel.

Subdivision B. This section is necessary to identify and clarify responsibilities and criteria for specialized instructional personnel. It is reasonable to expect the licensure and criteria requirements to be delineated so that prospective applicants can knowledgeably work toward licensure attainment.

1. Part-time preparatory instructor-resource specialist.
A part-time (less than one-fourth time) preparatory instructor-resource specialist may be employed to teach a portion of a program directed by a qualified full-time instructor.

Subsection B.1. In order to meet the objectives of vocational education, a wide variety of resources are needed to complement the basic occupational program. These resources may relate only to a component of the total program, resulting in a limited need for a qualified resource individual. Since this resource person will be utilized less than one-fourth time, supervision, direction, and organization must be provided by a licensed full-time instructor. Since one person may not possess all of the technical and special expertise necessary to meet complete vocational and occupational objectives, specialized instructional personnel are essential.

a. Licensure requirement. Any person holding a position as a part-time preparatory instructor-resource specialist shall be licensed pursuant to this rule when responsible for performance of duties assigned by the qualified full-time instructor in charge of the class.

Subsection B.1.a. This subsection is essential to identify and clarify the criteria and standards to perform the functions of a specialized instructor. It is reasonable that licensure requirements be communicated and clarified for effective professional planning and identification of responsibilities.

b. Licensure criteria. An applicant:

Subsection B.1.b. This subsection identifies qualifications necessary to attain licensure for part-time instructional duties.

(1) shall be professionally and technically qualified to practice in the specific occupational area to be taught.

Subsection B.1.b.(1) A specialized instructor needs to possess background and experience in how a particular technology is applied to a specific occupational area, as well as skills and knowledge of the practical, industrial, or mechanical aspect of that specialty. It is reasonable to expect the candidate to possess technical and professional qualifications to meet vocational objectives in order to contribute that specific component to the vocational program.

(2) shall have occupational experience equal to that required for a full-time instructor at the student level requested.

Subsection B.1.b.(2) Occupational experience equal to that of the full-time instructors is needed to add credibility, believability , and relevance to the specialized vocational component being addressed. It is reasonable for a student to expect relevant and current information and skills in order to enhance the opportunities for employment.

(3) shall have completed six clock hours of vocational teaching techniques prior to issuance of an initial two-year entrance license.

Subsection B.1.b.(3) For a specialized instructor to feel more comfortable in a teaching/learning environment and to have a basic knowledge of teaching methods for effectiveness and efficiency of projecting information, a minimum of six hours of orientation to teaching techniques are essential.

Since the individual serving in this position will typically be a practitioner first and a teacher second, it is not reasonable to require an extensive amount of teacher training. Also, the instructional duties of this position are performed under the direction of a fully qualified instructor who can be consulted for assistance in instructional matters.

(4) shall submit an application for vocational licensure which includes the recommending signature of the authorized local vocational administrator.

Subsection B.1.b.(4) An application is needed to initiate the licensure process. An authorized local adminsitrator is in the most appropriate situation to review the qualifications of the licensure candidate and make a realistic recommendation.

c. Two-year initial entrance license renewal. The applicant shall have completed a minimum of 24 clock hours of vocational teaching techniques for renewal of the initial two-year entrance license. Upon expiration of the two-year license, successive three-year renewals shall be granted upon the recommendation of the authorized local vocational administrator.

Subsection b.1.c. This renewal system causes the specialist to be held accountable for current and relevant skills and knowledge, as well as for development of increased teaching competencies. Review of qualifications by the local administrator at least every three years will insure that currency has been maintained.

d. Relicensure. The applicant shall be required to maintain currency in the occupational field, as verified by the authorized local vocational administrator, in order to qualify for relicensure.

Subsection B.1.d. Since professional and technological changes do occur, the instructor needs to verify relevant competencies on a regular basis in order to insure continued effectiveness in the classroom.

2. Consultants. Consultants (specialists, guest speakers, resource personnel, etc.) who are recognized authorities in the topics under consideration may be used for special assignments.

Subsection B.2. Industry, business, and labor consist of diverse occupational areas. Because of this wide variety of occupational areas, individuals recognized as authorities in specific areas are needed periodically to supplement and complement a component of vocational instruction. It is reasonable to call in such people as necessary to meet program and student objectives.

a. Licensure requirement. Any person holding a position as a consultant shall be licensed pursuant to this rule when responsible for conducting a portion of the sessions of a class that is directed by a qualified full-time instructor.

Subsection B.2.a. All people having planned and organized teaching contact with students need to be qualified in accordance with relevant vocational objectives. This section sets forth licensure criteria an applicant must meet when licensure as a consultant is needed.

b. Licensure criteria.

Subsection B.2.b. This subsection describes the conditions under which a consultant must hold a license as opposed to serving as an unlicensed guest lecturer or resource person.

(1) Secondary and post-secondary programs. A consultant shall be licensed as an instructor pursuant to these rules when,

Subsection B.2.b.(1) There are two levels of vocational education necessitating instructor licensure for consultants. The first involves teaching in a secondary or post-secondary program for a length of time that would result in appreciable educational and professional impact on the students.

(a) The consultant will provide services exceeding 30 clock hours per learning unit.

Subsection B.2.b.(1)(a) Because of diverse and ever-changing subject matter, consultants may need to participate in a vocational instructional capacity longer than originally anticipated, thereby providing appreciable educational and professional impact on students. Representatives from industry serving as advisory committee members, in cooperation with vocational teacher educators and state vocational staff, have identified 30 clock hours per learning unit as maximum student contact permissible without having to become licensed.

(b) The consultant will provide services exceeding 60 clock hours per year.

Subsection B.2.b.(1)(b) Because of continuous technological and professional changes, vocational programs may need the services of a consultant for over 60 clock hours per year. When this occurs, the instruction provided is considered to have measurable educational and professional impact on the students. This limitation prevents an individual from replacing a fully qualified teacher by performing an unlimited series of 30-hour instructional blocks. A consultant who performs over 60 hours of instructional service in a year becomes, in essence, a teacher rather than a practitioner, and he or she should then meet the usual licensure criteria and become licensed as a teacher.

(2) Adult programs. A consultant shall be licensed as an instructor pursuant to these rules to be eligible for aid payments pursuant to 5 MCAR § 1.0115 F.

Subsection B.2.b.(2) Pursuant to Minn. Stat. § 124.572 (2) Consultants must be licensed when they perform services in adult vocational programs, regardless of the length of time the service encompasses, if aid payments authorized in 5 MCAR § 1.0115 F. are to be claimed.

3. Post-secondary related subjects instructor.

Subsection B.3. This section is needed to identify vocational instructional staff that have the responsibility of providing supplemental information and learning experiences in cooperation with the occupational instructor. For example, a student participating in a nursing program may also need instruction in interpersonal communications or in science so as to add related

components to the main program area. Since the occupational instructor may not have expertise in all of the related components, a specialized related instructor may be utilized to insure full attainment of program goals.

a. Licensure requirement. Any person holding a position as a post-secondary related subjects instructor shall be licensed pursuant to this rule when responsible for instructing students in foundational areas or occupational personal development areas in cooperation with instructional personnel in major occupational areas.

Subsection B.3.a. This section identifies the functions and licensure criteria for a post-secondary related subjects instructor.

b. Licensure criteria.

Subsection B.3.b. This subsection delineates standards necessary for licensure as a post-secondary related subjects instructors.

(1) Foundational areas. (e.g., mathematics, science, communications) An applicant:

Subsection B.3.b.(1) This subsection provides examples of foundational areas that may be considered related subjects areas, as well as identifying criteria the candidate must meet to be licensed. Related subject areas need to be clarified and requirements for licensure need to be identified to assure qualified instruction, to assist the applicant in meeting vocational objectives, and to minimize misinterpretation about what constitutes a related subject area.

(a) shall be a graduate of an accredited college with a four-year degree, including a major in the area of licensure to be taught, or the equivalent, as verified by a teacher education institution that grants such degrees.

Subsection B.3.b.(1)(a) It is reasonable to require individuals to be a graduate of an accredited college with a relevant four-year degree so as to insure that candidates have an in-depth understanding of the principles and application of that related subject. A comprehensive grasp of the related subject is essential, since this teacher may instruct students from any or all of the vocational program areas (e.g., math may be taught to accountants, welders, electronic technicians, sales personnel, etc.).

(b) shall have completed 4,000 hours of occupational experience in an area other than education.

Subsection B.3.b.(1)(b) This section identifies the minimum amount of occupational experience needed to provide an understanding of the world of work that students will be entering. This amount of time is also consistent with the number of hours of work experience required of other post-secondary instructors who possess degrees in the area being taught. Familiarity with the content of the work world will add credibility and believability to the related instruction, as well as provide a base of information from which to draw relevant examples when presenting the related topic.

(c) shall meet the requirements of the post-secondary vocational teacher education sequence set forth in 5 MCAR § 1.0784.

Subsection B.3.b.(1)(c) It is essential that the candidate meet the requirements set forth in 5 MCAR § 1.0784 to insure that qualified personnel are providing related instruction. It is reasonable to expect the related instructor to be as fully oriented to the goals and objectives and methods of vocational education as are the core occupational instructors, since the two educational components interface.

(2) Occupational personal development. (e.g., job seeking, interviewing, personal dynamics)

Subsection B.3.b.(2) In addition to developing occupational skills and knowledge, a student needs personal qualities and characteristics that will enable him/her to seek jobs, complete resumes, interview, and generally be able to be productive and work well with people. It is widely conceded that there is much more to being a successful worker than performing the technical skills of the job.

(a) Option one--An applicant.

Subsection B.3.b.(2)(a) Because of the diverse occupational and professional experiences that would be relevant for this type of related instructor, alternate means of qualifying are needed. It is reasonable to utilize the full potential of a candidate's professional and technical experiences as they relate to successful performance as a related instructor.

(i) shall be a graduate of an accredited college with a four-year degree, including a major in the area of licensure to be taught (e.g., industrial relations, personnel management, employment counseling, business administration), or the equivalent, as verified by an institution that grants such degrees.

Subsection B.3.b.(2)(a)(i) An occupational personal development instructor needs to provide a service consisting of professional, realistic, and credible information related to getting, keeping, and advancing in a job. Completion of a degree in one of the listed areas will provide background in these aspects of employment success.

(ii) shall have completed 4,000 hours of occupational experience in an area other than education.

Subsection B.3.b.(2)(a)(ii) This section identifies 4,000 hours as the minimum amount of job exposure the potential instructor needs to become familiar with the personal development aspects of gainful employment. This amount of time will provide insight into the needs of industry, business, and labor and will enable the instructor to share this knowledge and experience that will enhance the student's chances of employment.

(iii) shall meet the requirements of the post-secondary vocational teacher education sequence set forth in 5 MCAR § 1.0784.

Subsection B.3.b.(2)(a)(iii) The candidate needs to meet the usual teacher education requirements to insure an understanding and a basic working knowledge of methods, organization, and philosophy of vocational education.

(b) Option two--An applicant.

Subsection B.3.b.(2)(b) Because of the diverse occupational and professional experiences, knowledge, and interests of individuals, options for licensure are needed. A variety of experiences and skills possessed by individuals can be a source of information that will meet vocational education objectives.

(i) Shall have completed 8,000 hours of occupational experience in an area related to occupational personal development other than education.

Subsection B.3.b.(2)(b)(i) There are many valuable people possessing a variety of experience in areas not requiring formal academic preparation. A mechanism is needed to take advantage of this valuable experience and to develop it as an instructional tool. The 8,000 hours of work experience in an occupation related to personal development and employability skills (e.g., employment counseling or industrial relations) will develop competencies equal to those gained in a degree program.

(ii) Shall meet the requirements of the post-secondary vocational teacher education sequence set forth in 5 MCAR § 1.0784.

Subsection B.3.b.(2)(b)(ii) The candidate needs to meet the usual teacher education requirements to insure an understanding and basic working knowledge of educational methods, organization, and philosophy of vocational education.

4. Support services - childhood education personnel.

Subsection B.4. Today's economic data indicates that frequently both parents in a family unit--as well as single parents--must work. The young children from these environments need a safe, well-organized, and supervised child care facility while parents are working. This section delineates the responsibilities, criteria, and options involved in delivering this service.

a. Childhood education instructor.

Subsection B.4.a. This section identifies one member of the childhood education team that is needed to train individuals having the desire to direct, establish, or be employed in a child care facility.

(1) Licensure requirement. Any person holding a position as a childhood education instructor shall be licensed pursuant to this rule when responsible for any of the following activities.

Subsection B.4.a.(1) This subsection is essential to identify and clarify the criteria and requirements necessary to attain licensure as a childhood education instructor. Parents, children, and the public expect people with responsibility for children to be qualified and to hold documentation validating such competency.

(a) establishing and directing a learning and/or care center for children (infants through age 12) in an AVTI or an adult vocational program.

Subsection B.4.a.(1)(a) This subsection delineates the responsibilities and/or activities of a childhood education instructor, in addition to identifying the age group audience and location of a child care program.

(b) assisting a secondary vocational teacher of child care-guidance and education in the instructional program.

Subsection B.4.a.(1)(b) This subsection identifies the activity of assisting in a secondary instructional program. The secondary instructor needs qualified people to assist in meeting the wide variety of needs experienced by a group of children. The instructor responsible for accomplishing the educational objectives for the adult, post-secondary and secondary learners cannot simultaneously carry out educational activities for a group of children. By having an assistant with the children, the vocational instructor can devote full time and attention to the lab school group.

Certain activities are of an interactive nature between the enrolled learner and children.

Other situations require separate activities for children apart from the involvement of the learner. It is reasonable and ethical practice to provide personnel especially trained in childhood education to be responsible for the childhood portion of the program. By the nature of child care and parent education programs, it is essential that the learning experience provide a model experience, and this environment can exist realistically when support personnel are available.

The applicant needs to be especially trained and to have had experience with a young age group. The major responsibility of this position concerns the total welfare of the young child, rather than the vocational aspects of the training program. The competencies needed by the instructor can be obtained by a variety of learning/work experiences.

(2) Licensure criteria.

Subsection B.4.a.(2) This section identifies and clarifies the requirements for childhood education instructor licensure.

(a) Option one--An applicant.

Subsection B.4.a.(2)(a) Because of the diverse occupational, educational, and professional backgrounds of potential applicants, a mechanism that takes advantage of a variety of valuable experience and knowledge is necessary. Thus several options are available.

(i) shall hold a post-secondary certificate from a child development assistant training program (minimum of 1,080 hours), and

(ii) shall have completed 1,560 hours of occupational experience as a child care assistant.

Subsections B.4.a.(2)(a)(i)-(ii) The child development assistant training program offered through post-secondary vocational education includes a minimum of 1,080 hours. The program will provide comprehensive competencies in child development and in teaching strategies for work with young children.

The work experience portion of this requirement will provide the applicant with actual exposure to and experiences with young children. The supervised work setting will provide the applicant with the opportunity to apply theory that has been learned in the training program.

The post-secondary child development assistant program utilizes theory and experiential learning to develop competencies in working with children. The theory and experiential components complement one another to provide a comprehensive background for the individual who completes the requirements of this option. Working in a supervised setting prior to assuming the responsibility for the childhood component of the program will enhance the instructor's competencies.

(b) Option two--An applicant shall be a graduate of an approved college with a four-year degree, including a major related to the area of licensure appropriate for the age level to be taught.

Subsection B.4.a.(2)(b) The applicant for licensure under this option will qualify by having obtained a degree from an approved college in a program related to the age level to be taught. For example, a degree which includes a component in early childhood education would be appropriate for preschool children, and an elementary education degree would be appropriate for elementary age children.

(c) Option three--An applicant shall comply with the competency requirements for child development associate certification.

Subsection B.4.a.(2)(c) This certification is a competency based program that is nationally recognized. The Child Development Associate Consortium provides credentialed evaluators to observe and evaluate the CDA candidates in their employment settings. The evaluators use the consortium's listed criteria in making the evaluation.

This training will enable the applicant to become competent to work with young children without completing a formal training program in a post-secondary setting. Competency development is based entirely on work experience and limited course requirements.

(3) Human relations requirement. All licensed childhood education personnel shall comply with the human relations requirement set forth in 5 MCAR § 1.0785.

Subsection B.4.a.(3) 5 MCAR § 3.041 requires human relations for licensed instructional personnel.

(4) Waiver. The philosophy of vocational education requirement shall be waived.

Subsection 4.a.(4) The waiver of the philosophy of vocational education requirement is allowable since this person does not have the responsibility for the adult, post-secondary, or secondary learners in the program. This waiver is reasonable because the childhood education instructor is responsible only for the childhood component. Vocational employment goals are not taught in the childhood component.

b. Childhood education aide.

Subsection B.4.b. This section identifies the role of the childhood education aide and the requirements necessary for licensure.

(1) Licensure requirement. Any person holding a position as a childhood education aide shall be licensed pursuant to this rule when responsible for any of the following activities.

Subsection B.4.b.(1) This subsection identifies which personnel need licensure as a childhood education aide.

(a) assisting a preschool instructor or a vocational child care instructor in an AVTI or an adult vocational program.

Subsection B.4.b.(1)(a) This subsection identifies the activity of assisting the preschool instructor or a vocational child care instructor and specifies the location where these services shall be provided.

(b) assisting a vocational child care instructor responsible for both a secondary vocational child care-guidance and education program.

Subsection B.4.b.(1)(b) This subsection identifies additional positions and levels that may need the services of the childhood education aide.

The need for childhood education aide relates to the need described under childhood education instructor. This position is necessary in some child care and guidance programs and parent education programs. The instructor of the childhood component requires an aide when the number of children enrolled surpasses a reasonable, manageable number. An aide is needed to carry out activities for children when individual assistance is necessary.

The Minnesota department of welfare has promulgated rules which relate to ratios of children to adults in a child care setting (department of public welfare rule no. 3). The ratio guidelines dictate the necessity for an aide.

(2) Licensure criteria.

Subsection B.4.b.(2) This is needed in that the applicant will have very basic knowledge about working with young children so that he/she can effectively assist the trainee instructor.

(a) Option one--An applicant shall have completed a high school vocational training program in child care-guidance and education.

Subsection B.4.b.(2)(a) This experience can provide the foundation necessary to understand, accept, and implement the objectives of the program.

(b) Option two--An applicant shall have completed 1,200 hours of occupational experience in a related field.

Subsection B.4.b.(2)(b) Actual work experience in an organized setting (such as assisting a classroom teacher, a day camp or recreation director, or a teacher in a nursery or day care program) will provide an overview of the mechanics of program organization and guiding/caring for young children. It is reasonable to concede that competencies in guiding/caring for children can be achieved by a variety of training and work experiences. In this aide position option, work experience can provide those basic competencies.

(3) Human relations requirement. All licensed childhood education personnel shall comply with the human relations requirement set forth in 5 MCAR § 1.0785.

Subsection B.4.b.(3) Pursuant to 5 MCAR § 1.0785 instructional personnel will comply with the human relations requirement.

(4) Waiver. The philosophy of vocational education requirement shall be waived.

Subsection B.4.b.(4) The waiver of the philosophy of vocational education requirement is allowable since this person does not have responsibility for the trainees in this program. This waiver is reasonable, since the aide is only responsible for assisting an instructor and working primarily with the young children. He/she does not instruct the vocational enrollee.

C. Supportive personnel.

Subdivision C. The operation of vocational education consists of a wide variety of program, administrative, and student services, responsibilities and functions. There is a need to coordinate and organize these various functions in an effective and efficient manner. It is reasonable to staff a complex operation providing service to so many people with a variety of supportive staff with individual areas of expertise.

1. AVTI administrative assistant.

Subsection C.1. This subsection describes the position of an AVTI administrative assistant.

a. Licensure requirement. Any person holding a position as an AVTI administrative assistant need not hold a license. However, should a person choose to be licensed, such person shall be licensed pursuant to this rule when responsible for any of the following activities.

Subsection C.1.a. This section explains that licensure as an AVTI administrative assistant is optional. It also defines the duties typically assigned to this position and delineates licensure criteria, should an individual desire such licensure.

(1) assisting and being responsible to the director in preparing new instructional program forms for preparation and review of a new program.

Subsection C.1.a.(1) There is a need for a position that can relieve and reduce the many obligations and administrative activities performed by an AVTI administrator in order to increase productivity, efficiency, and effectiveness of the AVTI operation.

Considerable research is required in preparing new instructional programs. An experienced administrative assistant can conduct this research so that the administrator's valuable time can be utilized in more complex responsibilities.

(2) coordinating with the local district administration and the state department of education, division of vocational-technical education, in developing building plans, equipment, and budgeting.

Subsection C.1.a.(2) As a liaison between the state department of education, vocational technical division, and the local administrator, the assistant can be effective in doing groundwork for building plans, equipment, and budgeting.

(3) assisting the director working with the local board of education.

Subsection C.1.a.(3) The administrative assistant will need to prepare, in coordination with other administrators in the AVTI, the agendas for board meetings relative to post-secondary education.

(4) maintaining regular communication between the business manager of either the AVTI or the district and the director.

Subsection C.1.a.(4) The administrative assistant and business manager will work together as a team and report to the director in order to enhance productivity and increase efficiency.

(5) procedures related to inservice teacher education.

Subsection C.1.a.(5) Teacher inservice is an integral part of the AVTI system. The administrative assistant will be in a position to help determine the teacher education needs and to help schedule inservice programs.

(6) working with the assistant director or other designated local vocational administrators in the development of on-site and self-evaluation.

Subsection C.1.a.(6) On-site and self-evaluations are required by law, and are in themselves a very key factor in a successful vocational program. The administrative assistant needs to work with representatives of the state department of education in conducting these evaluations.

(7) coordinating the activities of the clerical staff and recommending to the director employment of additional staff or adjustments in staff as deemed appropriate.

Subsection C.1.a.(7) The administrative assistant needs to function in the capacity of a chief clerical person. Because of day-to-day contact with clerical staff, the administrative assistant is in a position to recognize needs and requirements as far as clerical and other support services are concerned.

(8) preparing a public relations program in consort with the administration of the AVTI.

Subsection C.1.a.(8) The administrative assistant needs to provide a mechanism for keeping the public informed about the objectives and programs of the AVTI. It is reasonable to expect the administrative assistant, through coordination with the director, assistant director, business manager, and department heads, to handle this function.

(9) providing leadership, assisting in the delivery of information to visitors of the institute, and serving as host or hostess as required.

Subsection C.1.a.(9) An outstanding record and reputation results in many visitors arriving at the institution each year. So as to reduce the public relations activity to a manageable level, it is reasonable to expect the administrative assistant to assist with this activity.

b. Licensure criteria. An applicant.

Subsection C.1.b. This section delineates the requirements necessary to attain administrative assistant licensure.

(1) Shall have completed 6,000 hours of occupational experience in one or more of the following areas:

(a) business;

(b) accounting;

(c) office management;

(d) public relations.

Subsection C.1.b.(1) It is essential that the candidate possess 6,000 hours of occupational experience in an area that will enhance performance in the area of licensure. This amount of time will add credibility to performance in this highly responsible position, since it will be equal to that required of instructional staff. The four areas identified all have relevancy for the position sought. An example would be accounting. Experience in accounting will increase the candidate's productivity and efficiency in meeting AVTI external and internal budget objectives.

(2) Shall have completed five years of administrative experience in an AVTI. This AVTI administrative experience may be used to meet the requirement for 500 hours of occupational experience within the prior five years.

Subsection C.1.b.(2) It is necessary for a person functioning as an administrative assistant to understand thoroughly the operation of an AVTI.

(3) Shall be familiar with the organization and operation of a local school district, as verified by the authorized local vocational administrator.

Subsection C.1.b.(3) Because the AVTI is part of the local school district or is actually an independent school district, it is necessary that a person serving in the capacity of an administrative assistant be thoroughly familiar with and have a working knowledge of the function of school districts.

(4) Shall have completed a course in philosophy of vocational education.

Subsection C.1.b.(4) This course will provide a basic foundation and understanding of vocational education.

2. AVTI area program coordinator of agricultural education.

Subsection C.2. The area agricultural coordinator positions were established in the early 1950s because of the need for a coordination person between the department of education, the local education agency, and the local teachers of vocational agriculture. It is reasonable that coordination of education activities occur at all levels of agricultural education to help assure consistency and efficiency in meeting agricultural education objectives.

a. Licensure requirement. Any person holding a position as an AVTI area program coordinator of agricultural education shall be licensed pursuant to this rule when responsible for any of the following activities.

Subsection C.2.a. Minnesota statutes require all persons reimbursed with state and/or federal funds to hold a valid vocational license.

(1) Working in an assigned geographic area.

Subsection C.2.a.(1) The diversity of agriculture in Minnesota, due to unique soil type, length of growing season, and specificity of livestock enterprises, as well as the needs of the cooperator, requires assignment by geographic area. It is reasonable and more productive to coordinate and manage the activities of the instructors and interpret the data from the farm business management analysis program and to direct learning in a specific assigned area. Last, but certainly not least, is the necessity for conservation of energy.

(2) Being responsible to the director in the district in which employed with coordination from the adult supervisor of agriculture as spokesperson for the state supervisory staff of agriculture education.

Subsection C.2.a.(2) The coordinators are employees of a specific AVTI district. The director has been identified as the designated manager of the operation of an AVTI. Since the major portion of the duties and responsibilities of the coordinator are in the area of the adult farm management education,

coordination is needed by the person responsible for adult agriculture programs, resulting in the enhancement and effectiveness of these programs. It is reasonable that the state assign coordinators by area, with the director as the designated supervisor, to insure that travel costs will be utilized for improvement of instruction, to conserve energy, and to guarantee accountability for time and actions of the coordinators. A central staff member will coordinate the activities of the coordinators to insure achievement of objectives.

(3) Coordinating adult agriculture education activities. Emphasis shall be on adult farm management education programs and veterans farm cooperative programs, including maintenance and development.

Subsection C.2.a.(3) Adult funds need to be designated for program maintenance and development in order to be utilized most efficiently and effectively. This rule is reasonable because the funding is from financial resources committed to adult education. Technical and pedagogical assistance can be provided to instructors in meeting the specific and unique rules and regulations governing adult vocational education in agriculture.

(4) Coordinating secondary and post-secondary agriculture education activities. Emphasis shall be on articulating secondary and post-secondary offerings in agriculture.

Subsection C.2.a.(4) There is a need for articulation in all levels of education in agriculture. There is a need for an opportunity to develop, in an organized manner, the necessary competencies required for employment and entrepreneurship in agriculture. It is reasonable that technical expertise and pedagogical assistance be provided to instructors at all levels, as well information be provided to prospective students on education programs in agriculture. The articulation activities will assist in monitoring programs for development of competencies at all levels, which will reduce time necessary in completion of programs and/or improve efficiency of education.

(5) Making all reports required by the director and the state supervisor of adult agriculture education as spokesperson for the state supervisory staff of agriculture education.

Subsection C.2.a.(5) Deposits and records are necessary to provide accountability for expenditures of state and local funds, for monitoring program progress, and for management effectiveness to assure appropriate use of state and local resources committed to programs. Such activities will encourage program maintenance and development and will insure some degree of uniformity.

b. Licensure criteria. An applicant.

Subsection C.2.b. This section is needed to identify the criteria necessary for agriculture program coordination licensure.

(1) shall meet the licensure requirements for an adult teacher of vocational agricultural education, as specified in the licensure chart set forth in 5 MCAR § 1.0799.

Subsection C.2.b.(1) There is a need for technical and pedagogical expertise and competency. Management of learning and interpretation and adaptation of new technology in the educational process are essential.

Acceptance by farmers, instructors, and the agribusiness community is enhanced by preparation in technical and pedagogical areas.

(2) shall have completed three years of experience as a teacher of vocational agriculture.

Subsection C.2.b.(2) One cannot return from a place where he or she has never been. Experience as a teacher is vital in working with other teachers.

Successful experience as a teacher will improve program quality and enhance acceptance by instructional staff, students, and representatives of the agricultural industry. Local instructors will respect peers who have demonstrated competence in their profession.

3. Post-secondary instructional resources specialist.

Subsection C.3. In today's highly technological society, there exists tremendous amounts of information and methods of communicating this information. An instructor must meet the continuously changing occupational and educational needs of students in a specific amount of time. Leisure time for instructors to participate in literature and instructional materials searches is almost nonexistent. There needs to be a mechanism to provide this valuable service so that the instructor can provide a more relevant and dynamic program of instruction.

a. Licensure requirement. Any person holding a position as a post-secondary instructional resources specialist need not hold a license. However, should a person choose to be licensed, such person shall be licensed pursuant to this rule when responsible for any of the following activities.

Subsection C.3.a. In vocational technical education, information resources are essential to enhance and supplement vocational instruction. They may be compared to a technical library and technical information center as is found in any good, well-managed business. Because of the complexity of the program offerings in AVTIs, it is necessary to provide a variety of resources managed by a resource specialist. Therefore, it is reasonable to consolidate the written material, audio-visual material, and other items of this nature into an instructional resource center.

This subsection also explains that licensure as a post-secondary instructional resources specialist is optional.

(1) organizing, supervising, and maintaining the resource center within the AVTI.

Subsection C.3.a.(1) To protect investment in districts, the individual in this capacity must understand how to organize, supervise, and maintain current relevant instructional resource material, such as films, audio visual material, printed documents, periodicals, tapes, television equipment and supplies, and other items of this nature.

(2) establishing scheduling procedures for resource materials and equipment.

Subsection C.3.a.(2) is necessary and reasonable to establish a schedule so as to achieve maximum utilization of the above mentioned items.

(3) determining the resource materials and equipment needed for the AVTI and preparing a resource budget with the help of the director or assistant director.

Subsection C.3.a.(3) It is reasonable to expect this individual to work with the staff and the administration of the AVTI in establishing and maintaining current, relevant instructional materials so that these materials will be readily available.

(4) maintaining an inventory of all instructional resource items within the AVTI.

Subsection C.3.a.(4) Because of the cost and vulnerability of the material contained in an instructional resource center, it is necessary to maintain a current active inventory in order to protect the district's investment.

(5) keeping records and making reports on the use of materials and equipment and recommending needs to the director or assistant director.

Subsection C.3.a.(5) To help insure effective utilization of the resource center, it is necessary to keep a log on the utilization of resource center materials. It is reasonable that a record of material usage will help material availability and maintain a review of necessary maintenance and replacement.

(6) supervising the general operation of the instructional resources program within the AVTI.

Subsection C.3.a.(6) The resource specialist is responsible for the general operation of the center within the AVTI. It is reasonable that this person, therefore, will exercise supervisory control to insure the most efficient use of the center.

(7) conducting inservice training for personnel on the use of materials and equipment and assisting in curriculum planning.

Subsection C.3.a.(7) As new equipment and materials arrive at the resource center, as requested by instructional personnel, it is necessary that the resource specialist inservice the instructional and administrative staff on the proper utilization of these materials and equipment. Such inservice will lead to equipment longevity and efficient use of materials.

(8) producing and supervising production of teaching and public relations materials that can be made within the school (e.g., tapes, transparencies, slides, 8-millimeter sound films, graphic arts materials, models, mockups, and any other materials specified as necessary by instructors).

Subsection C.3.a.(8) Local production of resource material may take place within the AVTI. It is therefore reasonable and necessary for the instructional resource specialist to work in the development of these materials, using all types of instructional resource material.

(9) supervising the maintenance of resource materials and equipment within the AVTI.

Subsection C.3.a.(9) Economic concerns regarding repair, maintenance, and replacement of materials, parts, and equipment are of major importance to the resource specialist. Being able to supervise maintenance and to research and use community and commercial resources, as well as being able to develop and produce materials, is essential for cost benefit to occur.

b. Licensure criteria.

Subsection C.3.b. This subsection identifies and clarifies requirements necessary for resource specialist licensure.

(1) Option one--An applicant.

Subsection C.3.b.(1) There is a wide variety of people possessing extensive but diversified professional and technical experience in the area of media and instructional resource utilization and management. It is reasonable to take full advantage of this diversity and to fairly evaluate the potential instructional and professional competence and value of these potential staff members by establishing options by which these valuable experiences can be of benefit to a vocational system.

(a) shall be a graduate of an accredited college with a four-year degree, including a major in library science, in instructional media, or in audio-visual.

Subsection C.3.b.(1)(a) There is a need for resource specialists, including individuals with majors in library science and/or instructional media or audio-visual. It is reasonable to assume that participating in one of these educational areas and receiving a four-year degree will provide skills and knowledge useful in a resource specialist position, since this background will expose the individual to the demands and responsibilities that will occur in meeting the objectives of the position.

(b) shall have completed a course in philosophy of vocational education.

Subsection C.3.b.(1)(b) A course in the philosophy of vocational education is needed to enable the instructional resource specialist to recognize materials necessary for the development and enrichment of any vocational technical program. It is reasonable to expect this person to possess a foundation from which to develop and grow in vocational expertise.

(c) shall have completed 4,000 hours of occupational experience outside of education.

Subsection C.3.b.(1)(c) In order to have a good working knowledge and feeling for Minnesota objectives of vocational-technical education (that is, preparation for employment), it is necessary for the instructional candidate to have completed at least 4,000 hours of occupational experience outside of education so that he/she will be able to understand which materials will be relevant and current. This amount of time is one indication that experience, knowledge, and skills have been gained in a vocational field, thus providing credibility and believability to the position objectives.

(2) Option two--An applicant.

Subsection C.3.b.(2) There is a diversity of occupations, educational directions, and experiences related to the resource specialist's position and responsibilities. To find people qualified for this position, there is a need to broaden the view of prospective candidates and take into account that diversity and wealth of experiences. It is reasonable that alternatives to licensure be implemented to take full advantage of the potential of a variety of candidates.

(a) shall have completed a graduate program for state licensure in library science, in instructional media, or in audio-visual.

Subsection 3.b.(2)(a) A candidate who has completed a baccalaureate degree and a graduate degree in library science, instructional media, or audio visual will have accomplished or gained related skills and knowledge as required in C.3.b.1.(a).

(b) shall have completed a course in philosophy of vocational education.

Subsection C.3.b.(2)(b) A course in the philosophy of vocational education is needed to enable the instructional resource specialist to recognize materials necessary for the development and enrichment of any vocational technical program. It is reasonable that this person possess a foundation from which to develop and grow in vocational awareness.

(c) shall have completed 4,000 hours of occupational experience outside of education.

Subsection C.3.b.(2)(c) In order to have a good working knowledge and feeling for Minnesota objectives of vocational technical education (that is, preparation for employment), it is necessary for the instructional candidate to have completed at least 4,000 hours of occupational experience outside of education so that he/she will be able to understand which materials will be relevant and current. This amount of time is one indication that experience, knowledge, and skills have been gained in a vocational field, thus providing credibility and believability to the position objectives.

c. Substitution. Librarian experience related to vocational-technical areas to be served may be substituted for the occupational experience outside of education.

Subsection C.3.c. A candidate having previous experience as a librarian in industry, labor, or business may substitute this experience for the required occupational experience outside of education. It is reasonable to expect this experience will develop competencies necessary to function as a resource specialist.

4. Vocational program counselor.

Subsection C.4. There are a wide variety of vocational options and occupational opportunities for students today. As students may need guidance in instructional program areas, so they also may need counseling and guidance in developing occupational and career preferences. It is reasonable and necessary to provide this valuable service through qualified and experienced personnel. This section will provide information as to what is expected of a candidate for this position.

a. Licensure requirement. Any person holding a position as a vocational program counselor shall be licensed pursuant to this rule when responsible for any of the following activities.

Subsection C.4.a. It is both reasonable and necessary that persons who serve as vocational program counselors meet certain requirements in order to insure that students and prospective students will receive counseling from practitioners who meet the minimum standards indicative of proper training and competence in this area of expertise.

(1) providing individual and group counseling assistance to students and prospective students to help them with their personal development including self-evaluation, vocational decision-making, and life planning.

Subsection C.4.a.(1) Many students participate in educational programs without the benefit of:

1. knowing or recognizing their abilities, skills and strengths,
2. being able to make relevant and productive career decisions, or
3. knowing how to make or develop long term plans.

It is reasonable to expect that a vocational program counselor will help reduce concerns and anxieties of students by helping them gain knowledge and understanding of themselves as they address their own abilities, occupational interests, and future.

(2) providing services which promote vocational development, assisting students to see the relationship between their goals and various courses or training opportunities which they are taking or may be considering.

Subsection C.4.a.(2) There is a need for students to visualize and understand the relationship of their goals to what they are learning, experiencing, or planning to accomplish. It is reasonable to provide professionals who can bring together the many variables in selecting a vocation so that the student will be provided with an organized overview of occupational direction.

(3) assisting students during periods of educational or vocational transitions through counseling and orientation procedures and educational placement.

Subsection C.4.a.(3) Students are extremely busy making career decisions, working, completing assignments, and meeting extensive vocational program objectives. A system is needed to help them make the transition between courses, programs, levels, and occupational endeavors. These transitions can be complex and sometimes confusing. Again, it is reasonable for a professional to assist students in making these transitions as productive and pleasant as possible.

(4) providing consultative services to help teachers and administrators understand the developmental needs and to determine the potential of individual students or groups of students.

Subsection C.4.a.(4) Administrators and instructors are extremely busy. meeting their individual professional objectives involving students in general and may need assistance in understanding the individual developmental needs and potentials of students. The assistance provided in this subsection will allow administrators and instructors to perform their objectives more efficiently and effectively.

b. Licensure criteria. An applicant.

Subsection C.4.b. This subsection is needed to identify and clarify what is expected of the applicant. These criteria are reasonable since they are designed to insure that persons so licensed will have completed an approved course of instruction preparing them to properly discharge the responsibilities of the vocational program counselor.

(1) shall be a graduate of an accredited college with a master's degree in a program of counselor education or the equivalent, as verified by the institution that grants such degrees.

Subsection C.4.b.(1) There is a need to require a master's degree in counseling as there are no bachelor's degree programs which provide specific training to the extent demanded for proficiency in the field. It is reasonable to require that such training be obtained from an accredited college or university that provides such training to insure quality preparation.

(2) shall have demonstrated competencies in individual and group counseling, career development, consultation skills, assessment skills, research and evaluation, and human relations, as verified by the preparing institution.

Subsection C.4.b.(2) This section is necessary as it is a listing of the major counseling areas encompassed in a program leading to a master's degree in guidance and counseling. Completion of such a sequence will provide necessary background to properly discharge the functions of a vocational program counselor.

(3) shall have completed a course in philosophy of vocational education.

Subsection C.4.b.(3) The requirement that vocational program counselors shall have completed a course in the philosophy of vocational education is necessary so that such counselors will have gained an understanding of the unique aspects that comprise vocational education.

(4) shall have completed 4,000 hours of occupational experience outside of education or teaching.

Subsection C.4.b.(4) There is a need to require 4,000 hours of occupational experience outside of education for licensure to insure that vocational program counselors will have had sufficient exposure to employment conditions in business and industry so as to be able to effectively counsel vocational students in regard to such employment.

c. Secondary vocational program counselors. In addition to the requirements set forth in C.4.b.(1)-(4) of this rule (above), secondary vocational program counselors shall also meet the current licensure requirements of the board of teaching.

Subsection C.4.c. There is a need to differentiate secondary vocational program counselors from AVTI vocational program counselors because of the difference in what is expected and required by secondary licensure. It is reasonable that secondary vocational program counselors be licensed as instructors so as to effectively meet the objectives of this position. This additional requirement also provides credibility with the educational community involved in secondary instruction.

5. Student personnel services specialist.

Subsection C.5. Students, parents, and vocational staff need assistance and services related to personnel activities such as accounting, financial aids, housing, occupational information, and evaluation. It is reasonable to provide a professional to be responsible for these activities in order for the AVTI to more efficiently, productively, and effectively accomplish these activities.

a. Licensure requirement. Any person holding a position as a student personnel services specialist shall be licensed pursuant to this rule when responsible for any of the following activities.

Subsection C.5.a. It is necessary that student personnel services specialists meet licensure requirements in order to insure that students will receive assistance in these critical areas of need by persons who are competent in this field.

(1) providing services assisting students to successfully move into and out of an AVTI or center, and make progress while so enrolled.

Subsection C.5.a.(1) Making a move into or out of a vocational center or AVTI into industry or a higher level of training can be a harrowing and time-consuming experience. To expedite this activity and to help students perform these activities successfully, a personnel services specialist is needed.

(2) providing services to students and parents relative to the area(s) of occupational and educational information, appraisal, orientation, housing, financial aids, student activities, or student accounting.

Subsection C.5.a.(2) Attending an AVTI or any post-secondary education program involves considerable knowledge and planning regarding educational direction, finances, occupational needs, orientation to the system, housing, and student accounting. These variables will be better understood by the student when assistance is provided by qualified and experienced personnel. When understanding exists, implementation and follow-through will occur in a more organized and efficient manner.

(3) working cooperatively with other staff in duties related to student personnel services.

Subsection C.5.a.(3) For the operation of student personnel services to function effectively, coordination and cooperation between the participants involved are essential.

b. Licensure criteria.

Subsection C.5.b. This section identifies and clarifies what is expected of the candidate as related to licensure requirements.

(1) Option one--An applicant shall meet the criteria of a vocational program counselor set forth in C.4.b.(1)-(4) of this rule (above).

Subsection C.5.b.(1) Option one is needed as provision of these services requires specialized training which can be gained through completion of a master's degree program in guidance and counseling as set forth in C.4.(1)-(4) above.

(2) Option two--An applicant.

Subsection C.5.b.(2) Option two is necessary as differentiated staffing patterns in some large area vocational technical institutes having several positions in student personnel services assign these specific functions to student personnel specialists. It is reasonable to allow the local district the flexibility of assigning the functions which do not require specific training in guidance and counseling to persons who may not have completed the requirements in C.4.b.(1)-(4) above.

(a) shall be a graduate of an accredited college with a four-year degree, including a major in an area related to personnel services (e.g., industrial relations, employment counseling, personnel management), or the equivalent, as verified by an institution that grants such degrees.

Subsection C.5.b.(2)(a) Candidates who do not meet the criteria in b.(1) above need to possess a four-year degree with a major concentration in an area related to personnel services such as industrial relations, employment counseling, or personnel management in order to insure that persons assisting students in these areas will have received adequate relevant training to properly perform the tasks. This training will provide credibility and believability to the program area, as well as provide indication of having gained skills in communicating this knowledge.

(b) shall have completed 6,000 hours of occupational experience, with at least 2,000 hours in personnel services in a post-secondary educational institution or in industry or agencies.

Subsection C.5.b.(2)(b) It is reasonable and necessary to require 6,000 hours of occupational experience to provide the candidate with exposure to employment conditions in business and industry at least equal to that required of other AVTI staff. The requirement that a minimum of 2,000 hours of the 6,000 hours have been performed in personnel services in a post-secondary educational institution or in industry or business is necessary to provide the candidate with direct experience related to the service the specialist must provide to students. The specialized experience will provide competencies equal to those developed by a degree program.

(c) shall have completed a course in philosophy of vocational education.

Subsection C.5.b.(2)(c) It is necessary that candidates complete a course in the philosophy of vocational education to enable them to recognize the unique functions of vocational education which distinguishes this area from general academic education. It is reasonable that the candidate possess a foundation of vocational education from which to develop and grow in vocational awareness.

6. Secondary placement specialist.

Subsection C.6. Students not enrolled in vocational cooperative programs need assistance and guidance in attaining meaningful employment. This assistance can best be provided by a qualified person having experience in job placement.

a. Licensure requirement. Any person holding a position as a secondary placement specialist shall be licensed pursuant to this rule when responsible for any of the following activities.

Subsection C.6.a. This subsection is essential to identify and clarify the criteria and standards for licensure as a placement specialist.

(1) providing job placement services to a district or a group of districts. Job placement services.

Subsection C.6.a.(1) Each school district experiences unique placement needs resulting in the necessity for the placement specialist to be able to function and perform in accordance with the needs identified by each local district. This subsection defines the activity of job placement.

(a) include the procedures, practices, and activities that assist identified students in securing employment. Emphasis shall be on securing full-time employment for the student.

Subsection C.6.a.(1)(a) Students wanting to secure full-time employment need to be provided information on interviewing, writing resumes, completing application forms, etc., so that the student will be better prepared to participate in job interviews. Emphasizing procedures, practices, and activities involved in attaining employment will increase the student's chances of employment.

(b) involve cooperation among the total community, parents, students, and education agencies.

Subsection C.6.a.(1)(b) Communication, cooperation, understanding, and acceptance are essential in meeting the goals and objectives of the placement specialist. There are many resources in a community that can both assist and benefit from this program. The placement specialist must identify employers and promote job openings. To accomplish this objective, an environment of cooperation must be established among all concerned sectors.

(c) require consultation and coordination with school pupil personnel services and community services.

Subsection C.6.a.(1)(c) There is a need for communication between the school personnel services and community services so that all participants will be informed about the program and its operation. This cross-communication will result in reducing duplication of effort and expanding opportunities for the student.

(2) providing job development, employer contact, and job seeking skills.

Subsection C.6.a.(2) There is a need to implement a process that will help the instructor 1) identify appropriate businesses and industries and promote job openings within those businesses, 2) obtain job positions for students, and 3) educate students in securing a position. Knowledge and experience in these activities are essential in job placement.

(3) establishing adequate files pertaining to employer, student, and follow-up data.

Subsection C.6.a.(3) There is a need to have occupational resources information readily available for both the student and the employer. Vital follow-up data is also needed for response to needs surveys and for continuous evaluation of the placement system. Establishing and implementing an information mechanism that will meet the placement needs of employers and students will result in the facilitation of job placement objectives.

(4) promoting job openings and maintaining strong rapport with employers who hire identified students.

Subsection C.6.a.(4) Promoting job openings and maintaining rapport with employers is essential in implementing the concept or philosophy of job placement to its fullest potential. Because the needs of students continuously change and are unique to each individual, a system must be provided to meet these ever-changing needs. Effective communications with employers will strengthen the tie with community resources and provide a variety of occupational opportunities for students.

(5) providing an organized program of job procurement skills to the student population.

Subsection C.6.a.(5) Students who participate in this program may not have the knowledge and skills to:

1. determine their own unique interests,
2. secure a position,
3. avail themselves of the various occupational resources available,
4. complete application forms,
5. interview successfully, or
6. prepare a history of experiences and occupational desires.

It is essential to provide our young people with the knowledge and skills essential to enter gainful employment and become a productive member of society.

b. Licensure criteria. An applicant.

Subsection C.6.b. Applicants for this license need to know the criteria involved so that they will be able to engage in realistic professional planning, and will understand what is expected of them in relation to this position.

(1) shall be a graduate of an accredited college with a four-year degree.

Subsection C.6.b.(1) The job placement specialist must be as qualified and competent as possible in order to meet the objectives and purposes of this position. Completion of a degree will provide one indicator of commitment to an educational objective.

(2) shall have completed a course in coordination techniques, and

Subsection C.6.b.(2) Job placement incorporates a method that involves planning, organizing, supervising, and communicating with industry, business, labor, parents, and students. The candidate must possess knowledge and skills enabling him/her to develop positive lines of communication and to help all of these publics work together effectively and efficiently.

(3) shall have completed 4,000 hours of occupational experience, with 2,000 hours (at least 500 hours in the prior five years) in one of the following areas:

Subsection C.6.b.(3) Candidates need to possess knowledge and skills within an occupational area so that they will be able to identify with the occupational needs of the employers, as well as with those of students. This amount of experience will provide adequate exposure for the candidate to understand employment conditions, including attitudinal requirements necessary to be a productive person in labor, industry, or business. The applicant must possess this experience in order to attain credibility with today's students in relation to presenting accurate, relevant, and believable information and service.

(a) personnel management (i.e., job development, employer contact, and job placement) while employed by a government agency, by a private agency, in an industrial setting, or in an educational institution; or

Subsectiuon C.6.b.(3)(a) This subsection delineates one acceptable area that will provide direct involvement with many of the criteria and techniques essential for the job placement specialist. An individual in personnel management will be aware of occupational needs in relation to manpower data, effective techniques in acquiring jobs, working with people, benefits, payroll information, and organizational structure.

(b) job placement services while employed by a government agency, by a private agency, or in an industrial setting.

Subsection C.6.b.(3)(b) Job placement service experience is directly related to many of the goals, objectives, and criteria involved in the job placement position. This hands-on experience will facilitate the candidate's transition from industry to an instructional role and will decrease the time needed in developing competencies in coordination. This experience will allow the specialist to spend time in identifying resources rather than in establishing basic techniques for managing coordination activities. A person possessing experience, knowledge, and skills in job placement service in industry can be expected to be able to transfer most of those skills into an educational setting.

(c) Optional requirements. In addition to meeting the criteria in C.6.b.(1)-(3) of this rule (above), it is recommended that the applicant have completed two years of teaching experience and hold a valid standard or vocational teaching license.

Subsection C.6.b.(3)(c) It would be preferred and advantageous to both the candidate and the student for the candidate to possess experience and skills in teaching. Two years of teaching experience and possession of a standard or vocational license would provide an indication of basic teaching abilities and at least an understanding of the needs of students and the expectations of the educational community. Teaching experience would provide a more efficient and effective coordination experience for the instructor and a more productive learning experience for the student.

(d) First five-year sequence. The applicant shall complete a course in philosophy of vocational education prior to renewal of the two-year entrance license.

Subsection C.6.b.(3)(d) This course will develop a foundational understanding of the philosophy of vocational education as it relates to the world of work. This foundation is essential for the personal and professional growth of all vocational personnel. It is reasonable to expect the job placement specialist to operate under the guidelines of the system that provide the position, in this case, the vocational system. The exposure to other aspects of vocational education will encourage a feeling of belonging to the vocational

education community. It will also facilitate the positive and productive development and implementation of vocational objectives as they relate to the placement specialist's role.

7. AVTI student financial aids officer.

Subsection C.7. Federal and state regulations, as well as local vocational funding policies and their implementation, are diverse, complex and difficult to understand and manage. There is a need for qualified personnel to deliver financial services in a manner that will meet vocational and student needs. This section identifies and clarifies responsibilities and requirements for the position with major responsibility for such financial aids management.

a. Licensure requirement. Any person holding a position as an AVTI student financial aids officer need not hold a license. However, should a person choose to be licensed, such person shall be licensed pursuant to this rule when responsible for any of the following activities.

Subsection C.7.a. Licensure is optional. If licensure is desired for purposes of professional growth, candidates will be required to meet licensure criteria. Such licensure will increase the likelihood that student financial aid programs will be properly administered. Needy students have the right to expect financial assistance in a timely and equitable manner when they qualify for such aid.

(1) developing and administering the student financial aid program at an AVTI.

Subsection C.7.a.(1) The management, control, and supervision of the distribution and collection of funds must involve development, implementation, and administration of a well-planned and organized funding system.

(2) establishing uniform standards and procedures for the awarding of student financial aids to eligible recipients in accordance with state and federal rules and regulations governing the administration of student financial aid programs.

Subsection C.7.a.(2) Equity and fairness (as well as strict adherence to federal, state, and local regulations) are essential in awarding funds. An organized and equitable method of dissemination of funds must be an integral part of the operation managed by the person in this position.

(3) timely completion of the annual institutional application for federal student aid funds and for all periodic reports to federal and state agencies which grant such funds to students.

Subsection C.7.a.(3) Federal, state and local financial activities are subject to a variety of timelines. Completion of these reports and applications must be accomplished in accordance with the established timelines.

(4) coordinating financial assistance to be paid to financial aid recipients from all agencies of the federal, state, and local government.

Subsection C.7.a.(4) Because of the complexities and diverse organizational structures and procedures involved in funding, coordination and organization become critical components of this position. The person responsible for this position must possess skills and abilities enabling him/her to organize these funding activities in an efficient manner.

(5) serving as a resource person to the student personnel services administrator in providing ancillary services and assistance to needy and disadvantaged students.

Subsection C.7.a.(5) Financial responsibilities and objectives usually experience a close relationship to other vocational services. Thus the financial aids officer must act as a resource person to the various services affected by the financial system.

b. Licensure criteria. An applicant:

Subsection C.7.b. This section identifies and clarifies the requirements necessary for licensure as a financial aids officer.

(1) shall be a graduate of an accredited college with a four-year or graduate degree.

Subsection C.7.b.(1) A candidate must possess a four-year degree from an accredited college to insure that he or she will have attained a level of education which will enable the individual to deal effectively with the various publics and agencies encompassed by this position. A variety of experience such as experience in completing a degree will contribute to the successful performance of this function.

(2) shall have completed a course in philosophy of vocational education.

Subsection C.7.b.(2) A candidate needs to have completed a course in the philosophy of vocational education in order to understand the unique aspects of vocational education.

(3) shall have completed 2,000 hours of occupational experience outside of education or teaching.

Subsection C.7.b.(3) The candidate needs to have completed 2,000 hours of occupational experiences outside of teaching or education in order to have developed a feel for the world of work and the employment market which the students aspire to enter.

(4) shall have completed three years of administrative and/or supervisory experience in the management of student financial aids or related programs for the disadvantaged student.

Subsection C.7.b.(4) Prior experience in managing student aids will provide competencies necessary to function successfully in this position in an AVTI. Experience of equal length and capacity in related programs for the disadvantaged student (such as upward bound or talent search) may be substituted if the applicant has not experienced direct financial aids management. As there are no formal academic programs which provide training in this field, any type of expertise must essentially be developed through experience on the job. The requirement that the experience be at the supervisory or administration level is reasonable, as holders of this position will bear total responsibility for fiscal management, reporting, and application for student aid funds for the entire AVTI student population.

8. Curriculum and personnel development specialist.

Subsection C.8. Because vocational instructors can be initially licensed with a minimum of teaching preparation and experience, the curriculum and personnel development specialist must serve as a resource person in the areas of curriculum development and teaching strategies. It is cost-efficient to provide many of these services through qualified in-house personnel.

a. Licensure requirement. Any person holding a position as a curriculum and personnel development specialiist need not be licensed. However, should a person choose to be licensed, such person shall be licensed pursuant to this rule when responsible for any of the following activities.

Subsection C.8.a. This section is necessary in order to identify the responsibilities and licensure requirements for this position. It also communicates the fact that such licensure is optional.

(1) providing institutional orientation for new staff members.

Subsection C.8.a.(1) This activity is critical to the consistent and efficient carry-through of institutional nonteaching processes. It is reasonable to expect that new staff members may not be familiar with the local school organization, thus necessitating these orientation services.

(2) advising staff of initial and continuing vocational licensure and relicensure requirements.

Subsection C.8.a.(2) This activity centers responsibility for the compliance of all vocational staff to the state statutes regarding licensure and relicensure. Staff must be kept updated on relevant licensure requirement revisions and deletions so that assignment violations will be avoided and funding will not be jeopardized.

(3) counseling and assisting professional staff in carrying out their educational responsibilities.

Subsection C.8.a.(3) This activity is necessary in order to insure all students of receiving consistent, well-planned learning experiences. It is reasonable to expect that professional staff may need assistance in meeting vocational and student objectives.

(4) identifying needs and goals of the individual and the institution which influence the tasks to be mastered by an instructor or other vocational personnel.

Subsection C.8.a.(4) This activity identifies the needs of both the professional staff and the institution in the process of improving instruction. Because of constantly changing attitudes, technology, instructional methods, and student needs, this service is needed to insure fulfillment of vocational objectives.

(5) identifying the needs for revision and assisting in the development of curriculum which instructors may use when carrying out their educational responsibilities.

Subsection C.8.a.(5) This activity facilitates the process of curriculum review, modification, and revision which is directed toward the goal of efficient and orderly learning. Again, changes are occurring technologically and professionally, necessitating a need to remain current and relevant.

b. Licensure criteria. An applicant.

Subsection C.8.b. This subsection is necessary in order to identify licensure criteria for persons who desire this optional license.

(1) shall be a graduate of an accredited college with a master's degree in education.

Subsection C.8.b.(1) This criterion insures that the licensee will possess knowledges and competencies of a level and kind greater than the training possessed by his/her counselees. The licensee must possess knowledge and experience greater than those served in order to increase credibility, believability, and effectiveness.

(2) shall have completed three years of teaching experience on a vocational license in at least one of the vocational areas related to the educational responsibilities.

Subsection C.8.b.(2) This criterion insures the licensee has completed teaching experience in a vocational area of adequate duration to enable him/her to relate realistically to common educational experiences of other professional staff.

(3) shall have completed sufficient occupational experience to be licensed as a vocational teacher at the secondary or post-secondary level.

Subsection C.8.b.(3) This criterion insures that the licensee possesses adequate occupational experience to enable him/her to assist counselees in combining teaching and technical skills in developing and modifying curriculum.

(4) shall have completed a course in philosophy of vocational education.

Subsection C.8.b.(4). This criterion is necessary to insure that the licensee has an understanding of and commitment to the unique purpose of vocational education in preparing students for employment. It will also contribute to a broad understanding of vocational education, including the diversity of instructional staff members with whom the staff developer must interact.

9. Health safety specialist.

Subsection C.9. A health/safety service is a service provided by the area vocational-technical institutes (AVTIs) to deal constructively with the health and safety of its students and employees through the maintenance of a safe and healthful work environment. It consists of competent professional emergency care, rehabilitation of the ill and injured, and encouragement of maximum personal health and safety habits.

The department of education, vocational-technical division, through task force activity sought recommendations for health/safety service in the AVTIs. This task force consisted of persons representing health and safety concerns from industries, insurance companies, vocational-technical schools, and statewide health and safety councils, e.g., Honeywell, Inc.; 3M; St. Paul Fire and Marine Insurance Co.; Minnesota Board of Health; Minnesota Safety Council; Minnesota Safety for Prevention of Blindness. In addition, the department of education encouraged input from all interested parties and through the years conducted several surveys. The surveys consisted of data gathered on a national basis relative to health/safety services in schools, industry, and colleges, and surveys within Minnesota AVTIs of present services being administered and desirable services.

The data gathering process throughout the years, with the addition of task force work, revealed the health/safety activities and subsequent responsibilities within an AVTI are most closely related to industry models. It is, therefore, reasonable and necessary that the requirements for the health/safety specialist and health/safety assistant be within the guidelines of the occupational safety and health act and the national board of occupational health nurses.

The health/safety service is that specialty which applies professional health/safety principles in developing and carrying out a service tailored to the existing and changing environment of the specific area vocational-technical institute, its students, and employees. The depth and breadth of nursing education, coupled with employment experiences makes nursing a necessary requirement in qualifying for licensure as a health/safety specialist.

Because of the various age groups served in an AVTI, the person in this position must be knowledgeable in preventative health teaching for persons from the young adult to the gerian population. The student population includes persons who are physically handicapped, chemically dependent, and special needs. In addition to providing preventative health care, the individual must always be prepared to administer life-saving procedures.

Therefore, the statewide task force to health/safety recommended the activities and licensure requirements as specified in 5 MCAR § 1.0793 (9) health/safety specialist and (10) health/safety assistant.

a. Licensure requirement. A person holding a position as a health/safety specialist need not be licensed. However, should a person choose to be licensed, such person shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) coordinating ongoing emergency health and first aid care to all students and employees,

Subsection C.9.a.(1) It is necessary for students and employees to have available to them emergency and first-aid care. It is reasonable to expect that schools in which tuition paying students are enrolled shall provide this service to its population and that only licensed and qualified persons be delegated the responsibility of emergency first-aid and life-saving treatment.

(2) being a permanent member of the AVTI safety committee, participating in safety committee meetings and safety inspections,

Subsection C.9.a.(2) It is imperative for each AVTI to have an established and actively involved safety committee in order to assure a safe learning environment. It is appropriate and essential that the person licensed as a health/safety specialist participate actively in safety meetings and inspections within the school so that all safety activities will be efficiently correlated.

(3) providing services in emotional and physical health care, maintenance, and rehabilitation to all students and employees, including referral to the appropriate agencies (e.g., special needs, chemical dependency, and the handicapped),

Subsection C.9.a.(3) School systems and AVTIs in particular must of necessity take a larger role in providing for health services to employees and students. A large number of students in an AVTI are often not from the local AVTI area and thus do not have access to their usual health care service and family physician. Some students, for whatever reason, cannot gain access to the conventional health care system and the school may represent the only source of health service.

In surveys conducted by the vocational-technical division it was revealed that many students seek the school health service for personal health counseling. Because of recent laws governing the rights of special students, a larger number of students now consist of those with special needs, chemical dependency, and handicaps. Indepth nursing knowledge is necessary to provide services in emotional and physical health care, maintenance, and rehabilitation to all students and employees. It is not only reasonable, but imperative, that only licensed persons accept health service responsibilities. Also of importance, is the legal aspect of a licensed nurse using this indepth knowledge versus such services by a person with limited education, knowledge and experience.

(4) coordinating health screening, immunization, and preventive health awareness programs,

Subsection C.9.a.(4) The emphasis in all of health care delivery is towards prevention of disease. To accomplish that preventative health care, health education must be implemented. School and industries throughout the nation have become involved in: immunization programs, hearing, vision, blood pressure and diabetic screening, counseling, health education, emergency first-aid, and referral of sick and injured to appropriate health care agencies. This requires that a registered nurse interpret and refer the screening findings to appropriate agencies for medical follow-up. The position also requires indepth knowledge, continuous awareness, and the ability to interpret medical updates and state and federal regulations.

(5) coordinating or assisting with the implementation of ongoing emergency and disaster procedures and participating in the planning and administration of safety practices,

Subsection C.9.a.(5) It is required by law that all public buildings and schools have a policy and procedure relative to disasters and emergencies. It is, therefore, reasonable that the health/safety specialist participate in the planning and administration of the safety practice.

(6) coordinating ongoing student and employee safety programs (e.g., eye safety, hearing conservation, proper lifting techniques, office safety, OSHA awareness, and first aid instruction for students and employees),

Subsection C.9.a.(6) Because of the AVTI system's educational programming in the education of all occupational disciplines, the AVTI's must of necessity relate to OSHA standards and safety and health measures as practiced in industry. It is, therefore, both reasonable and required that there be an ongoing and active in-house safety program for students and employees. It is reasonable that the health/safety specialist being knowledgeable in safety and first-aid, have the responsibility for coordinating that program.

(7) coordinating activities with the appropriate state and local agencies (e.g., OSHA, department of labor/industry, vocational rehabilitation, department of health),

Subsection C.9.a.(7) There are several state and local agencies responsible for health and safety measures in industry. Coordination of health/safety measures with these agencies and the AVTI is required in order to effectively conduct a current health/safety program. The health/safety specialist should be the person responsible for that coordination.

(8) maintaining current knowledge of safety, health, and social agency activity in the community, and

Subsection C.9.a.(8) Because of the rapid growth in new and various health and social agency development, as well as the very rapid technological change in all of health and safety, it is reasonable to require the health/safety specialist to remain knowledgeable of current agency activities within the state and local AVTI area.

(9) coordinating student health insurance programs and confidential health records.

Subsection C.9.a.(9) The students consistently seek the nurse in the health service for very intimate personal health counseling relative to birth control, abortion, rape, incest, child abuse, drug problems, venereal disease, etc. It is required that health records be maintained in the strictest confidence. In addition, it is often necessary to coordinate the recommended referral for care with the student health insurance program. This care and coordination is a necessary responsibility to be conducted within the health/safety service. For the protection of the consumer and in this case, students, a licensed individual should be assigned that responsibility.

b. Licensure criteria.

(1) Option one--An applicant:

(a) shall be a registered nurse, licensed pursuant to Minn. Stat. § 148.211 to practice in Minnesota,

Subsection C.9.b.(1)(a) The health/safety specialist (H/S specialist) needs to provide a service consisting of competent, professional health/safety care. This person is responsible for maintaining high standards of a health/safety service. Research supports the fact that because of the occupational programs conducted in an area vocational-technical institute (AVTI), the health/safety services should, therefore, most closely resemble that of occupational health nursing in industry. Occupational health in industry requires the qualification of registered nurse licensed to practice. In addition, post-secondary institutions such as college and universities, both in-state and nationally, are all managed by registered nurses. It is reasonable to expect Minnesota AVTI health/safety services to be equal those of other educational institutions and industry.

It is reasonable that students, employees, and visitors within the AVTI receive assurance of competent and professional service. Persons licensed to practice registered nursing can assure such service.

Indepth nursing knowledge is paramount in providing competent and professional health and safety services. The health/safety specialist must be able to interpret and assess situations which carry the unusual responsibilities of applying immediate and independent professional judgment regarding a student's or employee's health or injury.

Judgments in situations involving students' or employees' health or injury may have legal ramifications.

For reasons of consumers and AVTI protection, it is necessary that these judgments be made by a licensed registered nurse. Incidents in which nonlicensed personnel have made questionable judgments have placed schools in legal jeopardy and have caused additional discomfort to injured students. Such an incident occurred when an unlicensed person treated a student with a deep laceration, an injury which occurred at home, with butterflies and a straight splint. These actions caused the student not to seek further medical attention until seen by the nurse the next day. Deep lacerations are often best treated with suturing. In addition, the type of splint applied to the finger could have caused joint problems, which not only could result in additional problems to the student, but could result in a lawsuit to the school.

It is reasonable that the AVTI should have the assurance of a licensed person, thus alleviating the potential of substandard health/safety services and the potential of lawsuits.

It is also reasonable that the AVTIs who are committed to working and teaching within industry models not be divergent but be in concert with the requirements of the appropriate professional associations; e.g., American medical association, American association of industrial nursing, American board for occupational health nurses and American nurses association.

(b) shall have completed 6,000 hours of nursing experience, with at least 500 hours of nursing experience within the last five years in one of the following areas:

(i) industry;

(ii) emergency - ICU - CCU-nursing;

(iii) school nursing; or

(iv) public health agency.

Subsection C.9.b.(1)(b)(i)-(iv) Employment in nursing experience (6,000 hours) is essential to the person in the health/safety specialist (H/S specialist) position who does not have a four-year degree from an accredited college. The practice of the H/S specialist demands an unusual ability in the exercise of independent nursing, health, and safety judgment skills. It is intended that the 6,000 hours will enhance these abilities. The knowledge and technological change is extremely rapid in the health area, especially as relates to life-saving equipment and procedures, making it necessary to require the recency in work experience (500 hours in the past 5 years). This can best be obtained in nursing areas such as industry, occupational health nursing, emergency, intensive care, or coronary care nursing, school nursing, or public health agency nursing. These areas exemplify the unique requirements the practitioner must possess, e.g., very rapid decision making and action in life-saving situations, an appreciation of individuals and their differences, and the ability to communicate with nonhealth persons in management positions, as well as receiving the respect and acceptance from the medical, nursing, and health professions. Nursing employment experience is experience occurring under qualified medical and nursing supervision. This requirement is reasonable as it also meets the requirements established by the appropriate medical and nursing associations, e.g., American medical association; American association of industrial nurses, inc.; American board for occupational health nurses, inc.; and American nurses association. It is reasonable that students, employees and the public in general have the assurance that the individual has the knowledge and competency necessary to qualify as the H/S specialist.

(c) shall have certification in cardio-pulmonary resuscitation, as granted by the American heart association or American red cross, and

Subsection C.9.b.(1)(c) Certification in cardio-pulmonary resuscitation as granted by the American heart association or American red cross is needed, as it presently is the most proven method as a life-saving procedure. It is reasonable to require the health/safety specialist (H/S specialist) to have

that qualification as it is the recognized certification by the American medical association, American nurses association, and it is reasonable as it presently is the method taught to elementary students in some states and it is reasonable as it is the life-saving procedure taught to all.

(d) shall have certification in either standard first aid or multi-media first aid, as granted by the American heart association or American red cross.

Subsection C.9.b.(1)(d) Certification in either standard first aid or multi-media first aid as granted by the American heart association or American red cross is needed, as it presently is and historically has been the proven minimum requirement necessary in administering first aid. It is reasonable to require the health/safety specialist (H/S specialist) to have this qualification. It is reasonable as it is the recognized certification by the American medical association, American nurses association and it is reasonable as it is the basic first aid procedure being taught to all.

(2) Option two--An applicant:

(a) shall be a graduate of an accredited college with a four-year degree,

Subsection C.9.b.(2)(a) An individual for this licensure qualifies by having obtained a four-year degree from an accredited college in a program related to health/safety. For example, a degree in a related field will include components which will broaden the knowledge base of the individual. This is reasonable as the applicant would have the academic background appropriate for the responsibility of the health/safety specialist.

(b) shall be a registered nurse, licensed pursuant to Minn. Stat. § 148.211 to practice in Minnesota,

Subsection C.9.b.(2)(b) The health/safety specialist (H/S specialist) needs to provide a service consisting of competent, professional health/safety care. This person is responsible for maintaining high standards of a health/safety service. Research supports the fact that because of the occupational programs conducted in an area vocational-technical institute (AVTI), the health/safety services should, therefore, most closely resemble that of occupational health nursing in industry. Occupational health in industry requires the qualifications of registered nurse licensed to practice. In addition, post-secondary institutions such as college and universities, both in-state and nationally, are all managed by registered nurses. It is reasonable to expect Minnesota AVTI health/safety services to be equal to those of other educational institutions and industry.

It is reasonable that students, employees, and visitors within the AVTI receive assurance of competent and professional service. Persons licensed to practice registered nursing can assure such service.

Indepth nursing knowledge is paramount in providing competent and professional health and safety services. The health/safety specialist must be able to interpret and assess situations which carry the unusual responsibilities of applying immediate and independent professional judgment regarding a student's or employee's health or injury.

Judgments in situations involving a student's or employee's health or injury may have legal ramifications.

For reasons of consumer and AVTI protection, it is necessary that these judgments be made by a licensed registered nurse. Incidents in which nonlicensed personnel have made questionable judgments have placed schools in legal jeopardy and have caused additional discomfort to injured students. Such an incident occurred when an unlicensed person treated a student with a deep laceration, an injury which occurred at home, with butterflies and a straight splint. These actions caused the student not to seek further medical attention until seen by the nurse the next day. Deep lacerations are often best treated with suturing. In addition, the type of splint applied to the finger could have caused joint problems, which not only could result in additional problems to the student, but could result in a lawsuit to the school.

It is reasonable that the AVTI should have the assurance of a licensed person, thus alleviating the potential of substandard health/safety services and the potential of lawsuits.

It is also reasonable that the AVTIs who are committed to working and teaching within industry models not be divergent but be in concert with the requirements of the appropriate professional associations; e.g., American medical association, American association of industrial nursing, American board for occupational health nurses and American nurses association.

(c) shall have completed 4,000 hours of nursing experience with at least 500 hours of nursing experience within the last five years in one of the following areas:

(i) industry;

(ii) emergency - ICU - CCU-nursing;

(iii) school nursing; or

(iv) public health agency.

Subsection C.9.c.(2)(c)(i)-(iv) Employment of 4,000 hours of nursing experience is needed for the person in the health/safety specialist (H/S specialist) position who has a four-year degree from an accredited college in a program related to health/safety. It is intended and anticipated that the additional hours in educational endeavors will provide for more indepth knowledge and broaden the knowledge base of the individual thus resulting in an equalizing factor relative to the person without a four-year degree and needing a 6,000 hour nursing employment experience. The H/S specialist demands an unusual ability in the exercise of independent nursing, health, and safety judgment skills. The knowledge and technological change is so rapid in the health area, and especially as relates to life-saving equipment and procedures, making it necessary to require the recency in work experience (500 hours in the past 5 years). This can best be obtained in nursing areas such as industry (occupational health) nursing, emergency, intensive care, or coronary care nursing, school nursing, or public health agency nursing. These areas exemplify the unique requirements the practitioner must possess, e.g., very rapid decision making and action in life-saving situations, an appreciation of individuals and their differences, and the ability to communicate with nonhealth persons in management positions, as well as

receiving the respect and acceptance from the medical, nursing, and health professions. Nursing employment experience is experience occurring under qualified medical and nursing supervision. This requirement is reasonable as it also meets the requirements established by the appropriate medical and nursing associations, e.g., American medical association, American association of industrial nurses, inc., American board for occupational health nurses, inc., and American nurses association. It is reasonable that students, employees, and the public in general have the assurance that the individual has the knowledge and competency necessary to qualify as the H/S specialist.

(d) shall have certification in cardio-pulmonary resuscitation, as granted by the American heart association or American red cross, and

Subsection C.9.c.(2)(d) Certification in cardio-pulmonary resuscitation as granted by the American heart association or American red cross is needed, as it presently is the most proven method as a life-saving procedure. It is reasonable to require the health/safety specialist (H/S specialist) to have that qualification as it is the recognized certification by the American medical association, American nurses association, and it is reasonable as it presently is the method taught to elementary students in some states and it is reasonable as it is the life-saving procedure taught to all.

(e) shall have certification in either standard first aid or multi-media first aid, as granted by the American heart association or American red cross.

Subsection C.9.c.(2)(e) Certification in either standard first aid or multi-media first aid as granted by the American heart association or American red cross is needed, as it presently is and historically has been the proven minimum requirement necessary in administering first aid. It is reasonable to require the health/safety specialist (H/S specialist) to have this qualification. It is reasonable as it is the recognized certification by the American medical association, American nurses association, and it is reasonable as it is the basic first aid procedure being taught to all.

(3) Option three--An applicant shall be certified as an occupational health nurse by the national board of occupational health nurses.

Subsection C.9.c.(3) Certification as an occupational health nurse by the national board of occupational health nurses is needed as an option. An applicant with that certification will have met all the requirements stated in options one and two. In addition, the person would have passed a written examination conducted by a joint committee of representatives from the American association of industrial nurses, inc., American academy of occupational medicine, the industrial medical association, the American industrial hygiene association, and the advisory councils for the American association of industrial nurses, inc. The board's purpose is to implement and conduct the program of certification of qualified occupational health nurses. This option is reasonable as this certification unites and improves health and safety services throughout industry and the educational systems. It is reasonable that the same standards would apply to the area vocational-technical institutes.

c. Five-year licensure requirements.

(1) Initial two-year entrance license renewal. The applicant shall complete the following requirements prior to renewal of the initial two-year entrance license. The applicant:

(a) shall complete courses in human relations and philosophy of vocational education,

Subsection C.9.c.(1)(a) Minn. Stat. 5 MCAR § 3.041 requires human relations and philosophy of vocational education for the majority of licensed personnel. This requirement is reasonable as it is consistent with the requirement for all licensed staff.

(b) shall hold cardio-pulmonary resuscitation certification, as granted by the American heart association and American red cross,

Subsection C.9.c.(1)(b) Certification in cardio-pulmonary resuscitation as granted by the American heart association or American red cross is needed, as it presently is the most proven method as a life-saving procedure. It is reasonable to require the health/safety specialist (H/S specialist) to have that qualification as it is the recognized certification by the American medical association, American nurses association, and it is reasonable as it presently is the method taught to elementary students in some states, and it is reasonable as it is the life-saving procedure taught to all.

The established standards by the American heart association and American red cross require a competency based test of cardio-pulmonary resuscitation procedures on an annual basis to assure an individual is qualified to perform cardio-pulmonary resuscitation.

(c) shall hold standard first aid or multi-media first aid certification as granted by the American heart association and American red cross. Advanced first aid or emergency medical training may be substituted, and

Subsection C.9.c.(1)(c) Certification in either standard first aid or multi-media first aid as granted by the American heart association or American red cross is needed, as it presently is and historically has been the proven minimum requirement necessary in administering first aid. It is reasonable to require the health/safety specialist (H/S specialist) to have this qualification. It is reasonable as it is the recognized certification by the American medical association, American nurses association, and it is reasonable as it is the basic first aid procedure being taught to all.

It is reasonable that the H/S specialists who have the desire and ability to broaden their knowledge and professional competency by completing advanced first aid or emergency medical training should receive acceptance for that additional training.

(d) shall complete 12 clock hours of instruction or experience in safety with the Minnesota safety council or an equivalent agency preapproved by the Minnesota safety council.

Subsection C.9.c.(1)(d) Safety knowledge is needed in order to provide for a competent and professional health/safety service. The health/safety specialist (H/S specialist) has the responsibility of implementing and maintaining high standards of safety policy and practice. To acquire that knowledge and remain current in safety practice, the person needs to acquire a minimum of 12 clock hours of instruction or experience. The Minnesota safety council is the recognized agency in Minnesota knowledgeable and expert in potential safety hazards and resultant safe corrective practices. This agency follows the guidelines of the occupational safety and health act. It is reasonable that the area vocational-technical institute system would require the H/S specialist to possess that current knowledge to more effectively manage the health/safety service.

(2) Subsequent one-year renewal. A subsequent one-year renewal shall be available to allow the applicant to complete an additional three credits in one of the following areas:

(a) chemical dependency;

(b) special needs; or

(c) courses pertinent to the health services in the specific vocational institute, as approved by the authorized local vocational administrator.

Subsection C.9.c.(2)(a)-(c) The initial two-year licensure requirements for the health/safety specialist (H/S specialist) are very comprehensive. This is needed because the activities required of the position carry very major and demanding responsibilities. To assist the individual in meeting the necessary requirements, a one-year renewal is needed to allow the applicant to complete additional credits in chemical dependency, special needs, or courses pertinent to the health service in a specific area vocational-technical institute. This is reasonable as the H/S specialist is responsible for providing for these particular services to students and employees.

(3) Five-year licensure. The applicant shall complete all criteria set forth in C.9.c.(1)-(2) of this rule (above), prior to approval of five-year licensure.

Subsection C.9.c.(3) It is necessary and reasonable that a health/safety specialist applying for five-year licensure renewal shall have completed all criteria as set forth in C.9.c.(1)-(2) of this rule.

10. Health/safety assistant.

a. Licensure requirement. Any person holding a position as a health/safety assistant need not be licensed. However, should a person choose to be licensed, such person shall be licensed pursuant to this rule when responsible for any of the duties prescribed by the health/safety specialist.

Subsection 10.(a) The need for licensure of the health/safety assistant (H/S assistant) is identical to the need for licensure of the health/safety specialist (H/S specialist) [9.b.(1)(a)] except the H/S assistant performs the duties prescribed by the H/S specialist. The H/S assistant will likely not be

qualified to make independent professional judgment regarding a student's or employee's health and injury when in the H/S assistant position. Licensure is needed for legal implications, client/consumer protection and to further assurance of high standards of health/safety services. It is reasonable for a person assisting in performing the delegated activities as described in 9.a.(1)-(9), to be licensed.

b. Licensure criteria.

(1) Option one--An applicant:

(a) shall be a practical nurse, licensed pursuant to Minn. Stat. § 148.291 to practice in Minnesota,

Subsection C.10.b.(1)(a) The health/safety assistant (H/S assistant) needs to be a practical nurse licensed to practice in Minnesota. A licensed practical nurse has acquired specialized knowledge and skill similar to that of a registered nurse, but not broad and indepth like that specialized education, knowledge, and skill of a registered nurse.

In some area vocational-technical institutes (AVTIs) the health/safety service requires additional persons to assist the health/safety specialist (H/S specialist. In Minnesota the licensed practical nurse is able to administer treatment prescribed by a licensed health professional. It is, therefore, reasonable that a practical nurse be qualified to function as an assistant to the H/S specialist. Because it is not the intent of this law to displace anyone from his/her position, licensed practical nurses currently functioning in these positions may continue to do so.

(b) shall have completed 4,000 hours of nursing experience, with at least 500 hours of nursing experience within the last five years in one of the following areas:

(i) industrial safety;

(ii) emergency - ICU - CCU-nursing;

(iii) school nursing; or

(iv) public health agency.

Subsection C.10.b.(1)(b)(i)-(iv) Employment in nursing experience of 4,000 hours is essential to persons assisting the health/safety specialist (H/S specialist). For the licensed practical nurse (LPN) to be of the kind of assistance necessary to the H/S specialist, similar supervised nursing experience is needed for the assistant as is needed for the specialist, e.g., emergency, intensive care, coronary care, etc. The knowledge and technological change is so rapid in the health and safety area, especially as relates to life-saving equipment and procedures, making it necessary to require the recency in work experience (500 hours in the past 5 years) in one of the following areas: industry, emergency, intensive care, coronary care, school nursing, or public health agency. These requirements are reasonable, as it maintains consistency with the already established role of the LPN in industry and allows for more trustworthy delegation of duties and tasks from the H/S specialist to the health/safety assistant.

(c) shall have certification in cardio-pulmonary resuscitation, as granted by the American heart association or American red cross, and

Subsection C.10.b.(1)(c) Certification in cardio-pulmonary resuscitation as granted by the American heart association or American red cross is needed, as it presently is the most proven method as a life-saving procedure. It is reasonable to require the health/safety assistant to have that qualification as it is the recognized certification by the American medical association, American nurses association, and it is reasonable as it presently is the method taught to elementary students in some states, and it is reasonable as it is the life-saving procedure taught to all.

(d) shall have certification in either standard first aid or multi-media first aid, as granted by the American health association or American red cross.

Subsection C.10.b.(1)(d) Certification in either standard first aid or multi-media first aid as granted by the American heart association or American red cross is needed, as it presently is and historically has been the proven minimum requirement necessary in administering first aid. It is reasonable to require the health/safety assistant to have this qualification. It is reasonable as it is the recognized certification by the American medical association, American nurses association, and it is reasonable as it is the basic first aid procedure being taught to all.

(2) Option two--An applicant:

(a) shall be a graduate of an accredited college with a degree (associate or baccalaureate level) in industrial safety.

Subsection C.10.b.(2)(a) A person for this licensure qualifies as a health/safety assistant by having obtained a degree (associate or baccalaureate level) from an accredited college in industrial safety. This licensure is needed because some area vocational-technical institutes have the types of occupational programs with a higher potential of safety hazards, thus the entire facility would benefit by having a person with those qualifications as part of the health/safety service. Presently, some community colleges and state universities have associate degree and baccalaureate level programs in industrial safety. These persons have received limited health knowledge, however, they have a strong safety component, and upon completion of such a program, the individual usually seeks employment in an industrial safety environment. It is likely that an individual with these same qualifications will seek employment in an area vocational-technical institute, and because of the safety specialty, it is reasonable that the individual qualify as an assistant to the health/safety specialist.

(b) shall have completed 2,000 hours of occupational experience in an industrial safety environment. Experience as a safety inspector or plant safety inspector shall satisfy the experience requirement,

Subsection C.10.b.(2)(b) The health/safety assistant work experience is considered to be an important complement to the initial training, as the health/safety assistant needs to develop task proficiencies, become more thoroughly acquainted with industrial environments, and learn to handle safety inspection and corrections. The 2,000 hour requirement is the standard figure satisfying industry's experience requirement for a safety inspector or plant safety inspector.

(c) shall have certification in cardio-pulmonary resuscitation, as granted by the American heart association or American red cross, and

Subsection C.10.b.(2)(c) Certification in cardio-pulmonary resuscitation as granted by the American heart association or American red cross is needed, as it presently is the most proven method as a life-saving procedure. It is reasonable to require the health/safety assistant to have that qualification, it is reasonable as it is the recognized certification by the American medical association, American nurses association, and it is reasonable as it presently is the method taught to elementary students in some states and it is reasonable as it is the life-saving procedure taught to all.

(d) shall have certification in either standard first aid or multi-media first aid, as granted by the American heart association or American red cross.

Subsection C.10.b.(2)(d) Certification in either standard first aid or multi-media first aid as granted by the American heart association or American red cross is needed, as it presently is, and historically has been, the proven minimum requirement necessary in administering first aid. It is reasonable to require the health/safety assistant to have this qualification. It is reasonable as it is the recognized certification by the American medical association, American nurses association, and it is reasonable as it is the basic first aid procedure being taught to all.

(3) Option three--An applicant may meet any one of the options of a health safety specialist set forth in C.9.b.(1)-(3) of this rule (above).

Subsection C.10.b.(3) If a applicant meets the licensure requirements for the health-safety specialist, the applicant has more than adequate knowledges and skills to be licensed as a health-safety assistant.

c. Five-year licensure requirements. The applicant shall meet all requirements set forth in C.9.c.(1)-(3) of this rule (above).

Subsection C.10.c. It is necessary and reasonable that the health/safety assistant when applying for a five-year licensure renewal shall have completed all criteria as required in C.9.c.(1)-(3) of this rule.

5 MCAR § 1.0794 Procedure for licensure of administrative and supervisory personnel.

This rule provides the general procedure to be followed by an applicant seeking an initial entrance vocational license or a regular five-year vocational license in an administrative or supervisory category.

A. Qualification for licensure. An applicant shall meet the educational component and the occupational experience requirements stated in these rules for each area of licensure sought.

Subdivision A. It is necessary and reasonable to clearly describe the licensure process and the licensure criteria so that all applicants will receive equitable treatment and will be evaluated against consistent criteria. It is reasonable to expect an applicant to meet licensure requirements for each category sought, since different administrative positions require different competencies.

B. Licensure procedure. Licensure shall be pursuant to the general provisions and procedure for licensure of instructional personnel, except when superseded by the provisions of this rule.

Subdivision B. For the sake of efficiency and expediency, it is reasonable to follow the general licensure procedures and provisions set forth for instructional personnel as those procedures also apply to licensure of administrators or supervisory personnel. Adaptations to these procedures have been made in these rules when necessary in order to accommodate specialized criteria or procedures for vocational administrative and supervisory personnel.

1. Initial entrance vocational license.

Subsection B.1. This subsection delineates the process for obtaining an initial entrance vocational license in a vocational administrative or supervisory category.

a. Authorizing signature. Initial entrance licensure applications may be processed without an authorizing signature.

Subsection B.1.a. No recommending signature is necessary to obtain an entrance license since initial licensure is based on the fulfillment of stated licensure criteria. This exemption is reasonable and fair since completion of the licensure criteria, as set forth in these rules, can be verified by supporting documentation. Eligibility for licensure should not depend upon possession of a job in vocational education prior to licensure or upon approval of a local educational agency. This exemption allows an applicant to meet requirements and to obtain a qualifying license which can then be used when seeking employment as a vocational administrator.

b. Issuance. An applicant who meets the requirements of one of the initial entrance license options set forth in B.1.c. of this rule (below), shall be issued an initial two-year entrance vocational license.

Subsection B.1.b. This subsection is needed to clearly alert the applicant to the fact that licensure options are available. It is reasonable to provide more than one route to licensure in order to capitalize on the expertise of individuals with differing backgrounds.

c. Initial entrance license options:

Subsection B.1.c. This subsection delineates the licensure options available.

(1) Option one -- An applicant who meets the educational component and the occupational experience licensure requirements for the specific administrative or supervisory personnel position sought, as set forth in these rules, shall be issued an entrance license.

Subsection B.1.c.(1) Since most individuals aspiring to vocational administrative positions will have already served as vocational educators in one capacity or another, it is reasonable to expect that most applicants for initial licensure will meet basic requirements and will be issued an entrance license on the basis of an application and verifying credentials.

(2) Option two -- An applicant who does not meet the educational component and/or the occupational experience licensure requirements for the specific administrative or supervisory personnel position sought may petition the commissioner of education in writing for a qualifications reevaluation through committee review as set forth in 5 MCAR § 1.0788.

Subsection B.1.c.(2) This subsection is needed to alert readers that the committee review option is not limited to instructional and supportive personnel. It is reasonable and equitable to offer the committee review equally to all personnel, since it constitutes an individual evaluation of competency based on the responsibilities of the specific position to be entered.

Option two provides a means for qualified individuals with nontraditional backgrounds to enter and to contribute to vocational education. The diversity thus gained is of benefit to both students and staff by broadening perspectives and enriching the learning environment. At the same time, the competency evalution aspect of the interview will provide some degree of assurance that the candidate will have the capability of successfully serving students in the role for which licensure is sought.

2. Initial regular five-year vocational license.

Subsection B.2. This subsection delineates the process for obtaining a five-year license in a vocational administrative or supervisory category.

a. Authorizing signature. Applications for the initial regular five-year vocational license shall be signed by the local supervising vocational administrator. Secondary and post-secondary directors shall obtain the signature of the supervising superintendent.

Subsection B.2.a. This subsection is needed to establish responsibility for local review of a candidate's status in regard to meeting relicensure criteria. Because of the frequent contact and communication between the supervisor and the local vocational administrator in the daily process of managing the local vocational program, it is reasonable to expect that the supervising administrator will be familiar with the status of the applicant and will be in an advantageous position to provide the renewal recommendation. In the case of a secondary or post-secondary vocational administrator, a similar relationship exists with the supervising superintendent who is responsible for the operation of the local education agency.

b. Issuance. An applicant who meets the requirements of one of the initial regular five-year vocational license options set forth in B.2.c. of these rules (below), shall be issued an initial regular five-year vocational license.

Subsection B.2.b. This subsection is needed to establish the licensing sequence that originated with the initial entrance options delineated in B.1.c.(1)-(2).

c. Initial regular five-year vocational license options:

(1) Option one -- An entrance license holder who meets the educational component and the occupational experience requirements for the specific administrative or supervisory personnel position sought and who subsequently completes relevant upgrading activities shall be issued a regular five-year vocational license upon the expiration of such initial entrance license. The number of hours and the content of relevant upgrading activities shall be determined by the local vocational administrator, subject to review by the commissioner of education.

Subsection B.2.c.(1) This subsection is needed to set forth the activities an administrator or supervisor must complete during the initial two years of licensure if he/she desires to maintain that licensure. The requirement for relevant upgrading activities is reasonable because it necessitates active participation in endeavors related to vocational education and/or to the position held. It is reasonable to expect persons in positions of authority to remain at least as current and updated as the staff members they supervise, as well as to complete upgrading activities at least equal to those required of such staff members. Because differences exist in local situations, as well as in various personalities, it is reasonable to allow the number and content of upgrading hours to be a matter of agreement between the applicant and the recommending administrator. The option of review by the commissioner of education will prevent illegal delegation of authority and will protect the applicant from unfair or prejudicial treatment. It will also provide a means of determining the efficiency of the system and of identifying the kinds of inservice offerings typically sought or needed by vocational administrators.

(2) Option two -- An entrance license holder who meets the educational component and/or the occupational experience requirements for the specific administrative or supervisory personnel position sought through committee review, as set forth in 5 MCAR § 1.0788, and who subsequently completes relevant upgrading activities shall be issued a regular five-year vocational license upon the expiration of such initial entrance license. The number of hours and the content of relevant upgrading activities shall be determined by the local vocational administrator, subject to review by the commissioner of education.

Subsection B.2.c.(2) This subsection provides the licensing sequence for the licensure applicant who has chosen initial entrance license option two set forth in B.1.c.(2). This subsection is needed and is reasonable for those reasons set forth in Subsection B.2.c.(1) (above).

3. Renewed regular five-year vocational license. A regular five-year vocational license holder who completes the continuing education requirements for relicensure set forth in 5 MCAR § 1.0795 shall be issued a renewed regular five-year vocational license.

Subsection B.3. This subsection refers the reader to the licensure rule which sets forth the sequence for obtaining subsequent five-year licenses in vocational administrative and supervisory categories.

5 MCAR § 1.0795 Continuing education requirements for relicensure of vocational administrative and supervisor personnel.

This rule delineates the process of renewing continuing licenses for vocational administrators and supervisors. This process was developed by a committee comprised of individuals affected by the rule, in cooperation with state department of education staff. The following list reflects the composition of the committee.

Administrative/Supervisory Licensure Task Force

Lowell Rasmussen, Post-Secondary Director, Wadena AVTI
Ray Davoli, Post-Secondary Director, St. Paul AVTI
Carl Montzka, Secondary Director, South Central Vocational Cooperative Center
Al Fletcher, Secondary Director, 916 AVTI
Joy Anderson, Adult Director, Dakota County AVTI
Jim Baymler, Adult Director, Wadena AVTI
Bob Jacobson, Assistant AVTI Director, Willmar AVTI
Dean Rolfs, Assistant AVTI Director, Minneapolis Schools
Karen O'Brien, Business Education Supervisor, Dakota County AVTI
Ruth Stanley, Business Education Supervisor, St. Paul Schools
John Thell, Agriculture Supervisor, Willmar AVTI

Bob Thienes, Special Needs Support Service Manager, St. Cloud AVTI
Robert Madson, Manager Program Operations, Division Voc-Tech Education
James Staloch, Coordinator Post-Secondary Programs, Division Voc-Tech Education
Dave McCullough, Coordinator Adult Programs, Division Voc-Tech Education
Tom Strom, Coordinator Secondary Programs, Division Voc-Tech Education
Hal Birkland, Coordinator Special Needs Programs, Division Voc-Tech Education
Colleen B. Kish, Vocational Licensing Specialist, Special Services Division

Although vocational education is unique in programmatic content, management and supervisory concepts are essentially equivalent to those utilized by nonvocational administrators (superintendents and principals). Thus this rule has been patterned almost precisely after their model. Since the superintendents' and principals' rule is already in operation and is meeting the needs of nonvocational administrators, it is reasonable to expect that a similar rule will be approved and will be equally appropriate to keep vocational directors and supervisors professionally current. The fact that the system has been developed by the affected parties themselves provides relevancy and substantiates the reasonableness of the process.

A. Renewed five-year vocational license.

1. Issuance. Vocational administrative and supervisory staff holding a valid regular five-year vocational license shall be issued a renewed regular five-year vocational license when the following requirements have been met during the five-year period immediately preceding the date on which the requested renewal is to be made effective.

Subdivision A.1. This subsection provides for renewal of a continuing license when the updating criteria have been met by the applicant seeking renewal. The five-year renewal period provides for continuous updating of administrative competencies consistent with the dynamic quality of vocational education.

a. An applicant has completed 115 clock hours of approved administrative or supervisory vocational continuing education activity and evidence of completion is provided to the commissioner of education.

Subdivision A.1.a. This subsection and following subsections are necessary to clearly identify the kind and the amount of activities needed for renewal. Requirements for continuing education have been expressed in clock hours in accordance with Minn. Stat. § 214.12. The requirement for 115 clock hours of approved continuing education activity is reasonable for two basic reasons:

1. 115 clock hours of updating activity is a sufficient amount to allow vocational administrators to complete the major core of experience needed to become or to remain an effective administrator, and

2. 115 clock hours of updating activity is essentially equivalent to that required of nonvocational administrators. It is reasonable to expect an administrator to complete more extensive requirements than do the instructors they supervise because of the greater complexity of the administrative responsiblity and authority.

Requiring that 115 of the clock hours be accumulated from approved prpgrams will insure that the core of the activities engaged in for relicensure will be worthwhile and germane to the administrative function.

As the person responsible for the educational system in Minnesota, the commissioner of education is logically designated as the person to whom verification of completion will be provided.

b. An applicant has completed 85 additional hours of individual professional development activity related to vocational school administration or supervision and a record of completion is provided to the central office of the employing school district or agency.

Subsection A.1.b. The delineation of 85 clock hours of individual professional development is reasonable because these clock hours will allow flexibility and choice of activities beyond approved programs. Such flexibility will allow individuals to pursue activities that will meet individual needs or that relate to specific educational interests. This provision also recognizes the value to administrators of activities sponsored by agencies unlikely to seek designation as initiators of approved continuing educaton programs for Minnesota administrators (e.g., national meetings of professional organizations, industry-sponsored conferences, business management seminars).

c. In the first six years following the effective date of this chapter, clock hours of approved vocational administrative or supervisory continuing education and clock hours of individual professional development activity shall be required as follows:

Subsection A.1.c. This subsection is necessary to provide a phase-in period during which the new rule can become operative. The gradual transition from the present 108 clock hour system to the new system involving 200 clock hours (115 approved hours plus 85 discretionary hours) is a reasonable mechanism that will prevent undue hardship to applicants during the transitional period.

(1) To renew licenses expiring June 30, 1980, an applicant shall complete 108 clock hours of upgrading activities related to administration. The clock hours shall be preapproved and verified by the local supervising vocational administrator.

Subsection A.1.c.(1) This subsection is needed to explain what is expected of applicants seeking relicensure when this rule has been effective for less than one fiscal year. It is reasonable to allow applicants applying in 1980 to renew on the basis of activities preapproved and verified by the local supervising vocational administrator, as the rule will not have been in effect long enough to provide adequate time for development and presentation of approved programs. Being involved in a reciprocal relationship with the applicant, the local supervising vocational administrator is in an advantageous position to evaluate and to provide verification of upgrading clock hours until such time as the transition to the preapproved-program system has been completed.

(2) To renew licenses expiring June 30, 1981, an applicant shall complete 108 total clock hours of relevant upgrading activities with 10 clock hours of approved vocational administrative or supervisory continuing education and 98 clock hours of individual professional development activity.

(3) To renew licenses expiring June 30, 1982, an applicant shall complete 125 total clock hours of relevant upgrading activities with 35 clock hours of approved administrative or supervisory continuing education and 90 clock hours of individual professional development activity.

(4) To renew licenses expiring June 3, 1983, an applicant shall complete 150 total clock hours of relevant upgrading activities with 60 clock hours of approved administrative or supervisory continuing education and 90 clock hours of individual professional development activity.

(5) to renew licenses expiring June 30, 1984, an applicant shall complete 175 total clock hours of relevant upgrading activities with 85 clock hours of approved administrative or supervisory continuing education and 90 clock hours of individual professional development activity.

(6) To renew licenses expiring June 30, 1985, and thereafter, an applicant shall complete 200 total clock hours of relevant upgrading activities with 115 clock hours of approved administrative or supervisory continuing education and 85 hours of individual professional development activity.

Subsections A.1.c.(2)-(6) These subsections are needed to clearly define what is required for relicensure each year of the phase-in period. The total hours gradually increase from 108 the second fiscal year (1981), which is the first full year, to 200 at the end of the sixth year (1985), at a rate of 17 additional hours at the end of the third fiscal year (1983), 25 more at the end of the fourth fiscal year (1984), and 25 more at the end of the fifth fiscal year (1985). At the same time, the proportion of approved program hours increases annually from 10 at the end of the first full fiscal year to 35, then 60, then 85, and finally 115 by 1985 and thereafter.

This procedure will provide the applicant with a reasonable mechanism for a gradual transition from the 108 clock hour system to the new system involving 200 clock hours. Because the transition is gradual, this mechanism will prevent undue hardship to an applicant during the transition period.

2. Applications for renewal. Applications for renewal shall be accepted by the department of education after January 1 of the year of expiration; provided, however, that the renewal period shall commence on the expiration date (July 1).

Subsection A.2. This subsection reiterates renewal conditions that apply to relicensure of all educational personnel in Minnesota.

a. Excess hours. An applicant for renewal who earns approved clock hours in excess of the number required for renewal in this rule may not apply any excess hours to future newals.

b. Renewal cycles. Clock hours used to meet renewal requirements for one five-year renewal cycle may not be applied toward future five-year renewal cycles.

Subsections A.2.a.-b. These subsections are needed to reiterate the time frame for submission of renewal applicants (after January 1), the effective date (July 1), and the fact that renewal hours may not be "banked" for use later and cannot be used more than once. Applications for renewal will be accepted after January 1 of the year of expiration to allow for expeditious processing of the renewal application by the licensing agency. The requirement disallowing "banking" of renewal hours will insure that continuous updating activity will occur.

These provisions are fair and reasonable, since they insure that criteria will be applied equally to all applicants for administrative or supervisory licensure.

B. Reactivation of lapsed regular five-year vocational license.

Subdivision B. Because of the changing enrollment patterns of students and the job mobility of administrators, it is necessary to provide a means of reactivating a lapsed license for individuals desiring to reenter vocational education.

1. Regular five-year continuing license. A five-year continuing license may be granted if an applicant can provide evidence that 115 clock hours of approved administrative or supervisory continuing education activity and 85 hours of individual professional development activity have been completed during the five-year period immediately preceding the application for a five-year continuing license.

Subsection B.1. This subsection specifies the normal renewal cycle. It is reasonable to relicense an applicant who has completed the required activity sequence whether or not that individual is presently in an educational position, since such employment is not stated as one of the relicensure criteria. This process will allow the applicant to regain a valid license that can be used as part of the credentials presented when seeking a vocational administrative position.

2. Two-year nonrenewable continuing license. A two-year nonrenewable continuing license may be granted if an applicant can provide evidence that a position has been offered contingent upon holding a valid license, and can demonstrate that there is insufficient time to complete 115 clock hours of approved administrative or supervisory continuing education activity and 85 hours of individual professional development activity as set forth in A.1.a.-b. of this rule (above). Upon expiration of the two-year, nonrenewable continuing license, an applicant

shall qualify for a regular five-year continuing license in accordance with requirements set forth in B.1. of this rule.

Subsection B.2. This subsection is necessary to provide a means of renewal for an applicant who has been out of education and has allowed the license to lapse and is then offered an immediate position contingent upon holding a valid license. In an emergency situation when an individual is needed to fill a vacant position, it is reasonable to allow two years to regain full licensure status since a transitional period is needed during which all formal licensure requirements can be met. Limiting the provisional licensure to two years is reasonable as the limitation will require the candidate to return to the usual cycle of upgrading activities as quickly as possible. Requiring the candidate to demonstrate that there is insufficient time to complete the 200 hours prior to reactivation of the license is reasonable as it necessitates a formal assessment of upgrading activites that may have already been completed, as well as the development of a plan to regain full licensure.

In the interim two years while full licensure is being reestablished, the vocational education community will benefit from exposure to the fresh perspectives that the administrator has gained from business or industry experiences. At the same time, the educational competencies of the returning administrator will be enhanced by completing professional clock hours in consort with other vocational administrators and supervisors. Since vocational education is--by structure of the word--a combination of "vocation" and "education," it is reasonable to expect that the educator who has entered business or industry and then returned to education will be uniquely suited to function in the vocational education environment.

5 MCAR § 1.0796 Continuing education programs for relicensure of vocational administrative and supervisory personnel.

To obtain initial licensure, vocational administrators and supervisory personnel must possess prior administrative education and experience. As technology advances and education methods change, so might methods of management, organization, control, and supervision. To continue to provide management growth, a system has been established to update and inservice vocational administrators and supervisory personnel, enabling them to continue to provide administrative skills resulting in more productive vocational agencies.

A. Approval by commissioner of education. The initiator of any vocational administrative or supervisory continuing education program for relicensure of directors and supervisors shall obtain approval from the commissioner of education for the program and the clock hours to be earned in such program.

Subdivision A. This subdivision as given above provides for approval of continuing education licensing programs by the commissioner of education.

Since initial preparation of these rules, however, legal advice has been received that has necessitated an amendment to this portion of the rules. (See the proposed amendments to 5 MCAR § 1.0796 and § 1.0797).

The use of a task force similar to that used by the superintendents and principals was considered the best model to insure input and self-determination on the part of the administrators and supervisors who will be subject to the provisions of this rule. However, the use of such a task force has been precluded in these rules pursuant to Minn. Stat. §§ 15.014 and § 15.059 which limit the number of task forces a state agency may have and the duration of those task forces. Therefore, a proposal to replace approval by the commissioner of education with approval by the state board for vocational education has been submitted in order to provide for the greatest possible amount of statewide input into the administrative relicensure process. Although the state board for vocational education is not as directly related to the administrative relicensure process as the task force would have been, the board is membered by individuals who do represent the constituency throughout the state.

1. Preapproval. The initiator of the vocational administrative or supervisory continuing education program shall secure approval of the program before participants may be registered.

Subsection A.1. Obtaining approval of a continuing education program prior to conducting that program will result in productive planning and organization, appropriate program objectives, and efficient appropriation of time, energy, and money for the initiator as well as for the registrants.

It is reasonable for the registrants to expect that the planned program provided will meet the needs of the individual, state, institution, or agency.

2. Term of approval. Vocational administrative or supervisory continuing education programs may be approved for a period up to, but not exceeding, two years.

Subsection A.2. This subsection provides for a two-year limitation on the approval of vocational administrative or supervisory continuing education programs. Continuing education programs generally deal with topics of current interest. It is recognized that programs which deal with such current topics (e.g., energy) may need revision after a two-year period to reflect the rapid changes which can occur in that two-year time span. However, this two-year limitation does not preclude a program from being reviewed and reapproved for an additional two years if the content remains current and of continued interest. The intent of this subection is to insure that continuing education programs will be approved as long as they remain in compliance with the provisions of this rule and are serving a useful purpose.

B. Approval procedure.

1. Vocational administrative or supervisory continuing education program proposals. The initiator of any vocational administrative or supervisory continuing education program shall forward a proposal of the program to the commissioner of education for approval.

Subdivision B. This subdivision provides for an approval procedure for preliminary evaluation of continuing education programs. This procedure is needed to provide an objective mechanism whereby continuing education programs can be evaluated to insure that administrative and management growth needs are met.

Subsection B.1. Forwarding proposals to the commissioner of education will provide program initiators with a centralized figure to whom all program proposals can be sent. However, since Minn. Stat. § 121.02 vests the state board for vocational education with the authority to approve or disapprove proposals, it is necessary that these rules acknowledge that authority. (See the proposed amendments to this rule.)

a. Program proposal requirements.

Subsection B.1.a. In an attempt to insure that continuing education programs will be effectively evaluated, a mechanism has been established to provide for objective criteria which can be used to determine whether continuing education programs meet the high standards of continuing education in Minnesota. Such criteria will provide notice to an initiator of any continuing education program of the criteria which will be used in evaluating approval status of that program. The role of the state board for vocational education (under the proposed amendment) will be to review the continuing education program proposals to determine whether the programs are likely to achieve their goals, but not to decide what the program topics ought to be.

(1) Clock hours. Each vocational administrative or supervisory continuing education program shall consist of at least three clock hours.

Subsection B.1.a.(1) Requirements for continuing education are expressed in clock hours in accordance with Minn. Stat. § 214.12. A realistic interval of time is necessary to meet scheduling needs of institutions. This requirement is included to insure that inservice programs will be of sufficient duration to require careful planning. Planning sessions with educators and industry have indicated that a minimum of three clock hours is needed to provide the most appropriate and beneficial information in the least amount of time. Since many of the topics of interest to school administrators are highly specialized, most can be well presented in three to five hours.

(2) Contents. Each vocational administrative or supervisory continuing education program proposal shall contain the following information:

Subsection B.1.a.(2) So that the initiator will be aware of and will understand which criteria will be used in evaluating continuing education programs, the criteria have been set out specifically. The identification of such criteria will enable the initiator to channel available time and energy into developing curriculum or content materials needed for a well-planned and relevant continuing education program.

(a) a description of planning activities including a list of names, addresses, and positions of those involved in planning,

Subsection B.1.a.(2)(a) The descriptions of planning activities and the lists of those involved in planning are essential in determining if the content of the continuing education program is indeed as relevant as possible. If the state board for vocational education (under the proposed amendment) is to make an informed decision concerning approval status of a continuing education program, it must receive a detailed description familiarizing the board with the operation of the program.

(b) a description of the client group, or groups, for whom the program is designed,

Subsection B.1.a.(2)(b) To make an informed decision concerning approval status of a continuing education program, the state board for vocational education (under the proposed amendment) must know the composition of the target audience. It is reasonable to expect an initiator to be able to identify the groups for whom the program is directed, as this knowledge would enable that initiator to design relevant continuing education programs.

(c) a statement of program goals which relates goals to client needs,

Subsection B.1.a.(2)(c) The program proposal must contain a statement of goals to inform the state board for vocational education (under the proposed amendment) of what the initiator intends the continuing education program to accomplish. Requiring the initiator to relate program goals to the identified client group's needs in the program proposal will encourage the initiator to carefully plan a continuing education program relevant to those for whom it is designed.

(d) a statement concerning any prerequisite education or experience required for admission to the program,

Subsection B.1.a.(2)(d) A statement concerning any prerequistite education or experience required for admission to the program is needed to clearly define the client group for whom the program is designed. Such a statement gives prospective registrants notice of the conditions which must be met before entering a continuing education program. It is reasonable to expect the instructor of a continuing education program to be free to utilize all available time to cover material contained in that program. Minimum entrance requirements insure that the instructor will not be forced to repeat material which registrants should already have known before entering the program.

(e) a description of the proposed vocational administrative or supervisory continuing education program which includes:

(i) a statement of expected learning outcomes;

(ii) a description of program components designed to develop specified learning outcomes; and

(iii) the means by which achievement of specified learning outcomes will be determined for each program participant.

Subsections B.1.a.(2)(e)(i)-(iii) To make an informed judgment, both the reviewer and the initiator need a detailed program description. A statement of expected learning outcomes will provide a more detailed description of the results to be expected from the program. By including expected results in the program proposal, the initiator will be notifying the registrant of what can be expected from that continuing education program. The identification of expected results will also provide a benchmark by which evaluation of the program can be made. A description of the program components designed to develop specified learning outcomes is to be included in the program proposal to provide the state board for vocational education (under the proposed amendment) with sufficient information to determine whether the program components lead to and are relevant to the statement of expected learner outcomes. The means by which achievement of specified learning outcomes will be determined for each program participant must be included in the program description to inform the state board for vocational education (under the proposed amendment) as to what mechanism will be used in evaluating whether the registrant has achieved the specified learner outcomes of the continuing education program. It is reasonable for the student to expect to be provided with an indicator of accomplishment after participation in a continuing education program.

> (f) statements indicating the number of clock hours requested for the proposed program, length of time for which approval is being requested, and the number of times that the program is proposed to be offered during the approval period, and

Subsection B.1.a.(2)(f) Statements indicating the number of clock hours requested for the proposed program, the length of time for which approval is being requested, and the number of times that the program is proposed to be offered during the approval period provide the state board for vocational education (under the proposed amendment) with a broad overview of the continuing education program, thereby enabling the board to make an informed judgement as to approval status of that program. This information is essential if the board is to determine if the program meets the criteria set forth in this rule.

> (g) evidence that qualified staff have been assigned to the program and that other resources necessary to the program have been allocated.

Subsection B.1.a.(2)(g) Evidence that qualified staff have been assigned to the program and that other resources necessary to the program have been allocated must be submitted to the state board for vocational education (under the proposed amendment) to enable it to determine if quality continuing education will be provided by the program and whether the resources necessary to provide that quality education will be utilized. Only quality continuing education programs will provide administrators and supervisory personnel with the experiences which will enable them to manage vocational programs most effectively and efficiently.

> b. Program approval. A vocational administrative or supervisory continuing education program shall be approved by the commissioner of education upon the recommendation of the administrative standards and licensure task force established in 5 MCAR § 1.0797 if it meets the requirements set forth in B.1.a.(2)(a)-(g) of this rule (above).

Subsection B.1.b. Upon review of the continuing education program proposal by the state board of vocational education (under the proposed amendment), the initiator must receive the board's decision concerning approval status of the program proposal if the continuing education program is to be implemented. If the continuing education program meets the seven criteria set forth in this rule, it is reasonable to expect that that program will be able to provide administrators and supervisory personnel with quality continuing education.

C. Vocational administrative or supervisory continuing education program initiator.

Subdivision C. This section provides a helpful guideline enabling the initiator to efficiently perform the responsibilities set forth in this rule as they relate to the development of a continuing education program. The initiator must be well informed about the state criteria in order to develop and organize a plan of action related to continuing education.

1. Responsibilities. The program initiator shall be responsible for the following duties:

Subsection C.1. This subsection provides a number of duties for which the program initiator will be responsible. Initiators of continuing education programs need to be informed of what is expected of them. It is reasonable to delineate these expectations in such a way as to facilitate understanding, acceptance, and effective implementation of a quality continuing education program.

a. developing proposals for vocational administrative or supervisory continuing education programs in areas of study which have been identified, in cooperation with licensed vocational administrators and supervisors practicing in Minnesota school districts,

Subsection C.1.a. The initiator of a continuing education program must be responsible for developing proposals for vocational administrative supervisory continuing education programs in areas of study which have been identified, in cooperation with licensed vocational administrators and supervisors practicing in Minnesota school districts.

To insure that the continuing education needs of administrators and supervisors will be met, it is essential that the program initiator cooperate with, and obtain input from, vocational administrators and supervisors. Those individuals in vocational administrative and supervisory positions will be best able to determine exactly what their continuing education needs are, and how those needs can be most effectively met in a continuing education program. The major objective of any continuing education program is to meet the needs of the groups for whom it was designed. The most effective way to meet those needs is to incorporate the target group into the planning process of the continuing education program.

A plan must be established and implemented to insure that vocational administrators and supervisors will have adequate input into the planning process of continuing education programs.

b. forwarding vocational administrative or supervisory continuing education program proposals to the commissioner of education for approval,

Subsection C.1.b. The initiator is made responsible for forwarding the continuing education program proposal to the commissioner of education for review by the state board for vocational education (under the proposed amendment) to insure that the board will actually receive the program proposals for evaluation. It is unreasonable to expect the administrators and supervisors who provide input into the planning process to be responsible for mailings, paperwork, and other support services.

c. conducting the vocational administrative or supervisory continuing education program,

Subsection C.1.c. The initiator is made responsible for conducting the vocational administrative or supervisory continuing education program to insure that there will be someone directly responsible for implementing the program. It is reasonable to expect the initiator to implement the continuing education program since the initiator is the most knowledgeable concerning the program, having planned the program and participated in the program approval procedures.

d. maintaining communication with the commissioner of education concerning the status of all approved vocational administrative or supervisory continuing education programs offered, and

Subsection C.1.d. The initiator is required to maintain communication with the commissioner of education concerning the status of all approved vocational administrative or supervisory continuing education programs offered to insure that the commissioner of education can accomplish the goals and objectives set forth in Minn. Stat. § 121.16. The commissioner must remain knowledgeable about those areas affected by the judgment of that position.

e. providing each participant with an attendance certificate indicating the number of clock hours earned.

Subsection C.1.e. The initiator will be required to provide each participant with an attendance certificate indicating the number of clock hours earned. This requirement is needed to provide the administrator or supervisor completing a continuing education program with verification of that completion. The licensing agency will require evidence of participation in a continuing education program in order to determine the eligibility of the applicant for relicensure. It is reasonable, therefore, that a certificate of attendance be distributed to the participant upon completion of such program.

2. Resources. The initiator of a vocational administrative or supervisory continuing education program may use resources from professional associations, governmental agencies, and the private business sector in conducting the program.

Subsection C.2. Resources beyond the direct availability of the initiator of a continuing education program may be needed to meet the identified needs. It is therefore reasonable to allow the initiator to use resources from associations, governmental agencies, and the private business section to insure that the continuing education needs of vocational administrators and supervisors can be met in the continuing education program.

D. Requirements for admission to approved vocational administrative or supervisory continuing education programs. Admission to all approved vocational administrative or supervisory continuing education programs shall be open to any licensed Minnesota vocational administrator or supervisor who meets the educational and experience requirements for admission as provided for in the particular continuing education program.

Subdivision D. This subdivision communicates to all administrative and supervisory personnel the availability of administrative and supervisory continuing education programs so that such personnel may take advantage of the programs and complete relicensure requirements. It is reasonable to expect that these continuing education programs will be made available to all licensed Minnesota vocational administrators in Minnesota, since these individuals are subject to the requirements for relicensure, and the content of continuing education programs have been designed to meet those requirements.

E. Dissemination. The department of education shall disseminate lists of known approved vocational administrative and supervisory continuing education programs twice annually.

Subdivision E. The department of education will assist administrators in finding desired programs by disseminating lists of approved administrative continuing education programs twice annually. Vocational administrators and supervisors need to be informed of the locations and times when continuing education programs will be available. It is reasonable for the department of education to take a leadership role in this communication process as it is the centralized agency responsible for vocational education Minnesota and is in constant communication with the affected individuals.

5 MCAR § 1.0797 Standards and licensure task force for relicensure of vocational administrative and supervisory personnel.

Since an amendment has been submitted to omit § 1.0797 of these proposed rules, no statement of need and reasonableness has been prepared.

5 MCAR § 1.0798 Vocational administrative and supervisory personnel.

Vocational education in Minnesota provides for 33,000 full-time day students in post-secondary education. Adult vocational education serves 238,000 people, and secondary is currently serving 174,000 people. In the populations just mentioned individuals with special needs, the handicapped, senior citizens, the disadvantaged, and minorities are being served. In addition, there are a great number of people needed to operate the vocational facilities, including staff in maintenance, instruction, health and safety, food service, and transportation.

This educational system needs people who have the ability and skills to:

1. define the objectives of the organization,
2. provide vocational education,
3. divide the work essential to operate a vocational system into manageable components,
4. establish plans, policies, procedures, and rules to accomplish the objectives, and
5. delegate work to staff, and then supervise and direct their efforts to assure attainment of vocational objectives.

The result of these activities will be the development of sound organizational structure and continued attainment of vocational, student, industry, labor, and business objectives.

This section:

1. defines administrative and supervisory personnel,
2. identifies categories of people eligible for licensure, and
3. specifies licensure requirements.

A. Qualification for licensure. An applicant shall meet the requirements set forth in this rule and the general provisions and procedure for licensure of instructional and supportive personnel, except when superseded by the provisions of this rule.

Subdivision A. A mechanism is needed to communicate qualifications required for licensure as a vocational administrator or supervisor. It is reasonable for a candidate to be provided with licensure information in order to expedite planning and facilitate licensure attainment. This subdivision alerts the reader that general licensure provisions also apply to administrative licensure except when specialized procedures must take precedence.

B. Personnel who shall be licensed. A person holding a position as a vocational director or vocational supervisor shall be licensed pursuant to C.1.-5. of this rule (below) when the director or supervisor:

Subdivision B. It is essential that the personnel and their functions or responsibilities be identified and classified in order to determine which categories of people require vocational administrative or supervisory licenses. This subdivision details the typical duties assigned to such staff members.

1. devotes more than 50 percent of assigned time to administrative or supervisory duties which require the use of independent judgement,

Subsection B.1. It is necessary to identify and delineate the amount of time a person must devote to management, supervision, and control before administrative licensure will be appropriate. It is reasonable to establish the percentage of time necessary to consider the workload primarily administrative. The requirement that the duties be such that they require independent judgement will insure that the position is not merely clerical in nature.

2. has the responsibility of directing other employees or adjusting their grievances on behalf of the employer, and

Subsection B.2. There is a need to delineate the types of responsibilities that may constitute administrative activities. It is reasonable to include program and management leadership and listening and responding to employees on behalf of the employer as administrative responsibilities, since these activities have a significant impact on other staff members, as well as on students.

3. if so assigned by the vocational administrator, has the authority to recommend the hiring, transfer, suspension, promotion, discharge, assignment, reward, or discipline of other employees on behalf of the employer.

Subsection B.3. When a candidate has the responsibility for hiring, transferring, suspending, promoting, discharging, assigning, rewarding, or disciplining employees, the candidate is participating in administrative activities that will make her/him eligible for administrative licensure. This subsection is needed to further clarify administrative activities.

C. Licenses required. Vocational directors and vocational supervisors falling within the provisions of B.1.-3. of this rule (above) shall be licensed as follows:

Subdivision C. This subdivision is needed to differentiate between the various administrative and supervisory licenses.

1. Directors of vocational-technical education in districts operating an AVTI shall hold Minnesota vocational licenses as directors of vocational-technical education in districts operating an AVTI.

2. Assistant directors of vocational-technical education in districts operating an AVTI shall hold Minnesota vocational licenses as assistant directors of vocational-technical education in districts operating an AVTI or as directors of vocational-technical education in districts operating an AVTI.

3. Secondary local vocational program directors shall hold Minnesota vocational licenses as local vocational program directors.

4. Adult vocational education directors shall hold Minnesota vocational licenses as directors of adult vocational education.

5. Supervisors and nonteaching coordinators or managers shall hold Minnesota vocational licenses as supervisors of the program area or personnel services area to which assigned.

Subsections C.1.-5. The categories of licensure in Subsections C.1.-5. correspond to the nature of the administrative/supervisory positions described and are used as an identifying device.

D. Administrative personnel.

Subdivision D. This section is needed to identify and clarify the authority and responsibilities of vocational administrative personnel.

1. Director of vocational-technical education in districts operating an AVTI. A district designated and approved by the state board of education to operate an AVTI shall employ a director.

Subsection D.1. The administrative position in an AVTI is needed to provide the necessary direction for total operation of the institute, including fiscal, programmatic, and personnel management.

Administrative responsibilities in districts are typically assigned according to level of programs, i.e., elementary, secondary, and post-secondary. Administrators are selected to function in an area of specialization. In the case of post-secondary vocational education, the administrator needs a background in vocational-technical education.

a. Licensure requirement. Any person holding a position as a director of vocational-technical education in districts operating an AVTI shall be licensed pursuant to this rule when responsible for any of the following activities:

Subsection D.1.a. This subsection delineates the duties that a person functioning as a director of vocational-technical education in districts operating an AVTI will typically be assigned.

The director must hold a license in accordance with 5 MCAR § 1.0103 A. This provision is consistent with provisions dealing with other licensed administrators in the local school district. The licensing process will provide for evaluation of the individual's background as it relates to the field of vocational education administration.

(1) post-secondary and adult vocational education,

(2) recruiting teachers, coordinators, and supervisors and recommending to the superintendent the appointment of all personnel under such director's supervision,

(3) vocational-technical programming at all levels in the district,

(4) preparing plans for new programs, expansion, buildings, facilities, equipment, and budget,

(5) providing for the effective articulation of all levels of programming within the district and as feasible in the service area,

(6) preparing brochures for general distribution, visiting surrounding high schools, and conferring with school superintendents, principals, counselors, and prospective students,

(7) providing preservice and inservice teacher training, assisting teachers in preparing a course of study and planned lessons, and providing instructional supervision of students in the building,

(8) requisitioning and recommending the purchase of equipment, supplies, instructional materials, and other needed items for the effective operation of the vocational program,

(9) preparing vocational reports (financial, statistical, and descriptive) required by the local board of education, the superintendent, the state director, and the state board of education,

(10) promoting good public relations through publications, speeches, news media, and the use of advisory committees, and

(11) periodically reviewing the effectiveness of the program by analyzing job placement, follow-up of students on the job, and consultation with industries that are employing the students.

Subsections D.1.a.(1)-(11) These subdivisions are needed to identify the responsibilities typically assigned to the director of vocational technical education in districts operating an AVTI. It is reasonable that these responsibilities be delineated so as to provide candidates with an organized list of activities expected of an AVTI director. This list will also provide a checklist against which a potential administrator's qualifications can be evaluated.

b. Licensure criteria. An applicant:

Subsection D.1.b. This section is needed to identify and clarify requirements for licensure as a director of vocational-technical education in districts with an AVTI.

(1) shall be a graduate of an accredited college, with a degree (baccalaureate or graduate level), including a major in one of the vocational services (agriculture, business and office, health, home economics and service, marketing and distribution, technical, trade and industrial) or the equivalent, or in vocational guidance and counseling. This degree shall include or shall have added to it:

(a) a course in philosophy of vocational education; and

(b) nine quarter credits in courses such as:

(i) administration,

(ii) conference leading,

(iii) coordination,

(iv) management,

(v) supervision.

Subsection D.1.b.(1)(a)-(b)(i)-(v) Licensure for this position requires a degree background in one of the recognized vocational fields plus additional course work in management. These essential courses will develop the ability to provide leadership to the various programs and will enable the applicant to meet the basic goals of vocational education (i.e., to meet the needs of business/industry and to provide skill training for those individuals needing and wanting such training).

Local vocational administrators need to have a background which has equipped them with expertise in a vocational field from which similar conclusions may be drawn for the administration of other vocational training programs. Vocational administrators also need to have academic backgrounds similar to those of other district administrators. Vocational administrators, with their diverse assignments in a multi-program operation, need special management/supervision skills in order to effectively utilize information and to provide leadership to all vocational program areas.

(2) shall have completed one year of supervisory or administrative experience in business, industry, or education,

Subsection D.1.b.(2) The requirement for administrative experience is reasonable because it will provide background for managing a complex educational setting. A minimum of one year is necessary to provide experiences that will enable the applicant to direct vocational staff. It will also provide familiarity with the related activities inherent in a supervisory experience. An applicant needs extensive management skills to function in the capacity of an administrator in a total AVTI operation. There is no better way of developing these skills than through practical experience.

(3) shall have completed 6,000 hours of occupational experience outside of education or teaching,

Subsection D.1.b.(3) AVTI administrators need first-hand experience in the world of work for all of the same reasons that instructional staff need work experience. Work experience outside of education contains elements that are unique to business and industry and are not usually part of an educational system. The 6,000 hour amount insures that the director will have an occupational background at least equivalent to that required of the personnel he/she supervises.

(4) shall have completed five years of experience in one or more of the following capacities:

(a) vocational teaching,

(b) vocational supervision,

(c) vocational administration,

(d) licensed vocational counseling in a Minnesota post-secondary AVTI,

(e) licensed vocational related subjects instruction in a Minnesota post-secondary AVTI.

Subsection D.1.b.(4)(a)-(e) Five years of experience will provide the background needed for an administrator to effectively operate in a vocational education situation and will provide the administrator with insight into the vocational system from the viewpoint of those to be supervised or directed. Any one of these experiences will provide an appropriate background for a vocational directorship.

c. The director may also serve as a secondary vocational director if no vocational administrator is employed by the district, either alone or with a cooperative center, for secondary vocational education. This responsibility may be reassigned to insure that there will be a vocational administrator responsible for secondary vocational education.

Subsection D.1.c. This subsection allows the director to also serve as a secondary vocational director when necessary so that secondary students will be provided vocational education opportunities, regardless of the size or location of the district. Each district offering a secondary vocational program must provide supervision by an authorized local administrator in accordance with 5 MCAR § 1.00801 D. Since all administrative personnel of a local school district are required to hold valid licenses, vocational administrators are also required to possess appropriate licensure.

2. Assistant director of vocational-technical education in districts operating an AVTI.

Subsection D.2. This subsection describes the duties and the licensure criteria for an assistant AVTI director.

a. Licensure requirement. Any person holding a position as an assistant director of vocational-technical education in districts operating an AVTI shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) assisting the director in the performance of those responsibilities set forth in D.1.a.(1)-(12) of this rule (above),

(2) vocational-technical programming at assigned levels in the district,

(3) performing additional duties assigned by local school district, and

(4) providing general leadership for the service area of the AVTI and coordinating such leadership with surrounding districts in keeping with the overall state plan for developing vocational-technical education in the state.

Subsection D.2.a.(1)-(4) These subsections are necessary to identify the duties typically assigned to an assistant AVTI director. They closely parallel the duties of the AVTI director, whom this individual assists.

b. Licensure criteria. An applicant:

(1) shall be a graduate of an accredited college, with a degree (baccalaureate or graduate level), including a major in one of the vocational services (agriculture, business and office, health, home economics and service, marketing and distribution, technical, trade and industrial) or the equivalent, or in vocational guidance and counseling. This degree shall include or shall have added to it:

(a) a course in philosophy of vocational education; and

(b) nine quarter credits in courses such as:

(i) administration,

(ii) conference leading,

(iii) coordination,

(iv) management,

(v) supervision.

(2) shall have 6,000 hours of occupational experience outside of education or teaching,

(3) shall have two years of experience in one or more of the following capacities:

(a) vocational teaching;

(b) vocational supervision;

(c) vocational administration;

(d) licensed vocational counseling in a Minnesota post-secondary AVTI;

(e) licensed vocational related subjects instruction in a Minnesota post-secondary AVTI.

Subsections D.2.b.(1)-(3)(a)-(e) These subsections clearly delineate the criteria for licensure as an assistant director of an AVTI. All of the criteria parallel those specified for licensure as an AVTI director, because these individuals will function side-by-side in a cooperative manner. For that reason, similar backgrounds are highly desirable.

The assistant director, however, will not be required to have as extensive a background in vocational education as the director (two years compared to five for the director), because that individual will function under the direct supervision of the director and will thus be able to draw on that individual's comprehensive expertise. Similarly, the one year of prior supervisory experience is not required for the assistant director because he/she will not be in complete and sole charge of the AVTI operation.

3. Secondary local vocational program director. A local vocational director may be employed by a school district or a combination of school districts to administer and supervise vocational programs and courses in grades kindergarten through 12 and adult vocational education.

Subsection D.3. The state board of education has authorized vocational programs to be offered in grades K-12. Supervision is needed so that these vocational programs will effectively and efficiently meet the needs of secondary students and will comply with state and federal requirements. It is necessary to insure that programs will be under the direction of an individual who is administratively knowledgeable about vocational education.

a. Licensure requirement. Any person holding a position as a secondary local vocational program director shall be licensed pursuant to this rule when responsible for any of the following activities:

Subsection D.3.a. Existing rules and regulations require an authorized administrator to be responsible for the direction of vocational programs. It is reasonable to establish standards commensurate with the responsibilities that are essential to administer and supervise vocational education programs at the local level.

(1) serving in one of three possible administrative structures as follows:

(a) an established or developing state board of education approved center;

(b) an intermediate district as an administrative coordinator for secondary programs;

(c) a single school district or a combination of school districts.

Subsection D.3.a.(1)(a)-(c) In the state of Minnesota, vocational education is offered through the three different structures described above. A vocational administrator is needed to insure that programs will be designed and implemented appropriately to meet the needs of the students and the community's services. Due to the unique nature of vocational education, it is reasonable to expect that a knowledgeable vocational administrator will be present to make sure that organizational and vocational objectives will be attained as efficiently and effectively as possible.

(2) providing leadership for local planning in vocational education (e.g., public and community relations, program planning and development, budgeting, procurement, staffing, evaluation, accountability, teacher education, communications, career education, guidance, placement and follow-up), and

Subsection D.3.a.(2) Since secondary vocational programs do not operate in isolation, but rather in cooperation and conjunction with other areas of vocational education and with other aspects of education, a vocational administrator must understand other components of the school program through the activities described in this rule. It is reasonable to expect an administrator, who is knowledgeable about vocational education according to the standards set forth in these rules, to provide the appropriate leadership to effectively plan and implement vocational education at the local level.

(3) all vocational programs and personnel reimbursed from federal and state vocational funds except for post-secondary and adult vocational programs assigned to other licensed vocational administrators.

Subsection D.3.a.(3) Minnesota delineates the responsibility of the secondary vocational program director and precludes responsibility for other assignments. This delineation is reasonable because local districts will be funded with categorical aids. The local board of education requires the administrator to have a vocational license to insure that board direction, industry/labor, business, and student objectives will be met.

b. Licensure criteria. An applicant:

(1) shall be a graduate of an accredited college, with a degree (baccalaureate or graduate level), including a major in one of the vocational services (agriculture, business and office, health, home economics and service, marketing and distribution, technical, trade and industrial) or the equivalent,

Subsection D.3.b.(1) The degree is needed to provide a foundation for further professional growth. In a leadership role, an administrator needs credibility and experience to adequately meet the various public objectives. The degree preparation will serve as a foundation for administration of vocational education. It will also provide an indication that the administrator has gained educational insight, as well as some level of proficiency in meeting vocational administrative objectives.

(2) shall have completed a course in philosophy of vocational education,

Subsection D.3.b.(2) The candidate must have a vocational education foundation from which to develop professionally and grow personally.

(3) shall qualify for a vocational license in one of the vocational administrative or service areas pursuant to these rules, and

Subsection D.3.b.(3) An indepth understanding of a vocational instructional program is required because it is important for an administrator to have a basic understanding of curriculum development, teaching methodologies, and equipment utilization as they relate to effective programming. All vocational programs contain these components, and the administrator of vocational education is directly responsible for the supervision of these vocational programs.

(4) shall have completed 6,000 hours of occupational experience in a variety of occupations outside of education or teaching.

Subsection D.3.b.(4) Administrators need credibility in a variety of vocational areas; therefore, this number and variety of hours is essential for the administrator to become knowledgeable about the wide variety of occupational areas to be supervised. Leadership necessitates credibility that will result in a positive and productive management process. If there is to be authoritative administration of various disciplines, there must be knowledge that has been gained through actual experience in a variety of occupational areas.

c. Initial license.

Subsection D.3.c. Initial license. This section is needed to identify requirements for attaining initial licensure.

(1) Requirements. An applicant who has met the requirements of D.3.b.(1)-(4) of this rule (above) shall be granted an initial license after demonstrating proficiency in four competency areas, including Minnesota educational system.

Subsection D.3.c.(1) The initial four competency area requirements may vary due to local school district and administrative structure and individual strengths. Proficiency in the remaining three competencies must be demonstrated before relicensure can be granted. To be an effective administrator, an individual must possess knowledge in the seven areas of competency that have been identified as necessary for successful secondary vocational program administration. The operation of a vocational organization that involves employees, programs, management, control, and supervision dictate that the administrator possess experience, skills, and abilities in the identified areas.

(a) Competency areas:

(i) school finance,

Subsection D.3.c.(1)(a)(i) All vocational programs require that a vocational administrator be responsible for administering state vocational categorical aids at the local level. Administering aids involves their effect on the local district/center budget, interpretation of levy limitations, application procedure for aid funding patterns, and providing required information to cooperating school districts and the state department of education. It is reasonable to expect the vocational administrator to possess competencies in areas of school finance because that individual has the responsibility for management, supervision, and control related to meeting funding objectives of the district/center.

(ii) public relations,

Subsection D.3.c.(1)(a)(ii) Administrators provide the liaison with business/industry, general education, staff, students, boards of education, AVTIs, and advisory committees representing vocational education. To maintain and develop effective communications, rapport, and a productive working relationship, public relations skills are essential. Because the fulfillment of vocational education objectives depends on effective interaction among the various publics served, this competency area is critical for administrative personnel.

(iii) communications,

Subsection D.3.c.(1)(a)(iii) A vocational administrator must communicate with the same groups listed above, including the general public, the legislature, and the state department of education if he/she is to effectively keep the public informed about the role of vocational education in relation to the total education of the student. The objectives of vocational education depend upon effective interaction among these agencies.

(iv) school law,

Subsection D.3.c.(1)(a)(iv) A vocational administrator must deal with all legal aspects of education including liability, safety requirements, employment practice laws, OSHA, etc., on a daily basis. A vocational administrator has the responsibility for insuring compliance with all legal aspects pertaining to vocational education in the local district/center. Minimizing the liability risk for the school district and insuring a safe educational environment for the student are critical components of this reponsibility.

(v) leadership and personnel management,

Subsection D.3.c.(1)(a)(v) Vocational administrators must recruit and employ licensed vocational teaching staff for all vocational programs within their jurisdiction, and in addition, must provide leadership for the supervision and inservice of staff. It is reasonable to expect vocational administrators to possess and continue to expand competencies in this area, as it is their responsibility to administer vocational education in a productive, effective, and efficient manner.

(vi) program planning and development,

Subsection D.3.c.(1)(a)(vi) Planning and development skills are needed so that an administrator can plan for program expansion, modification, and deletion based on industrial needs and available funds. The administrator must also have the capability for directing curriculum development and improving methodology. It is reasonable to expect a director of vocational education to have the ability to utilize resources effectively and to efficiently administer the necessary programmatic changes to meet vocational objectives.

(vii) Minnesota educational system.

Subsection D.3.c.(1)(a)(vii) Vocational education is one vital component of Minnesota's educational system. It is essential that the vocational administrator possess an understanding and a working knowledge of the relationships that exist within this system so as to better meet the total educational objectives of the student. It is reasonable to expect the individual to have a basic understanding of this system so that he/she can successfully operate a vocational program, develop curriculum, employ licensed personnel, promote inservice training for staff, develop educational goals and objectives, establish annual agreements, and develop program approvals in a manner consistent with Minnesota's educational philosophy.

(b) Demonstration of proficiency.

Subsection D.3.c.(1)(b) Demonstration of proficiency is needed to provide verification of fulfillment of the various competency area requirements. The varied backgrounds and experiences of applicants make it reasonable to provide more than one means of demonstrating proficiency.

(i) Minnesota educational system. The applicant shall demonstrate proficiency in competency seven, Minnesota educational system, by submitting verification of three years of experience in vocational education in Minnesota in one or more of the following vocational education capacities:

(aa) vocational teaching,

(bb) vocational supervision,

(cc) vocational administration.

Two of those three years shall have been spent in teaching, licensed as a vocational instructor or as a vocational post-secondary related subjects instructor.

Subsection D.3.c.(1)(b)(i)(aa)-(cc) This subsection is needed to identify the various roles in vocational education that can provide the appropriate experiences needed for licensure. It is reasonable to conclude that experiences as a vocational teacher, supervisor, or administrator in Minnesota will have provided specific understandings as to the function of a vocational administrator because of the day to day contact with the operation of the vocational education system. Other roles in the educational system are peripheral to vocational education, while these three positions have vocational education as their primary objective.

The requirement for two of those three years to have been spent in teaching, licensed as a vocational instructor or as a vocational post-secondary related subjects instructor, identifies which combinations will have been effective in developing insight and experience necessary to meet student and program objectives.

Requiring that two years of teaching be included is reasonable because the administrator will then be able to identify with teachers who are supervised, which will enhance mutual credibility. Having been a teacher will develop the ability to empathize with the challenges the teacher faces in the classroom/laboratory and will encourage mutual solution of problems.

(ii) Other competency areas. The applicant shall demonstrate proficiency in each of the other competency areas by satisfying one of the following criteria:

Subsection D.3.c.(1)(b)(ii) This subsection is necessary to clearly identify the various routes by which competencies can be demonstrated. It is reasonable to allow more than one means of meeting licensure criteria, since various candidates will have varying backgrounds.

(aa) successful practical experience in the appropriate competency area within a public or private educational system, as verified by the employer,

Subsection D.3.c.(1)(b)(ii)(aa) This subsection is needed because successful practical experience is one of the most viable methods of moving candidates directly into vocational education administration. Previously demonstrated success is an indicator of future success in a similar area.

(bb) successful practical experience in the appropriate competency area within a noneducational setting, as verified by the employer,

Subsection D.3.c.(1)(b)(ii)(bb) This subsection is needed to recognize experiences in private industry that are as relevant as those gained in an educational setting. There are many educational training programs, opportunities, and practical experiences in the private sector which can provide relevant experiences necessary to develop the competency to effectively administer the vocational education program.

(cc) successful completion of a workshop in the appropriate competency area, as approved by the division of vocational-technical education, or

Subsection D.3.c.(1)(b)(ii)(cc) This option is needed to provide an avenue for people who want to take advantage of the workshops to gain competencies necessary to operate a vocational program. In the absence of practical experience in an appropriate area, and in light of constant change in the educational system, workshops are an appropriate and cost-efficient means of remaining current. Workshops also give an opportunity to share concerns with other administrators with similar competency needs. It is essential to remain current in order to meet vocational objectives and to increase credibility and believability in the operation of the vocational system. Approval by the division of vocational education is needed to insure that the agendas, workshop objectives, and goals will be relevant to the objectives of vocational education in Minnesota.

(dd) successful completion of a college course or courses in the appropriate competency area.

Subsection D.3.c.(1(b)(ii)(dd) This option is needed to facilitate the entry of individuals who have not had practical experience in the public or private sector. In light of the constant change in the educational system, college courses provide an appropriate means for remaining current. College courses are readily available and provide an opportunity for sharing concerns with other administrators with similar competency needs.

(2) Applicants with experience in other states. An applicant whose educational experience is not in a Minnesota educational system shall also complete a workshop or course approved by the commissioner of education and designed to orient the applicant in the Minnesota educational system prior to initial licensure.

Subsection D.3.c.(2) As each state is unique, a fundamental understanding of the system in which the administrator will practice is essential in order to meet that state's vocational education goals. It is reasonable to provide an opportunity for potential administrators to become informed and knowledgeable about the complex system of vocational education in the state of Minnesota. Providing a means of orienting out-of-state applicants to the Minnesota system will increase the pool of available qualified administrators.

(a) Determination of workshop or course content. The content of the required workshop or course shall be determined based upon the following factors:

(i) the applicant's familiarity with educational administration in Minnesota, and

(ii) the applicant's background relative to previous work experience and training.

Subsection D.3.c.(2)(a)(i)-(ii) Familiarity with educational administration in Minnesota will significantly increase the applicant's ability to assume the responsibilities of secondary vocational education administration. The applicant's background should complement the type of workshop experience in order to effect a successful transition to vocational administration in Minnesota. It is reasonable to recognize previously developed competencies in determining workshop or inservice needs.

(b) Workshop or course content. The state manager of secondary vocational education shall structure and direct a workshop designed to meet the individual needs of the applicant and addressing the following areas:

(i) vocational funding,

(ii) secondary education funding,

(iii) Minnesota school law,

(iv) cooperative center structure,

(v) AVTI system, and

(vi) vocational-technical eduction division administration.

Subsection D.3.c.(2)(b)(i)-(vi) In order to take advantage of the various backgrounds of the applicants and yet assure that all relevant components have been addressed, an individualized workshop is needed. The applicant can help in identifying areas in which additional knowledge and skills are needed. It is reasonable to expect that the responsibility for structuring and directing the workshop is vested in the state manager of secondary vocational administrator since that person is accountable for the operation and administration of secondary vocational programs in the state.

d. Renewed regular five-year vocational licensure.

Subsection D.3.d. This subsection identifies and clarifies the requirements and expectations necessary for licensure renewal.

(1) Repeated initial license. An individual holding an initial license for a director of local vocational programs is eligible to apply for an additional two-year initial license when not employed as a local vocational administrator.

Subsection D.3.d.(1) In a changing society with the trend toward employment flexibility, reissuance of a license provides an opportunity for career change without losing previously attained licensure requirements. Being able to remain licensed provides incentive for career mobility and exploration.

(2) First five-year license.

(a) Peer review. The renewal procedure to gain the first five-year license shall include a review by a team of peers at the end of the applicant's initial year of licensed service as a director.

Subsection D.3.d.(2)(a) This subsection provides a mechanism for the relicensure of secondary vocational administrators. License renewal which includes a review by a team of peers is needed for constructive testing relative to information, competency determination, and direction for an individual who plans to continue as a director of vocational education. A group of practicing vocational administrators will possess the necessary realistic and current skills and abilities to objectively assess the strengths of a beginning director.

The review will result in a plan conceived in cooperation with the applicant that will enhance and improve administrative performance. The schedule allows a full year for the applicant to act on the suggestions of the committee before relicensure is due.

(i) Competency plan. The peer review shall result in a plan for the applicant to complete the competency requirements set forth in D.3.c.(1)(a) and (b) of this rule (above) during the second year of licensed service as a director.

Subsection D.3.d.(2)(a)(i) The competency plan is needed to provide the applicant with a suggested course of self-improvement leading to full five-year licensure. It is reasonable to allow a second year as an opportunity for the applicant to become proficient in leadership areas where weakness has been ascertained. The applicant will be able to draw upon the experiences of other qualified directors during the interim period. At the end of the second year, the applicant will need to verify that the recommendations have been successfully addressed.

(ii) Permanent licensure file. The competency plan established pursuant to D.3.d.(2)(a)(i) of this rule (above), shall become a part of the applicant's permanent licensure file.

Subsection D.3.d.(2)(a)(ii) Due to the mobility of licensed staff, it is necessary to maintain permanent licensure information for possible future reference. It is reasonable to keep peer review information with the remainder of the applicant's licensure materials in one central location so as to provide convenient accessibility and an organized and structured method of storage and retrieval.

(b) Renewal. Renewal for the first five-year license will require demonstration of proficiency in all seven competency areas.

Subsection D.3.d.(2)(b) To be an effective administrator, the administrator needs competence in all seven areas that have been identified as necessary to accomplish vocational administrative objectives. Demonstration of proficiency as attested to by the peer review process will cause the applicant to apply experience and knowledge of the administrative field in a way that will minimize the possibility of misinterpretation. The initial licensure period has provided time for the applicant to become proficient in all seven areas and has provided an indication of the person's reliability, professionalism, and administrative competency.

4. Adult vocational director.

Subsection D.4. The position of adult vocational director is needed to deliver a system of adult vocational education in each AVTI so that adult vocational programs will be offered to meet the educational needs of all citizens in the community served.

The existence of a specialized position is reasonable as it takes a person with special qualifications and skills to manage programs for adults. An adult vocational director has the responsibility for curriculum development, identification of community needs, recruitment of students and instructors, program planning/development/evaluation, personnel management, and facilities/equipment management.

a. Licensure requirement. Any person holding a position as an adult vocational director shall be licensed pursuant to this rule when responsible for any of the following activities:

Subsection D.4.a. This section is needed to identify and clarify responsibilities that are typically assigned to the adult vocational director.

(1) assisting the director in the performance of the duties set forth in D.1.a.(1)-(11) of this rule (above), as they relate to adult vocational programs,

Subsection D.4.a.(1) This area of responsibility is reasonable since the diverse responsibilities of the AVTI director create a need for assistance from a person with specialized expertise in adult vocational education.

(2) performing additional duties assigned by the local school district.

Subsection D.4.a.(2) Since the local board of education is responsible for duties of all staff as they relate to the local goals and mission of the school district, the adult director will logically be a member of that team.

b. Licensure criteria. An applicant:

Subsection D.4.b. This section is needed to identify and clarify criteria needed to attain licensure as an adult vocational director. It is reasonable to expect these criteria to be communicated so that an applicant can readily determine whether he or she will be eligible for such licensure.

(1) shall be a graduate of an accredited college with a degree (baccalaureate or graduate level), including a major in one of the vocational services (agriculture, business and office, health, home economics and service, marketing and distribution, technical, trade and industrial), or the equivalent. This degree shall include or shall have added to it:

Subsection D.4.b.(1) This subsection is reasonable because attainment of a degree in a vocational area is a standard indicator that competencies in vocational education have been developed. This is the same background required of the AVTI director and assistant director.

(a) a course in philosophy of vocational education; and

(b) nine quarter credits in courses such as:

(i) administration,

(ii) conference leading,

(iii) coordination,

(iv) management,

(v) supervision.

Subsection D.4.b.(1)(a)-(b)(i)-(v) The specialized coursework delineated in these subsections parallels the administrative preparation required for the AVTI director and assistant director. The option for choices among the courses allows an applicant to obtain the necessary coursework from a number of institutions offering such selections. Since the adult director must coordinate programs in all vocational disciplines, as well as work cooperatively with various publics, a strong management background is essential.

(2) shall have completed 6,000 hours of occupational experience in a variety of occupations outside of education or teaching,

Subsection D.4.b.(2) A variety of occupational experience totalling three years is necessary for the adult vocational administrator so that he/she can deliver a comprehensive adult vocational program that will meet the vocational education needs of local clientele. The adult vocational administrator needs first-hand experience in order to be familiar with the needs of industry as they relate to both employers and employees.

(3) shall qualify for a vocational license in one of the vocational administrative or service areas pursuant to these rules, and

Subsection D.4.b.(3) The criterion delineated in this subsection is included to insure that the prospective adult vocational administrator could qualify for licensure as a vocational instructor under current requirements should he or she so choose. This requirement will encourage only occupationally knowledgeable individuals to seek licensure as a director at the adult level. Since the bulk of the programs developed and supervised by this administrator will involve clientele from business/industry, it is imperative that he/she be at least as competent and familiar with the instructional role to serve the clients as the teachers who will be supervised.

(4) shall have completed three years of teaching experience or administration in vocational education. Two of those three years shall have been spent in teaching, licensed as a vocational instructor or as a vocational post-secondary related subjects instructor.

Subsection D.4.b.(4) The requirement for three years of experience in a vocational role will insure that the applicant will be familiar with the vocational system. The two years of teaching in a vocational system will give a measure of assurance that the person will be familiar with the teaching competencies needed by a vocational instructor and will therefore be able to evaluate the competencies of instructional staff members being supervised.

E. Supervisory personnel. Vocational supervisory licensure areas include the areas of supervisor of vocational program areas or supervisor of vocational personnel services areas.

Subdivision E. This subdivision includes a description of the vocational supervisory positions for which licensure is available, as well as the licensure criteria for each category. Supervisors may be employed by a school district to manage any of the occupational program areas or to manage a student services area. Personnel included in this subdivision are:

1. Local secondary, post-secondary, and adult program supervisors of vocational education,
2. Supervisor in specialized program area,
3. Supervisor of special needs,
4. Supervisor of bilingual-bicultural special needs vocational programs, and
5. Student personnel services supervisor.

1. Local secondary, post-secondary and adult program supervisors of vocational education.

a. Licensure requirement. Any person holding a position as a local secondary, post-secondary, or adult program supervisor shall be licensed pursuant to this rule when responsible for any of the following activities:

Subsection E.1.a. This subsection is necessary to identify which groups of persons are required to hold a vocational supervisory license.

Subsections E.1.a.(1)-(11) These subsections delineate the tasks typically assigned to supervisory staff. It is necessary to list the duties in order to establish a degree of consistency and commonality among supervisory staff members in various institutions, as well as to establish accountability. The expectation that these tasks will be performed by the supervisor is reasonable since the supervisor is in daily contact with the educational process within the assigned occupational area. Although each occupational area has unique aspects, the listed functions are equally applicable to all of the given supervisory positions.

(1) developing, organizing, implementing, supervising, and promoting vocational programs in the assigned vocational discipline or personnel services area,

Subsection E.1.a.(1) The tasks in this subsection are needed to produce valid educational experiences for students to the end that they will become satisfied, productive citizens.

(2) evaluating programs and instruction, equipment, facilities, and conditions for effective instruction,

Subsection E.1.a.(2) The tasks in this subsection are necessary to insure that programs are of high quality and that they meet both student and employer needs.

(3) preparing vocational reports (descriptive and statistical) required by local, state, and federal agencies,

Subsection E.1.a.(3) The tasks in this subsection are needed to meet local, state, and federal reporting requirements, so that funding and programmatic approval will be insured.

(4) recommending the purchase of equipment, supplies, and reference materials to the authorized local vocational administrator,

Subsection E.1.a.(4) The tasks in this subsection are needed to insure that adequate resources will be available to accomplish program objectives and to insure appropriate utilization of funds.

(5) organizing and consulting with advisory committees in cooperation with vocationally interested individuals, organizations, associations, and companies,

Subsection E.1.a.(5) The tasks in this subsection are needed to assure relevancy of the program in relation to current occupational practices.

(6) providing leadership and encouraging the development and improvement of vocational student organizations for all levels of programs assigned,

Subsection E.1.a.(6) The tasks in this subsection are needed to provide students with the opportunity to participate in a student organization that will develop good citizenship, leadership capabilities, and business and community awareness.

(7) coordinating the assigned vocational program with other educational programs,

Subsection E.1.a.(7) The tasks in this subsection are needed to insure an efficient, coordinated approach among the various vocational disciplines that will best utilize tax dollars.

(8) providing for preservice and inservice teacher training in cooperation with teacher education institutions, business, and industry.

Subsection E.1.a.(8) The tasks in this subsection are needed to enhance the capabilities of the teachers supervised.

(9) participating in relevant conferences and meetings to maintain currency in the assigned vocational discipline,

Subsection E.1.a.(9) The tasks in this subsection are needed so that the vocational programs supervised will be in harmony with current industrial practices, as well as with up-to-date educational principles.

(10) when assigned to do so by the authorized local vocational administrator, directing other employees and adjusting any grievances on behalf of the employer, and

Subsection E.1.a.(10) The tasks in this subsection are needed to provide knowledgeable assistance for the authorized administrator when the structure of the local system makes such assistance appropriate. In such cases, it is reasonable to expect the immediate supervisor to perform these functions since he or she will be the person most closely associated with day-to-day employee performance.

(11) when assigned to do so by the authorized local vocational administrator, making recommendations to hire, transfer, suspend, promote, discharge, assign, reward or discipline other employees.

Subsection E.1.a.(11) The tasks in this subsection are needed to provide competent assistance to the authorized administrator when the local structure makes such assistance appropriate. As the person accountable for the operation of the department, the first line supervisor will be in an advantageous position to make staffing recommendations, since the person in that position will be most familiar with the kinds of staff needed to make the program successful.

b. Licensure criteria.

Subsection E.1.b. This subsection is needed to clearly define for the reader the criteria for supervisory licensure.

(1) Supervisors of agriculture occupations, business and office occupations, health occupations, home economics and service occupations, marketing and distribution occupations, technical occupations, trade and industrial occupations. An applicant:

Subsection E.1.b.(1) This subsection is needed to identify the occupational disciplines in which a local supervisory license is available.

(a) shall be a graduate of an accredited college with a degree (baccalaureate or graduate level) in the corresponding area set forth below:

(i) supervisor of agriculture occupations--agriculture education or technical agriculture;

(ii) supervisor of business and office occupations--business education or business administration;

(iii) supervisor of health occupations--occupational health area. The supervisor of health shall also hold a current, valid Minnesota license to practice in the field;

(iv) supervisor of home economics and service occupations--home economics education;

(v) supervisor of marketing and distribution occupations--program area with distributive education technical and professional components included or added;

(vi) supervisor of technical occupations--technical subject area;

(vii) supervisor of trade and industrial occupations--industrial education.

Subsection E.1.b.(1)(a) A baccalaureate or graduate level degree is needed since a structured objective academic background serves to provide a basic comprehensive knowledge of numerous occupational program areas. A person in this position needs the background to serve as a generalist. It is necessary for this supervisor to be familiar with a broad category of technical content areas. The given majors are reasonable because each relates specifically to the vocational discipline area to be supervised and is broad enough to encompass a large variety of topics within the occupational area.

(b) shall have completed three years of teaching experience in the past five years as a vocationally licensed instructor in one of the approved vocational programs that will be supervised,

Subsection E.1.b.(1)(b) The teaching experience required by this subsection is essential for a supervisor so that the individual will have first-hand knowledge of the problems and challenges encountered by the teachers that are to be supervised. Since it is possible to be qualified in more than one area, it is reasonable to expect a generalist supervisor to have had teaching experience within the last five years in one of the program areas. This time frame will ensure currency in the teaching profession and will enhance the relationship with supervised staff.

(c) shall have completed 6,000 hours of occupational experience in program area(s) supervised,

Subsection E.1.b.(1)(c) The 6,000 hours of occupational experience provides the business/industry background for the supervisor. The occupational experience provides the supervisor with the attitudes and technical content information that will be applied to the actual material needed for teaching students the occupation. The attitudes and job knowledge can only be learned via an actual work experience. This requirement balances an attitude that is needed toward occupational programs. Professional growth is needed to insure that the individual will be updated in occupational knowledge as it applies to curriculum and evaluation. The 6,000 hour requirement is reasonable because it insures that the supervisor will have had at least as much occupational experience as that required of the staff members who will be supervised. Since this supervisory position typically involves supervision of post-secondary staff members, it is reasonable to base the amount of work experience on the total most often required for a post-secondary instructional license (6,000 hours).

(d) shall have completed nine quarter credits or 108 clock hours in supervisory techniques, and

Subsection E.1.b.(1)(d) The supervisor in this category needs to have completed work in supervisory techniques in order to be effective in the supervision of a broad program scope. The undergraduate or graduate program may or may not have included academic work in supervision. When such work has not been included, additional course work is critical in the preparation of this supervisor. Since this position will be concerned with more than one program content area, it is essential that the applicant be skilled in supervisory techniques that can be adapted to a variety of situations.

(e) shall have completed a course in philosophy of vocational education.

Subsection E.1.b.(1)(e) In addition to the need for philosophy of vocational education as expressed in the discussion of instructional staff, the supervisor needs a background in philosophy of vocational education for a comprehensive understanding of the total picture of vocational education. The course will provide the supervisor with contact in other fields of study in vocational education. Philosophy of vocational education serves as a common denominator of understanding for all vocationally licensed personnel. This quality is essential since the generalist supervisor is in an advantageous position to facilitate cooperation and efficient use of tax dollars in a total program of vocational education.

(2) Supervisor of practical nursing.

Subsection E.1.b.(2) This subsection delineates two optional sets of criteria for licensure in the unique area of practical nursing supervision.

(a) Option one -- The applicant:

(i) shall be a graduate of an accredited college with a degree (baccalaureate level) in nursing,

(ii) shall be a registered nurse, licensed pursuant to Minn. Stat. § 148.211 to practice in Minnesota,

Subsection E.2.a.(2)(a)(i)-(ii) It is reasonable to expect supervisors of practical nurse programs to meet requirements established by the Board of Nursing since that is the regulatory agency for the profession of nursing.

(iii) shall have completed 6,000 hours of recent nursing experience, and

Subsection E.2.a.(2)(a)(iii) Employment experience qualifications are required for instructors in nursing, as well as for other health occupations instructors; therefore, it is only reasonable to require the supervisor of this specialized area to have equivalent qualifications. Due to the rapid changes in the health industry, it is reasonable to expect that the experience in industry will be recent enough to be valid and representative of current practice. The instructor and supervisor need to possess the skills, competencies, and judgement-making ability required not only to care for clients, but also to teach students. This stipulation is also consistent with task force activity within the MBN.

(iv) shall have completed the post-secondary vocational teacher education sequence set forth in 5 MCAR § 1.0784.

Subsection E.2.a.(2)(a)(iv) Knowledge of instructional methods is an extremely important part of health occupations education. It is necessary for instructors to know and understand how people learn, as well as how to best utilize these factors to impart required knowledge and job competencies. The teacher education sequence has been specially designed to facilitate the transition from skilled practitioner to skilled educator.

(b) Option two -- The applicant:

Subsection E.1.b.(2)(b) This subsection delineates the second option to obtain licensure as a practical nursing supervisor.

(i) shall be a graduate of an accredited college with a degree (baccalaureate level) in nursing education,

(ii) shall be a registered nurse, licensed pursuant to Minn. Stat. § 148.211 to practice in Minnesota,

(iii) shall have completed 6,000 hours of recent nursing experience, and

(iv) shall have completed a course in philosophy of vocational education.

Subsection E.1.b.(2)(b)(i)-(iv) The criteria in this second licensure option include the same registration and occupational experience requirements as delineated in option A. In option B, however, the applicant will have completed a degree in nursing education rather than in technical nursing. Thus the usual teacher education sequence, except for the philosophy of vocational education class, need not be completed. The combination of course work in the specialized education degree and the occupational experience will cause this individual to be especially suited for the role of practical nursing supervisor.

2. Supervisor in specialized program area.

Subsection E.2. This subsection is needed to provide an opportunity for nondegreed staff members to become supervisors in specialized areas of expertise.

a. Licensure requirement. Any person holding a position as a supervisor in a specialized post-secondary and adult program area shall be licensed pursuant to this rule when responsible for any of the following activities:

Subsection E.2.a. This subsection is needed to identify which groups of persons are required to hold a specialized vocational supervisory license. The limitation to post-secondary and adult levels is reasonable because of the exploratory nature of secondary vocational programs.

(1) providing management of staff, instructional leadership, and coordination for all levels of instruction assigned,

(2) scheduling program instruction, including required related instruction for all levels of programs assigned,

(3) maintaining student monitoring and evaluation process for all levels of programs assigned,

(4) program advisory committees for all levels of programs assigned, and

(5) providing leadership and encouraging the development and improvement of vocational student organizations for all levels of programs assigned.

Subsections E.2.a.(1)-(5) These subsections delineate the tasks typically assigned to a supervisor who is responsible for a specialized occupational area. As the person accountable for the program, the specialized supervisor is in an advantageous position to fulfill these functions.

The tasks in Subsection E.2.a.(1) are needed to provide an organized environment conducive to learning.

The tasks in Subsection E.2.a.(2) are needed to insure that all relevant aspects of the occupation will be included in the instruction. The related instruction is necessary to instill theoretical concepts and develop occupational personal development in addition to technical skills.

The tasks in Subsection E.2.a.(3) are needed to insure that the programs will be of high quality and that they will meet the needs of students and employers.

The tasks in Subsection E.2.a.(4) are needed to assure relevancy of the program to current occupational practices, as well as to make certain that the program is fulfilling its function of servicing business and industry.

The tasks in Subsection E.2.a.(5) are needed in order to provide opportunities for students to develop awareness of business/industry/consumer/community relationships, and the leadership capabilities to become a satisfied and productive citizen.

b. Licensure criteria. An applicant:

Subsection E.2.b. This subsection is needed to clearly define for the reader the criteria for supervisory licensure.

(1) shall meet the five-year licensure requirements for a post-secondary vocational education instructor in one of the program areas that will be supervised,

Subsection E.2.b.(1) This position in a specialized program area serves only a single technical content program. Since this position is not a generalist position, it is reasonable not to require the broad degree preparation. The requirement for full five-year licensure will assure the district that all of the vocational education classes and workshop requirements have been completed. This requirement provides credibility for the specialized supervisor in the estimation of staff members who will be supervised and enhances the relationship with other supervisors in the department and/or school system. This professional work and a five-year license indicate that the supervisor has had experience in teaching, has been in a local district, and has evidenced the commitment to complete the requirements for a valid full-time vocational license.

(2) shall have completed four years of vocational experience in teaching, supervision, or administration in one of the assigned vocational program areas. At least two of those four years shall have been in teaching under a vocational license,

Subsection E.2.b.(2) This requirement is needed to provide a better understanding of instruction and students and thus a greater ability to relate to the staff in a supervisory role. The two years of experience as a teacher will provide this position with a working knowledge of the classroom situation. The instructors and the

students will be provided with a person who has had first-hand experience in an instructional role. The option for the remaining two years to be composed of either vocational teaching or supervision is reasonable in that it provides more opportunities for staff promotion and facilitates an orderly transition from the teaching role to that of supervision.

(3) shall have completed:

(a) 2,000 hours of vocational education supervision experience; or

(b) 72 clock hours or six credits of training in supervision.

Subsection E.2.b.(3)(a)-(b) In order to delegate, instill incentive, make decisions, and accept the responsibility for those decisions, it is necessary to have experience and/or training in the art of supervision and communication. This type of experience or training is needed in order for the person to be able to view programs as part of an entire organization and/or as part of the industry which those programs serve. It is reasonable to accept actual vocational education supervision, formal course work, or workshop preparation, because any of the three kinds of preparation would provide exposure to the basics of supervision and management. The three options prevent undue hardship to any candidate regardless of the size and location of the school district in which the supervisor will function, since at least one option will be readily available.

(4) shall have completed course work in one of the following areas:

(a) curriculum development; or

(b) evaluation of programs; or

(c) legal aspects of vocational education.

Subsections E.2.b.(4)(a)-(c) The supervisor will be required to assist other teachers in the development of teaching materials and in evaluating the programs. It is essential that the legal aspects of job placement and vocational education be understood by a person in the supervisory role, since that person will be highly accountable for events in his or her area of supervision. The supervisors, by their job descriptions, will be required to perform and understand these functions, as well as to accept responsibility for the outcome of these activities when performed by supervised staff.

(5) shall have completed a course in philosophy of vocational education, and

Subsection E.2.b.(5) The course work in philosophy of vocational education is needed for a comprehensive understanding of the total picture of vocational education. The course will provide the supervisor with contact in other fields of study in vocational education. Philosophy of vocational education serves as a common denominator of understanding for all vocationally licensed personnel.

(6) shall have completed a course in organization and administration of vocational education.

Subsection E.2.b.(6) This course is required to provide an understanding of the organization of vocational education funding and budgeting which is necessary in order to effectively direct and assist other individuals. It also provides an understanding of staff roles, program demands, and appropriate utilization of resources. This requirement will provide an understanding of the supervisory role, enhance the credibility of the supervisor with other administrators, and facilitate an effective team effort.

Supervisor of special needs.

Subsection E.3. There is a need for individuals to be licensed in this unique field so as to insure that the students with special vocational needs will be provided with the avenues necessary to meet their socioeconomic and educational needs. By collaborating with staff in regular vocational programs, special needs personnel can provide personalized/individualized program assistance to meet identified special needs and to facilitate access to quality vocational programs. The federal government and the state of Minnesota have indicated that handicapped, disadvantaged, limited English speaking persons, and many minority have not been afforded the opportunities that "regular" students have been offered. As a result, a complex system of services to students with special vocational needs has been designed and implemented to meet the varied needs of individuals in order to allow them opportunities to compete in vocational education and thus to become employable. Undoubtedly, vocational education has not only a legal responsibility, but also a moral responsibility, to provide all individuals opportunities to become successfully trained and employed.

a. Licensure requirement. Any person holding a position as a supervisor of special needs shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) preparing and implementing a delivery system which addresses itself to services for students with special needs,

(2) providing the necessary support services to the student with special needs where deemed appropriate,

(3) coordiinating and facilitating inservice training to aid regular personnel to more adequately understand and meet the needs of the students with special needs, and

(4) providing annual reports to the state regarding progress of the local special needs programs.

Subsections E.3.a.(1)-(4) These subsections delineate the responsibilities typically assigned to a supervisor of special needs. Such delineation is needed for role clarification. The duties listed parallel those generally assigned to other local supervisors except that these duties have as their unique purpose service to students with special needs.

b. Licensure criteria. An applicant:

Subsection E.3.b. Unique criteria are needed for licensure as a supervisor of special needs to insure that individuals employed will have competencies that enable him/her to understand and have empathy for the student with special vocational needs.

(1) shall be a graduate of an accredited college with a degree (baccalaureate or graduate level) in one of the following areas:

(a) education;

(b) counseling;

(c) psychology; or

(d) vocational rehabilitation.

Subsection E.3.b.(1)(a)-(d) This individual must be a graduate of an accredited college with a baccalaureate or higher degree in one of the listed major areas as it is felt that these degrees will have prepared the individual with an understanding of general education principles involving psychology of learning and human behavior. Any one of these degrees will have provided a broad course background as a basis to serve students with special vocational needs, since each is a "people-oriented" area of study.

(2) shall have completed three quarter credits in each of the following:

Subsection E.3.b.(2) This subsection provides for additional specialized course work which will enhance the supervisor's capability to understand the student with special vocational needs.

(a) philosophy of vocational education;

Subsection E.3.b.(2)(a) It is reasonable to expect that three credits in philosophy of vocational education will be completed as this course will provide the individual with a history of vocational education, background of vocational education, the funding process, and state and national legislation. It will further give the supervisor an understanding of the various subject matter areas involved in vocational education and how they relate to one another. This information is essential for the special needs supervisor to successfully integrate services for special needs students into regular vocational programs.

(b) organization and administration of vocational education;

Subsection E.3.b.(2)(b) It is reasonable to expect that three credits in organization and administration of vocational education will be completed as this course will provide an understanding of how vocational education is conducted in Minnesota. In addition, the supervisor will receive instruction in management skills relevant to completing the tasks assigned.

(c) the exceptional child; and

(d) teaching students with learning problems.

Subsection E.3.b.(2)(c)-(d) It is reasonable to expect that three-credit courses in the exceptional child and in teaching students with learning problems will be completed as these courses will provide the supervisor with knowledge about the various learning styles that the students with special vocational needs will exhibit.

(3) shall have completed 12 quarter credits chosen from the following:

(a) community resources, including corrections,

(b) techniques of counseling and guidance,

(c) chemical dependency,

(d) interpersonal relations (other than the human relations course for educational personnel),

(e) curriculum development and modification for special needs students,

(f) education of the disadvantaged, and

(g) special learning problems in vocational education.

Subsection E.3.b.(3)(a)-(g) The courses delineated in these subsections relate to aspects of special needs that will be encountered by every special needs supervisor. Requiring a significant amount of special preparation will insure a comprehensive background that will enable the supervisor to cope with the various needs exhibited by students. Allowing a choice among the courses will prevent undue hardship for the prospective applicant and will allow pursuit of special interests that the person may possess.

(4) shall have completed 18 clock hours of internship in existing special needs programs which include:

(a) six clock hours of program management; and

(b) six clock hours of student assessment; and

(c) six clock hours of curriculum modification.

Subsection E.3.b.(4)(a)-(c) It is reasonable to expect that the 18 hours of visitation will be obtained prior to licensure in order to develop an understanding of the existing delivery system and of special needs services taking place in the various AVTIs. The requirement for six hours in each of the three components will insure that the visitations encompass the most critical facets of the delivering of special needs services.

(5) shall have completed 2,000 hours of occupational experience outside of education or teaching (500 hour recency requirement not applicable).

Subsection E.3.b.(5) The required 2,000 hours will provide sufficient time for the supervisor to have developed an understanding of working conditions that will be experienced by the students once they become employed. This experience will give prospective supervisors sufficient insight to be able to relate to their clients' occupational experiences, including work rules common to work situations (e.g., dress codes and behavior expectations related to smoking, absenteeism, punctuation, and breaks) as well as an understanding of peer relationships with other employees and the employer/employee relationship in real situations. It is reasonable not to require 500 hours within the last five years, since this individual will not be teaching the skills aspect of a program. In addition, the experiences described above will remain relatively constant and not outdate with time.

c. License renewal. Prior to renewal of the first license, the applicant shall:

(1) complete the human relations requirement set forth in 5 MCAr § 1.0785, and

(2) complete six clock hours of special needs inservice training approved by the authorized local vocational administrator.

Subsection E.3.c.(1)-(2) There is a need for individuals to be kept current regarding new and emerging methods of serving students with special vocational needs. It is reasonable to expect that the individual will complete at least six hours of inservice training prior to the first license renewal, since this inservice is readily available through state-sponsored workshops, college seminars, and local inservice programs.

4. Supervisor of bilingual-bicultural special needs vocational programs.

Subsection E.4. This position is necessary to insure that equitable vocational training will be available for minorities who otherwise would be unable to participate in preparation for employment because of language differences.

a. Licensure requirement. Any person holding a position as a supervisor of bilingual-bicultural vocational education shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) coordinating support service for the student with limited English-speaking ability special needs in the following manner:

(a) supervising the method utilized to facilitate entry into appropriate vocational course offerings;

(b) mobilizing the necessary supportive service needed by the limited English-speaking student to compete in and complete the vocational program; and

(c) monitoring the progress of the limited English-speaking student while in a vocational program.

Subsection E.4.a.(1)(a)-(c) Students of limited English-speaking ability who desire to participate in or who are enrolled in vocational training must make linguistic and cultural adjustments in order to succeed in training. To insure that these adjustments will occur as easily and quickly as possible, it is reasonable to require the bilingual-bicultural program supervisor to oversee:

(1) the method for facilitating the student's entry into a training program,
(2) the implementation of support services to assist the limited English speaking student once enrolled in a training program, and
(3) the progess of the student through the training program.

Because of bilingual skills, this supervisor will be uniquely suited to perform these tasks and will be in an advantageous position to relate to the needs of a student affected by language differences.

(2) serving as a liaison between the limited English-speaking population, support personnel, and instructional personnel, and

Subsection E.4.a.(2) To insure quality programming and instruction to the population being served, linkage between that population and the deliveries of services and instruction is required. The bilingual-bicultural program supervisor will be responsible for establishing liaison and ongoing communication among these parties in order to provide a program which will be responsive to the needs of both students and instructional personnel.

(3) participating on an advisory committee for the program supervised.

Subsection E.4.a.(3) There is a need for cross-communication between the bilingual-bicultural supervisor and groups responsible for providing organizational and educational advice. In order to enhance this communication, the bilingual-bicultural supervisor must participate on the advisory committee serving this special program.

b. Licensure criteria. An applicant:

(1) shall meet the licensure criteria of a supervisor of special needs set forth in E.3.b.(1)-(5)1 of this rule (above),

(2) shall be bilingual-bicultural as appropriate to the student population served,

Subsection E.4.(b)(1)-(2) Communication and sensitivity to the population being served is essential to the success of the bilingual-bicultural program. The supervisor's fluency in the native language and identification with the cultural background of the population served will help insure the program's responsiveness to student needs and its direction in the students' interest.

(3) shall have completed one year of educational experience in the past five years in a bilingual program setting.

Subsection E.4.b.(3) Bilingual programming requires nontraditional educational approaches which can best be learned through experience. One year of experience as an educator within a bilingual setting will provide the supervisor with approaches, methods, and techniques which will contribute to his/her ability to manage the bilingual-bicultural vocational program.

5. Student personnel services supervisor.

Subsection E.5. The position described in this subsection is necessary to correlate the various student personnel services within the local educational agency, so that such services will be provided as efficiently, effectively, and economically as possible.

a. Licensure requirement. Any person holding a position as a student personnel services supervisor shall be licensed pursuant to this rule when responsible for any of the following activities:

Subsection E.5.a. This subsection is needed to define the responsibilities typically assigned to a student personnel services supervisor.

(1) services which assist students to successfully move into and out of an AVTI or center, and make progress while so enrolled. Such services may include preenrollment services to students and parents, occupational and educational information, appraisal, orientation, housing, financial aids, student activities, and student accounting,

(2) working cooperatively with other personnel in follow-up, research, public relations, advisory committees, industry-relations, and job placement,

(3) establishing and maintaining liaison with schools in the geographic service area and other agencies and institutions relative to student services, and

(4) coordinating dissemination of information relevant to the pupil personnel services program in the AVTIs and/or centers.

Subsections E.5.a.(1)-(4) The responsibilities defined in these subsections involve all aspects of normal student activity while such a student is participating in a vocational program, as well as related activities designed to insure student success and satisfaction after employment. Each of the defined areas of responsibility has a significant impact on student welfare and success. Therefore, this individual has the responsibility to promote cooperation among the various outside agencies or institutions that may affect a student's development into a happy and productive member of society.

b. Licensure criteria. An applicant:

Subsection E.5.b. It is necessary that this staff member meet licensure criteria to insure that formal training has been completed that will enable the supervisor to successfully direct functions which are vital to assisting vocational students in completion of their chosen programs.

(1) shall meet the licensure criteria of a vocational program counselor set forth in 5 MCAR § 1.0793 C.4.b.(1)-(4) or a student personnel services specialist set forth in 5 MCAR § 1.0793 C.5.b.(1) or (2), and

Subsection E.5.b.(1) Completion of one of the two sets of criteria given will provide an indicator that the prospective supervisor has completed adequate specialized training to function in the student personnel services field. For the sake of both credibility and performance, it is reasonable to expect the supervisor to be as well trained as, or better trained than, the staff members to be supervised.

Such a background will enable the supervisor to readily relate to the functions of the staff under his/her direction.

(2) shall have completed two years of experience as a vocational program counselor or a student personnel specialist in a post-secondary vocational-technical institution.

Subdivision E.5.b.(2) Requiring two years of prior experience in the environment in which the supervision will occur will insure that the applicant has gained direct experience and knowledge on which to base supervisory decisions.

5 MCAR § 1.0799 Licensure charts.

This rule provides the following information to applicants seeking initial vocational licensure at the secondary, post-secondary, and adult levels and the special needs area:

1. The relevant education an applicant must possess for each area of licensure sought,
2. The amount of recent, relevant, occupational experience that an applicant must have completed for each area of licensure sought,
3. The special courses or requirements that the applicant must hae completed for each area of licensure sought,
4. The relicensure requirements which must be completed prior to the first renewal of certain licenses,
5. The relicensure requirements which must be completed prior to issuance of a five-year license in certain licensure areas, and
6. The options for provisional licensure which are available for certain licensure areas.

These charts provide the licensure applicant with information concerning licensure requirements in the most efficient and understandable format possible. It is also reasonable to include components to insure that the AVTI's, who are committed to working and teaching within industry models, not be divergent but be in concert with the requirements of the appropriate professional associations (e.g., American medical association, American association of industrial nursing, American board for occupational health nurses and American nurses association).

Agriculture Education

The licensure requirements in this chart were developed and approved by the following members of the secondary/adult vocational educaton licensing committee:

Odell Barduson, Adult Supervisor Agriculture Education
Charles Davis, Vo Ag Instructor, Princeton
Paul M. Day, State Supervisor Agriculture Education
Gene Francis, Vo Ag Instructor, Blooming Prairie
Don Houghton, Past President, Minnesota Agribusiness Education Advisory Committee, Vice-President, Minnesota Farm Bureau Federation
Brian Ingvalson, Vo Ag Instructor, Fridley
James W. Kelm, Vo Ag Instructor, Red Wing
Ed Persons, Professor, Division Ag Ed., U of M, St. Paul
Victor Richardson, President, Minnesota Farm Veteran's Agriculture Instructors, Owatonna

The industry of agriculture/agribusiness is complex and ever changing. To insure that the graduate of a vocational program in agriculture possesses the technical competencies needed to contribute to the continued productivity of the industry of agriculture, it is essential that the agriculture education instructor and instructor-coordinator be able to review and analyze the scientific and technical data specific to that industry. If agriculture education instructors and instructor-coordinators are to adapt to technological change, they must understand the theoretical basis upon which such technological change is made.

A degree program in agriculture or horticulture education provides a strong emphasis in technical agriculture at a highly technical level, with a strong theoretical base. Completion of such a degree program provides the theory needed to undergird the technological practices with which vocational education students must be familiar. Land-grant colleges offer complete and comprehensive instructional programs in agriculture with a strong emphasis in research and in teaching both agricultural technology and theory.

The nature of agricultural education requires a broad pedagogical background, including the following teaching competencies:

1. using the problem solving method involving simulated agriculture production and agribusiness situations,
2. planning and conducting contemporary demonstrations relevant to agriculture/agribusiness,
3. planning and conducting field trips,
4. using community resources,
5. providing individualized instruction,
6. using teaching aids effectively,
7. guiding students in selecting, planning, and conducting supervised occupational experience programs,
8. supervising occupational experience programs,

9. organizing and using the FFA to strengthen the instructional program,
10. applying learning principles in teaching,
11. organizing and teaching adults with special emphasis in agricultural production management, production enterprises, agricultural mechanics, and beginning farmer instruction,
12. organizing and advising FFA and other leadership and personal development organizations,
13. organizing programs for educating the handicapped and other special needs groups, and
14. providng career awareness and exploration programs in the broad field of agriculture/agribusiness.

It is mandatory that teachers of agriculture have a strong background in psychology and in the methods of instruction necessary to teach in an agricultural setting. These basic teaching competencies must be taught within the context of an agricultural environment and integrated with the concept of the unique duties of agricultural instructors and instructor-coordinators as described in their job settings. In addition, a strong emphasis on entrepreneurship and management is required in agricultural education. The availability of developmental courses in agricultural economics and agricultural business are part of the unique opportunities for learning available in the land-grant college system.

At the present time, and in the foreseeable future, land-grant institutions are the only ones which have the capability of combining a strong program in technical agriculture with the pedagogical instruction needed in agricultural education.

The purpose of occupational work experience in the field of agriculture is twofold:

1. to develop the ability of agriculture education instructors to utilize the working language of the occupation, and
2. to insure that the agriculture education instructor can apply theoretical knowledge to real-life situations.

The preparation of agriculture education instructors at a land-grant college involves experiences with a strong emphasis on technical agricultural instruction. This instruction, for the most part, consists of a combination of laboratory, lecture, and independent study experiences. It is in the technical agriculture courses that technical knowledge and application are generally equivalent to practical experience. This philosophy is substantiated by the acceptance of supervised work internships in other licensure areas, where up to 50 percent of the work experience may be obtained through supervised work experience.

While some time during completion of the degree is devoted to actual working experiences, additional hours of occupational experience are needed to enable the agriculture education instructor and instructor-coordinator to educate vocational students in the practicalities of the agriculture area. With a basic working knowledge of the field, the instructor can give vocational students the practical instruction needed to enable them to move immediately into the agricultural job market.

The option for a provisional license in secondary agriculture education is needed because there presently is a severe shortage of vocational teachers in this occupational area. In fact, each year several positions remain vacant because there are no licensed individuals available to staff these positions. In order to insure the availability of agriculture education instruction for students who need and want such instruction, the provisional option has been developed.

The requirement for a four-year degree in technical agriculture will insure that the prospective teacher will have developed a practical base of knowledge concerning agriculture and agribusiness on which to build teaching skills. Without sufficient knowledge about the occupation itself, no amount of added teacher training could adequately prepare an individual to be an effective agriculture education instructor. Whether a regular license or a provisional license is held, a strong emphasis in technical agriculture at a highly technical level with a strong theoretical base is necessary to provide licensure candidates with the theories needed to undergird teaching of practical application to students. Therefore, the provisional licensure applicant must have a degree in technical agriculture.

Since the degree will not have included teaching components, the provisionally licensed instructor will be required to complete six credits of agriculture education prior to licensure. Although six credits is a minimal amount, they will provide adequate information for the provisionally licensed teacher to begin his or her teaching duties. In the interim, the applicant will be required to implement a prearranged program of study leading to completion of the agriculture education degree requirements within five years at a minimum rate of six credits per year. Such a program will insure that the provisionally licensed instructor will attain full licensure in a timely manner.

The instructor-coordinator in agriculture will also be required to complete the coordination sequence (i.e., six quarter credits in supervision of occupational experience, including a practicum in agriculture education). These courses will provide a basic understanding of child labor laws, minimum wage provisions, and hazardous occupations which are unique and specific to agriculture. The information provided by these courses will help insure compliance with state and federal labor laws, thereby eliminating jeopardy to employers for noncompliance. The practicum will expose applicants for licensure to the function, operation, and management of an agricultural business and will provide the applicant with supplementary occupational experience.

Graduates from out of state will be required to complete the coordination courses in Minnesota prior to licensure to insure that the content of the courses is relevant to Minnesota laws concerned with occupational experience programs.

Business and Office Education

Teaching is a profession built on general education principles involving psychology of learning and human behavior. The business education degree will provide a licensure applicant with a broad business course background, an opportunity to develop business skills and specific methods of teaching, and general education principles.

Occupational experience will enable the applicant to:

1. learn the usual work rules common to office situations, (e.g., dress, behavior such as smoking, absenteeism, punctuality, breaks)
2. understand peer relations with other employees in a real situation, and
3. understand employer-employee relations.

Requiring 3000 hours of work experience in the business and office field, with at least 500 in the specific program to be taught (e.g., secretarial clerical, accounting, or data processing), will provide sufficient background for the secondary instructor. Since the various areas within business and office education are interrelated and contain many commonalities, there is considerable cross over of content. In addition, all secondary programs include elements of exploration in broad career clusters. It is therefore reasonable to allow 2500 of the required 3000 hours to be in closely related activities within the business and office area. The 500 specific (actual) hours are essential, however, to insure that the instructor will be familiar with and competent in the specific occupational components to be taught.

The 500 hours of specific work experience within the prior five years required for instructors, instructor-coordinators, and model office instructor-managers will provide these individuals with knowledge of current office procedures, as well as knowledge of recent equipment and methods. Through a recent office experience the teacher will also develop positive attitudes toward utilization of modern equipment.

The limitation on accumulation of occupational experience through 2:1 supervised work experience is reasonable because it insures that at least half of the hours will have been accumulated in a work environment in which the employee has been "on his or her own," without the "helping hand" of a supervising teacher educator. This type of experience will tend to develop a greater awareness of the normal working environment the student will enter and of the additional personal responsibilities inherent in a "nondirected" work experience.

The provision to use an updating seminar to meet the recency requirement after full licensure requirements have been met is reasonable because the applicant will have already met the recency stipulation once at some time in the past, and will have fulfilled the total work experience requirement. This need becomes most apparent when an applicant wishes to endorse an additional licensure cateogry (such as instructor-coordinator or model office manager). The recency concept is important in these licensure areas, and the necessary updating can frequently be obtained efficiently through an individualized internship situation involving observation, participation, research, and specialized projects. The inclusion of this individualized seminar to meet the recency requirement in the above situations is reasonable because it provides an additional option for personnel who find it impossible or impractical to update their occupational competency by completing the 500 hours in a normal paid work position.

The provision to substitute an unpaid supervised internship for one-half of the 500 actual recent hours for data processing or accounting licensure is reasonable because it is extremely difficult to obtain a short-term paid job in these specialized occupations. The supervised internship aspect of the nonpaid experience will insure that the experience so accumulated will be valid and worthwhile.

An appropriate methods course is necessary to provide the instructor with information as to:

1. what is to be taught,
2. how to teach it, and
3. how to obtain and develop materials for instruction.

Participation in an appropriate methods course will also enable the instructor to provide the vocational student with the relevant skills needed to secure employment. In addition, it is reasonable to expect the instructor to be able to demonstrate competency needed in the skill subject to be taught (i.e., typing, shorthand, accounting) so that the instructor will have credibility and will be able to relate to student problems.

The course in coordination techniques is an accepted prerequisite for licensure in all cooperative education programs.

The need for and reasonableness of this requirement has been discussed thoroughly elsewhere in this document. The specialized course in materials and methods of business and office cooperative education is needed to provide the instructor-coordinator with background and materials unique to the business and office cooperative education program.

The requirement to have completed a year of prior business and office teaching or a quarter of internship in a cooperative education setting is included to provide a base of knowledge about classroom instruction and the purposes and objectives of business and office education as they relate to the specialized concept of cooperative education. For the same reasons, model office instructor-manager licensure requires a year of prior business and office teaching or a quarter of internship in a model office setting.

Since the model office instructor will be exposed to a variety of simulation packages for use in the classroom, specialized information and training are necessary. Participation in an appropriate model office course will provide the instructor with such a background, as well as with experience in the various office positions within a simulation setting. Such courses are readily available in statewide educational institutions; therefore this requirement will pose little hardship for the potential licensee.

The requirement for a workshop in office management will insure that the instructor has had training in the management and operation of a functioning business office. As an option, extensive experience in office management (as defined in 5 MCAR § 1.0780 of these rules) can be substituted, since such experience will have provided exposure equivalent to that to be gained in the required workshop.

A broad base of relevant work experience is an essential component in the preparation of instructors for specialized programs, since these individuals may not possess a business education degree. In addition, instructors of specialized programs must experience the relationships and practical work functions unique to a particular business setting. Extensive work experience (6000 hours) will

prepare the specialized business and office instructor to integrate the practical aspects of work into classroom activity. Completion of the usual teacher education sequence that is utilized for all individuals who do not possess a vocational education degree will insure that teaching competencies will be developed in a timely manner. This option for licensure is necessary because of specialized occupations in which degreed business and office teachers seldom have practical experience. The option provides for expansion of educational offerings into specialized areas when such programming seems appropriate.

Community Service Occupation Education

Two of the licensure options include a four-year degree. Individuals who possess a relevant education degree in an area such as political science, police science, public affairs, community health education, social studies, etc., will have completed experiences suitable and realistic to meet the technical preparation component for licensure in community service occupations.

The term "community service" includes occupational areas ranging from family service worker to peace enforcement officer. Many of these occupations require a specialized degree relative to the specific occupations. An example would be a degree in political science or public affairs. It is reasonable to expect that possessing such a related noneducation degree will be considered adequate to meet part of the criteria for initial licensure in these community service areas, since such preparation involves vital learning experiences essential to meeting the occupational and instructional objectives of the program.

Another option allows a related two-year or three-year post-secondary program.

Public service occupations include law enforcement officer, firefighter, tax audit clerk, etc. These occupations and others like them are vital components of public service. The training needed for these occupations requires, in many cases, only two or three years of educational preparation. It is reasonable to expect that persons who have completed the required technical preparation to practice in these occupations plus 3000 hours of related work experience will possess the background knowledge needed to relay those technical skills to students in the vocational program.

In the case of personnel with a related degree or a related post-secondary program in a community service area, 3000 hours will be an adequate supplement to the professional training to provide the technical knowledge and skills essential in meeting secondary vocational objectives. The 3000 hour amount is consistent with the average amount of work experience required of licensure applicants in other secondary vocational education fields.

A fourth option allows licensure for individuals who have a strong work experience background (at least 6000 hours) but no degree. There is a need to utilize the potential of the population holding public service positions who at the time of licensure application have not completed any formal educational preparation, since education degreed individuals with appropriate work experience in these areas are scarce. It is rea-

sonable to assume that the additional work experience (at least 6000 hours of recent and relevant experience) will provide the technical skills, knowledge, and abilities essential to meet secondary vocational program objectives.

In all options, individuals who do not possess a vocational education degree will be required to complete the usual vocational teacher education sequence, including philosophy of vocational education and human relations, in order to insure development of the necessary teaching competencies in a timely manner.

Since few education degreed individuals will possess specialized community service occupational experience, the option to achieve full licensure through the teacher education sequence is needed so that as many educational opportunities as possible can be provided to secondary students.

Marketing and Distributive Education

Teaching is a profession built on general education principles involving psychology of learning and human behavior. The baccalaureate degree is one way of providing a broad course background as a base for developing skills and specific methods of teaching. In other words, teachers need to know how to teach!

The specialized methods and materials of marketing and distributive education courses will provide marketing and distributive education personnel with the background needed to determine:

1. what is to be taught,
2. how to teach it, and
3. how to obtain and develop materials.

The requirement for 24 credits from select groups related to marketing and distributive education is included to allow each individual the opportunity to broaden his/her interests or strengthen weaknesses, i.e., to develop knowledgeable, well-rounded teachers. In addition, the breadth of this preparation will insure that the instructor will be familiar with the range of topics included in this program.

The instructor-coordinator will also be required to participate in a course in coordination techniques to insure that he/she will be familiar with how to deal with an advisory committee, how to develop training plans and agreements, and how to match students to training stations, as well as with labor laws, public relations techniques, etc.

An instructor in marketing and distributive education is required to have a student teaching experience or one year of previous teaching experience to insure that the individual has had an opportunity to develop teaching competencies through actual hands-on experience.

When no fully licensed instructor is available, applicants can obtain a special provisional if they have met two-thirds of the requirements necessary for licensure. This provision is needed because of the shortage of qualified instructors. Obviously, an individual having two-thirds the requirements completed does possess a degree of competence to teach. This provisional is granted with the understanding that the person will become totally qualified within a two-year period.

Related occupational experience will give personnel in marketing and distributive education time to:

1. learn the usual work rules common to business situations (e.g., dress codes and behavior expectations related to such areas as smoking, absenteeism, punctuality, breaks),
2. understand peer relations with other employees in a real situation, and
3. understand employer-employee relations.

Work experience will add to the credibility of the teacher in the classroom from the students' point of view and will increase the teachers' own confidence about what is actually happening in the real world of business and industry.

The 4,000 hours of occupational experience will provide enough time on the job for the potential instructor or instructor-coordinator to relate to current working conditions but will not keep the teacher on the job so long that he/she will get stale.

It is required that 1,000 hours be in retailing or specialized experience, depending on the content of the course material. This requirement is necessary to insure that the instructor or instructor-coordinator is experienced in the area being instructed. A person with this direct experience will be better qualified to provide the student with actual knowledge based on personal experience.

An applicant may substitute excess work experience for relevant technical courses, because the knowledge obtained in a technical course can as readily be gained through hands-on experience.

The model store program provides students with a "learn-by-doing" laboratory experience which has proven to be a most effective method of instruction. Two options are provided for the instructor to become licensed because of the method of instruction and the content of the program. The program is similar educationally to the background a manager in a retail store would be providing for the student if the student were working in that manager's retail establishment. Because of this similarity, the instructor is allowed provisional licensure on the basis of work experience in retail midmanagement. In order to obtain the necessary competencies to be proficient in the model store program, the applicant must complete a workshop or course in model store to learn the proper instructional methods. In this workshop the instructor is also exposed to a variety of educational simulation packages which enhance instruction.

Health Occupations

The licensure requirements in this chart have been developed and approved by the following members of the secondary vocational education licensing committee:

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Marjorie Bjorhus, Central Minn. Coop Center, Litchfield, MN 55355
Karen Brandt, Anoka Area Voc-Tech Institute, Anoka, MN 55303
Joyce McNelly, Fosston High School, Fosston, MN 56542
Sherill Sandell, Oak Land Coop Center, Cambridge, MN 55008
Marlene Skild, Benson High School, Benson, MN 56215
Jan Yonker, Red Rock Ridge Coop Center, Windom, MN 56101

Option A on the chart will provide a pool of persons with varied community/public health education backgrounds to be utilized in vocational programs. These persons' specialized educational expertise in community health education will enrich and enlarge secondary vocational health programs throughout the state, since their preparation and training will be directly related to vocational program objectives.

Option B on the chart will allow noneducation degreed persons to share their expertise, experiences, and knowledge with secondary health occupations vocational students. Their vocational experiences and background will provide these students with realistic, relevant, educational experiences. Completion of the vocational teacher education sequence will add complementary teaching skills.

The 3000 hours ROX is the minimum time necessary to allow individuals in these two categories to develop the knowledge and experience needed by secondary vocational health occupations instructors. This amount of time is considered adequate for an individual with these degree backgrounds as determined by input from other instructors, advisory committee members, students, and health care industry personnel.

Option C on the chart will require individuals with lesser educational backgrounds to complete 6,000 hours of related occupational experience in order to provide a variety of experiences. The additional work experience will provide the nondegreed instructor with a wide range of vocational expertise to draw upon and will supplement the knowledge these individuals already have of the health care delivery system.

Option D on the chart will allow an applicant to have a health-related education degree plus 4,000 hours ROX. This option will allow people who teach health-related subjects to supplement their educational background with vocational and occupational experiences which will enable them to relate to vocational students. Including this option will provide for full use of such an individual's educational background and will increase the pool of qualified instructors available to provide vocational programs for secondary students.

Because the instructor-coordinator needs additional knowledge and skills to provide relevant cooperative instruction to students, continuing or additional vocational education is necessary. The objectives and mechanics of a cooperative experience (lesson plans, training plans, etc.) are very different from those involved in classroom instruction. The course in coordination techniques will provide the instructor-coordinator with those skills and knowledge needed to coordinate programs and to work effectively with community personnel and with other persons within the educational system. The additional three credits in cooperative education will complete the component by providing additional relevant materials and methods related to cooperative education.

Home Economics - Instructor in Consumer Homemaking

The consumer-homemaking education instructor needs subject matter knowledge in each area of responsibility for program development and implementation. This instructor is responsible according to both the vocational amendments of 1976 and state board rules for developing learning experiences for young people who are concerned with the work in one's own home environment, including relating to family members and managing resources. The goal of the program is to improve the quality of life for individuals and families. In order to accomplish this goal, instructors in consumer-homemaking need knowledge and preparation in the key areas related to individual and family life in a society where homemaking is frequently one of a dual role which involves family members of both sexes. Since the goal is to improve the quality of life, preparation in all of the six listed areas is necessary to accomplish this goal.

Minnesota's consumer-homemaking program has been recognized as a national leader by USOE and Congress and it seems appropriate to continue with licensure qualifications which have been used to develop this program.

Many consumer-homemaking instructors leave the field for a number of years and allow their licenses to lapse. Recommendation from an approved vocational home economics program designee provides a standard procedure applying to all people desiring to return to the field. Since home economics teacher educators prepare new candidates for licensure, they are therefore in a good position to recommend retraining necessary to insure that applicants will be qualified for changes which have taken place in the field of consumer-homemaking.

Provisional licensure will allow qualified persons who have met the majority of the licensure requirements an opportunity to serve students needing a consumer-homemaking program while the provisionally licensed instructor is completing full requirements.

The provisional options in the other home economics categories are also reasonable because a way is needed for substantially prepared teachers to ready themselves for a secondary teaching responsibility when teacher tenure laws and/or declining enrollments necessitate such a change.

Family Life Instructor

Family life education is a profession, with its own body of knowledge, conferences, journals, and outstanding educators. Family life instructors need to be familiar with the materials in their field, just as do instructors in other fields. Many individuals and families are in trouble. Through education in family living, persons may grow in self understanding and in the ability to maintain successful interpersonal relationships between adults in the home, with children, with other family members, and between families and society.

The vocational family life and board of teaching family life task force studied issues related to requirements for family life education and both agreed that 27 credits in the five required areas with a minimum of three credits in each area would provide minimum preparation for a family life instructor who was already fully licensed in another subject matter area.

Everyone lives in a traditional or nontraditional family during his/her lifetime, and it is essential to have trained instructors to prepare young people for constructive and satisfying experiences in all aspects of family life in our pluralistic society.

Family life education was introduced in 1976, so there are not as yet enough fully qualified teachers available to teach these programs. Provisional licensure will allow partly qualified staff to teach in this urgent program area while allowing presently employed teachers to complete the required work for licensure.

Nutrition Specialist

With emerging programs emanating from section 19 of the child nutrition act, PL 95 - 166, substantial numbers of well qualified specialists will be required to provide leadership to redirect and develop nutrition education programs. Options A and B allow for the maximum local option in employing persons of different areas of strength who are fully qualified to meet job needs.

The specialized subject matter knowledge required in these two options is needed to develop and implement scientifically oriented nutrition education programs. The teacher education sequence is necessary to develop teaching competencies that will enable the teacher to apply technical theories when developing programs for students.

The provisional option is needed in this licensure area because fully qualified persons are not available in all areas of the state, yet federal legislation strongly urges development of nutrition education programs. The provisions of the option are reasonable because licensed instructors in consumer-homemaking or foods occupations will be partially prepared in the area, and it is better to have partially qualified staff than not to carry out the legislative intent for programs.

The requirement for a course in philosophy of vocational education is needed because a course or series of courses in philosophy of vocational education will help teachers become aware of the origins, issues and trends in their particular fields as well as in related fields. Also, home economics instructors need to be aware of the historical, social, political and economic influence or factors involved in occupational education including the significance of consumer-homemaking to the world of work.

In order to avoid operating in an educational vacuum or isolation, home economics teachers need to be aware of the basic rationale or foundations of their discipline, and how it relates to other vocational and nonvocational areas. This knowledge should help them operate more effectively from both a disciplinary and interdisciplinary perspective.

Documentation of the consumer-homemaking instructor's work experience is not required because this occupation has not been considered part of the gross national product and methods to measure the economic value or time spent by an individual in the occupation are primitive or have not been developed.

Documentation of work experience for homemaking cannot be done in any of the usual ways such as:

verification by employer for hours of paid employment
tax statements
social security payment
back statement of funds borrowed for self-employment

The time-use studies that have been developed to measure household production have been unsuccessful in measuring the management and nurturing roles of homemakers, areas which are highly emphasized in homemaking programs under the 1976 vocational amendments and state board of education rules.

See: Time-use study: A Measure of Household Production of Family Goods and Services. Kathryn Walker and Margaret Woods, Center for the Family, AHEA. (The researchers found that their study did not measure management and nuturance.)

Monetary values, but not time values, have been set by courts in cases where the homemaking services of an individual have been lost through death or divorce. Consultants such as Dr. Geraldine Gage, from the College of Home Economics, University of Minnesota, have been used to testify to the monetary and non-monetary value of homemaking. See "Economc Roles of Wives and Family Economics Development," Geraldine Gage, Journal of Marriage and the Family, February, 1975.

Until a method has been developed to measure all kinds of work in the home, including management and nuturance, the work experience for homemaking, cannot be verified in any valid or meaningful way for the consumer-homemaking licensure.

Industrial Education

Secondary industrial education licensure requirements are the best indictor, at present, that the applicant possesses appropriate knowledge and competencies to teach the subjects prescribed. They also insure that only personnel who have had appropriate industrial work experience or its equivalency for teaching secondary industrial vocational subjects actually teach in the vocational system.

The industrial field is extremely diverse, ranging, for example, from radio broadcasting to diesel mechanics. No general course work of "x" hours can provide an applicant with the appropriate trade competence needed to teach a diversity of industrial subjects. Therefore, occupational experience in the specific field to be taught (e.g., welding) is needed to provide competent instruction.

The industrial field is highly performance- and production-oriented. Not only must an instructor be able to explain theories and concepts, but he or she must, additionally, be able to demonstrate to students how to produce a weld, lay a concrete block, or tune an engine. Students must be taught time and quality standards which are compatible with industry expectations of beginning employees. Without having worked in that specific industry for a suitable period of time, it is unlikely that an instructor will be able to provide adequate vocational instruction.

The industrial arts education degree is the most common degree held by secondary industrial education instructors. This degree typically makes no provision for indepth coursework in specialized fields. Therefore, the possession of an industrial arts education degree is a good foundation from a general education, pedagogical, and methodological standpoint. While desirable, the possession of such a degree is, in itself, inadequate for teaching some industrial subjects, and the required number of occupational experience hours must be completed to insure technical competency. However, few degree-holding personnel are available in some specialized fields (such as auto body repair, aviation occupations, or radio and television occupations). Therefore, personnel with suitable industrial backgrounds may be recruited to teach these specialized programs. These personnel are required to take teaching methodology coursework, including human relations, to insure that they possess the requisite teaching competencies needed to provide quality instruction to vocational students.

It must be noted that individuals without a baccalaureate degree are required to meet a number of additional requirements (e.g., double the amount of work experience) designed to insure the competence of that individual or to provide him/her with additional inservice developmental opportunities.

The instructor-coordinator of miscellaneous trades must complete the usual sequence of courses designed specifically for management of cooperative education.

Because of the complexity, sophistication, and variety of trade areas dealt with in these programs, related occupational experience is necessary. All the 19 hazardous occupations identified by the state department of labor and 10 of the 17 hazardous occupations identified by federal labor laws have been waived for students in these programs. This waiver is based on the fact that instructor-coordinators in the trade and industrial area are adequately trained to assure adherence to safe industrial practices. It therefore is necessary and reasonable for this person to be required to possess a minimum of 6,000 hours of diversified experience in the trade and industrial field, so that such knowledge will have been developed in an actual work setting.

Other Vocational Clusters

Today's world is in a state of constant change, and advances in technology, services, etc., are continually creating new occupational fields. Since vocational education is committed to meeting the occupational needs of industry, labor, and business, it is reasonable to provide a means of adding future program categories. Thus, the category for "Other Vocational Clusters" has been included on the chart.

The licensure requirements have been developed by adapting those options most commonly utilized in identified secondary vocational program areas. The amount of work experience in each option has been related to the amount and type of preexisting technical training. Educational requirements are similarly correlated with the other licensure components in order to create an equitable opportunity for licensure in these categories, yet insure that quality vocational instruction will occur.

Service Occupations

Applicants become licensed in one field within service occupations, such as foods occupations or fashion/apparel/textile occupations.

Since the goal of this program is to assist students in exploring and preparing for jobs in the service occupations fields, adequate preparation is needed to accomplish this goal. Such preparation will be included under option A.

Licensure for teaching in one of the service occupations areas requires a background of technical knowledge, skills, and understanding such as that provided by a four-year vocational education degree in related wage-earning occupations. This degree has been specially designed to develop the needed technical competencies, while the background inherent in a teacher education degree will provide for competence in methodology in the field of education.

Option B provides the opportunity for the person who is highly qualified from the world of work to enter the field of education. An applicant who has a greater amount of work experience will have learned about the job through that work experience. When such an individual has added methodology competencies, the licensure applicant will be adequately prepared in both what to teach and how to teach.

Option C addresses the fact that enough qualified applicants may not be available under the licensure requirements of options A or D, which require a vocational education degree. Therefore, applicants who have a relevant education degree will be able to add to their competencies and qualify under option C. The provisional license stipulation will allow adequately qualified applicants to provide needed services to students while completing the required work for full licensure in this vocational area.

Option D also addresses the fact that more qualified applicants may be needed than will be available under licensure requirements in the other options. Therefore, applicants who have a related degree will be allowed to add to their competencies and qualify under option D. The provisional license stipulation will allow adequately qualified applicants to provide needed services to students while completing the required work for full licensure in this vocational area.

Option E will allow applicants with a strong technical background to share their expertise with students who are exploring and preparing for jobs in the service occupations fields. An applicant with a technical related degree will have a strong background in the theoretical aspects of the field. The teacher education sequence is needed to enable such an applicant to apply these theories when developing programs for students.

The qualifying workshop required under options B and E is needed to enable persons knowledgeable in one area of a service occupations field to develop breadth and depth in other occupational areas. This workshop will provide them with the more comprehensive background needed to insure that the secondary vocational program is not too specialized for the needs of the students.

The requirement for 24 technical credits is needed to insure competencies in all aspects of each specific service occupations field. College approval is required to provide an efficient means of identification and evaluation of previously completed coursework by an individual who will be knowledgeable about the various courses.

The provisional option to allow licensure with a minimum of 6 credits of the 24 completed and a plan to make consistent progress toward full licensure (6 credits per annual renewal) is included to allow teachers currently on staff to add to their competencies and assume new teaching roles. Such redirection of staff will provide further opportunities for students in an era of declining enrollment and financial crisis.

Because many teachers in a related area, especially consumer homemaking, have been prepared by tax-supported teacher education programs, it is more efficient to spend additional tax dollars on increasing their competencies than to prepare new teachers and thereby force outdated teachers to seek entirely new fields of employment.

Since a major concern in occupational education is the development of work concepts and skills that are directly related to employment, recent, relevant, occupational experience is required in all options in order to insure that applicants:

1. develop an awareness of realistic expectations in an occupational field, and
2. are able to integrate theoretical and practical knowledge in an education program.

Option A typically includes the occupational experience component in the design of the degree.

Some of the areas, such as child care and guidance occupations, for which service occupations instructors are preparing, have historically been volunteer positions. As a result, an adequate supply of available applicants with extensive work experience does not exist.

The arbitrary number of work hours required (1,500) has been identified by the advisory task force as a reasonable and manageable average requirement, since this amount of time is equivalent to one school year.

The 1,500 hours required will give persons to be licensed an opportunity to apply theoretical knowledge in a job situation. With careful planning, it is possible to combine the required coursework and work experience hours in a four- to five-year period of time, which is a reasonable length of time to prepare for a teaching career.

Many persons seeking service occupations licensure are teachers who hold licensure in a related area. With careful planning, the 1,500 hour requirement can be met in two or three years.

Work experience beyond 1,500 hours was considered unreasonable by the committee because of length of time necessary to acquire this background, especially for persons who are already employed as full-time teachers. In addition, there is little available evidence that a different number of hours of "practical work experience" would result in a more competent teacher for secondary programs included in the service cluster.

In order to provide quality work experiences in a predetermined sequence of time, the option is included for state-approved, supervised nonpaid work experience of up to 250 hours to be applied toward the 500 hours required within the last 5 years. This provision allows a planned, quality work experience that will relate directly to competencies the individual seeking licensure needs to develop.

An applicant may become licensed to coordinate community experiences in all occupational areas within service occupations under the category for a comprehensive secondary vocational services occupations instructor-coordinator.

In order to apply occupational teaching skills in a community-based program, teachers need to learn about child labor laws, wage and hour laws, working with employers, and other concepts related to vocational cooperative education programs. The specialized background for this function will be provided in the coordination techniques course and in the additional three credits in cooperative education.

The comprehensive community-based program requires a broad subject matter preparation in order to successfully coordinate programs for students placed in occupations based on two or more career areas. Since programs in Minnesota are frequently designed to place students in a variety of occupations under the leadership of a single instructor-coordinator, the requirement for occupational experience in more than one of the service areas is a logical stipulation, since it insures a variety of work exposure.

The options for licensure to perform in either a single content or a comprehensive program provides for local program flexibility. For example, the single content option will meet the needs of school districts with a large number of occupations concentrated in one field. Having this second option will make it possible for a school district to exercise local control in determining whether a broad-based or a specialized, multiple teacher department is needed.

The four options (A,B,C,D) listed under the instructor-coordinator of service occupations insure that all degreed licensure applicants will be eligible for such licensure by completing other specified requirements. The degree requirement is reasonable since an instructor-coordinator's work experience is most often in a single area, while responsiblities encompass a variety of occupations within a field or in several related fields. The comprehensive background resulting from the degree will enable the instructor-coordinator to better relate to the various occupational environments.

POST-SECONDARY LICENSURE CHARTS

Agriculture Education

Instructor licensure requirements in the agricultural portion of this chart were developed and approved by the following members of the post-secondary vocational education licensing committee:

1. Romeo Cyr, Instructor, Red Wing AVTI
2. Ed Hill, Administrator, Dakota County AVTI
3. Gary Liske, Teacher Educator, University of Minnesota
4. Ron Sommers, Instructor, Faribault AVTI

The agricultural industry is a highly technical industry and requires a sound working knowledge of all of the basic sciences. A good knowledge of management techniques is required to utilize major resources, land, labor, and capital. These basic technical/management knowledges and skills can be acquired most efficiently by an applicant through completion of a degree program in an educational facility. Thus options A and B include the requirement for a related education or noneducation degree plus 4,000 hours of relevant occupational experience, with the noneducation major required to complete the usual vocational teacher education sequence.

To provide another alternative, option C allows an applicant with at least two years of relevant technical training and an additional year of work experience (total of 6,000 hours) plus the teacher education sequence to qualify for initial licensure. Such a background will have provided competencies equal to those developed by a degree and 4,000 hours of experience.

Agricultural education recognizes its specific function as that of assisting students in acquiring the knowledges and skills to enter agricultural employment, hold a job, and advance to positions of responsibility and leadership. Accepted vocational philosophy indicates that this knowledge can best be attained under the instruction and supervision of a teacher who possesses occupational competence obtained through actual occupational experiences.

Business and Office Education

Business and office education is directed at giving vocational students a saleable skill in their occupational area. The ability to help the student learn is equally as important as the ability to perform the task being taught. History has shown that formal post-secondary education in the field of education has aided instructors in dealing with the psychological aspects of training students. It is commonly recognized that teaching methods must be used to aid and guide students in obtaining vocational competencies. Thus the degree in business and office education will be especially relevant for these instructors.

The noneducation degree listed in option B will provide the generalized technical background necessary for the teacher to help the vocational student adapt to a variety of work situations rather than to one office's set of procedures. With the addition of teacher training, applicants qualifying under this option will be adequately prepared to function in the vocational classroom.

In option C, the nondegreed applicant (who has not obtained the general knowledge that the degreed applicant has developed through college skill preparatory courses) will be required to complete additional work skill preparatory courses. He or she will also be required to possess additional work experience which will have enabled this individual to gain experiences equivalent to those which would have been obtained in courses. An additional one year of work experience will provide these applicants with knowledge of the business world and with expanded competencies that will offset the lack of the college degree.

In order to complement technical skills with teaching competency, the post-secondary teacher education sequence must be completed by all individuals who do not possess a vocational education degree. Instructors employed to train students for vocational business and office careers can obtain the initial introductory course in the sequence through a one-week programmed workshop before school actually begins. This requirement is reasonable both in time and in what is expected of a new teacher in light of the impact that individual will have on students.

Recency of work experience is needed for instructional positions because of the ever increasing changes in the business technological world. It is estimated that in many areas technology can change tremendously in five years. Requiring an applicant for post-secondary licensure to have 500 hours of ROX within the last five years is reasonable because:

(1) an individual just coming out of industry would have already met the recency requirement,
(2) an applicant wishing to obtain a license could work during the summers or could enroll in a state university through an internship in order to obtain the required numbers of hours, and
(3) an instructor must be occupationally current to be able to teach occupationally current technology.

The supervised internship option is included to provide occupational experience in a variety of job situations. Internships provide the opportunity for instructors to obtain licenses in less time and insure that applicants will have worked at more than one job and will have obtained realistic working experiences.

The limitation that only one-half of the required hours may be accumulated on a supervised internship will insure that the prospective teacher has been in sole charge of the job responsibility (without guidance from an internship supervisor) for at least half of the work hours to be used for licensure. Success on the job under such conditions of responsibility will be an indicator that the applicant has developed the necessary work competencies to be an effective vocational teacher.

Instructors in specialized secretarial and clerical areas require unique technical skills that are not often learned or taught in a general business office. These specialized skills are needed to effectively train students for employment in highly specialized areas in industry. Therefore, instructors in specialized secretarial areas will be required to possess at least half of the total amount of work experience in the area of specialty. The 50 percent figure is reasonable since there is a great deal of crossover between general and specialized office practices (e.g., general secretarial and medical secretarial or legal secretarial).

Business and office education utilizes several common options involving combinations of professional and occupational preparation to meet licensure requirements for regular instructional positions. These options are:

1. a vocational education degree plus 4,000 hours ROX,
2. a noneducation technical degree plus 4,000 hours ROX and the teacher education sequence,
3. no degree plus 6,000 hours ROX and the teacher education sequence.

These options are reasonable because each will have provided adequate professional and occupational exposure for success in the classroom.

In addition to meeting general requirements, the model office instructor manager will be required to hold a license in one of the business and office secretarial areas. This background will provide a base of instructional experience for model office and will give the instructor a broad background in business. The model office instructor-manager must also participate in an office management workshop or possess office management experience as defined in § 1.0780 of these rules to insure possession of the competencies needed in the management and operation of a functioning business office.

The model office materials and methods course is needed to provide the licensed model office instructor with the materials used in the operation of a simulated model office. The course will provide the techniques in training individuals for the various positions. The requirement for one quarter of model office internship or one year of business education teaching is needed because experience in a model office or one year of teaching will provide an individual with competencies that could not be gained through education or work. This requirement involves unique skills that can be gained through either of the above experiences, i.e., the development of confidence and an understanding of students and how they work and learn together.

The word processing specialist will be required to participate in a workshop of six credits or 72 clock hours or an equivalent industrial seminar because word processing is a new and emerging occupational area in business. This requirement will provide the prospective teacher with an orientation to word processing and the supervisor's role in a word processing center. The recency clause is not applicable in this category because the 72 clock hours will provide the recency in word processing and will update instructors in current technology. Waiving the 500 hour recency stipulation is reasonable because there are not sufficient teachers licensed in the field to meet the need, plus the workshop itself will provide an excellent updating experience.

The internship instructor applicant will be required to participate in a course in coordination techniques because such a course will provide the applicant with the techniques of placing students on the job, the coordination of the student on the job, the development of training plans between industry, student, and school, the utilization of evaluation techniques.

Certain accepted procedures and practices are necessary in the teaching of both shorthand and typing. In these skill areas, unless an instructor has competency in the area, he/she would be unable to aid students in the learning of correct procedures and practices. Therefore, verification of competency in the skill area plus participation in a related methods course is required whenever these components are to be included in the vocational program.

Health Education - Instructor and Instructor-Coordinator

The requirement for licensure or registration by the appropriate board is necessary because the various boards (e.g., dental, nursing, etc.) require licensure or certification in order to practice in that specialized occupational field. It is therefore reasonable for instructors and instructor/coordinators of a specific health occupation to hold a current, valid Minnesota license to practice and/or certification/registration of the specific nationally recognized and approved professional association.

The requirement for instructor licensure in the area is necessary for all health occupations education instructors and instructor/coordinators because first aid and cardio-pulmonary resuscitation are required courses in the allied health occupations programs. Presently, the American Red Cross (for first aid) and the American Red Cross and American Heart Association (for C.P.R.) are the nationally recognized agencies (for both the medical area and for the consumer) who establish the standards and issue certificates for instructors of these specialty procedures. It is only reasonable that persons teaching these courses hold these licenses/certificates/registrations.

The requirement for 6,000 hours of paid experience outside of education and/or teaching is necessary because employment experience qualfications are required in order to gain extensive practice and experience in the skills and competencies required to practice within the various health professions. It is only reasonable that an instructor or instructor/coordinator have expertise in order to better comprehend the students' concerns, gain the confidence of the students, and be better prepared to assist student learning for quality health care delivery. Such expertise can only be gained through actual job experience in a role similar to that the student will assume when employed.

In a program which is of a general nature (e.g., practical nursing), 1,000 hours of recent work experience in nursing is required. In a specialized program (e.g., surgical technician, nursing assistant [long term care], human services, etc.), 1,000 specialized hours within the specialty is required. This recency requirement is reasonable license of rapid changes in the health industry involving both technology and health care delivery concepts. It is reasonable that the experience in industry be recent enough to be valid and representative of current practice. It is sound educational policy to expect the instructor and instructor/coordinator to possess the skills, competencies, and judgement-making ability necessary to not only care for clients, but also to teach students. The overall similarity of health occupations, yet the very specific diversity of each of the occupations, requires instructors and instructor/coordinators to have actual employed work experience within the specific occupational area they are instructing.

The actual work experience, in the role of paid employee in the specific occupation, is essential in developing skill proficiency, manual dexterity, and health work attitudes. In the role of a paid employee, the person not only learns and develops skill proficiency but also learns how to relate to the peer-level employee, as well as to the supervisory role. On occasion, persons without the required amount of employee work experience or the recency of work experience in the specific occupation (but who may have functioned in the role of instructor in some other education system)

will request to substitute the instructor-position time for the employee-recency time in order to qualify for licensure. Experience as an instructor in a specific occupation in lieu of the required number of hours of paid work experience in the specific occupation cannot be substituted. As has been previously stated, in the paid-employee role the person performs the basic skills within that occupation with enough frequency to be able to perform them in a manually dexterous manner and in an efficient and organized way.

Students' respect of instructors is enhanced when the instructor is able to perform knowledgeably and efficiently. Of equal or greater importance is the attitudinal behavior that can be learned only in a paid-employee environment. Attitudes which can be adapted to working in an occupation which demands a rotational 24-hour employment schedule and employment on holidays and weekends are needed. This attitude development can occur only while working directly with the client/patients, side-by-side with the specific occupational peer level, with staff at the supervisory level, with other allied health occupations professionals (e.g., the psychologist, doctor, etc.).

The instructor occupies more of a directing, demonstrating, resource, and guiding role in relation to the students' learning experience. If the person in a specific occupation has not thoroughly learned the occupation through actual employment, the instructor-applicant is then not sufficiently prepared to teach students the attributes necessary for delivery of improved and top quality health care.

A recent example of an applicant requesting that instructor-hours in prior employment be applied as paid employee-experience is given below:

The applicant attempted, through various persons in key positions, to obtain acceptance of the instructor-employment (in another education agency) in lieu of insufficient paid employee-experience. The applicant's requests were repeatedly denied by the licensure agency. The applicant then accepted the option of utilizing the licensure committee review process.

Among numerous recommendations made by the review committee was the statement that the applicant-instructor was lacking and needed employee experience in skill development of a certain procedure. The area of deficiency involved a procedure with which the applicant/instructor was not well acquainted. However, it was a procedure which students and employees are frequently called upon to perform in health care facilities. If the paid employee role had not been a requirement or the review committee process had not been available, an applicant-instructor could have been licensed who would not have been able to teach students all of the skills necessary for successful employment.

The requirements specified on the chart for vocational licensure are also consistent with task force activity within the MBN.

The requirement for the teacher education sequence, the human relations, and the philosophy of vocational education is consistent with requirements for all vocational instructional personnel.

Instructor-Coordinator

The requirement for a related degree or a related post-secondary technical program is necessary because instructor-coordinators need to have acquired related specialty preparation at an advanced level.

The primary duty of the instructor-coordinator is coordination of a very diverse set of people (students, instructors, educational administrators, health facility administration, and health facility employers), as well as the variety of activities in which these persons are involved.

The requirement for a course in coordination techniques insures competencies that will facilitate more effective student learning, more smooth management, and less stress and frustration for all parties concerned, and ultimately better health care delivery.

Industrial Education - Instructor

The several options in the trade and industrial (T&I) area are needed to ensure an adequate supply of qualified persons to teach in trade-oriented programs.

In certain cases personnel with 8,000 hours of experience (option A) can not be hired out of industry, and it becomes necessary to hire an individual who has completed a two-year post-secondary program and then worked for 4,500 hours (option B) in that trade area.

The requirement for 8,000 hours of occupational experience for licensure in trade and industrial education under option A represents a change from previous criteria.

The previous requirement for 6,000 hours of journeyman level experience has been an established standard for over 30 years. At the time that this standard was established, the breadth of trade and industrial education was very narrow, and nearly all of the trade and industrial areas reflected an apprenticeship program. With the changing times and the expansion in the field of trade and industrial areas, a journeyman recognition no longer exists.

It is therefore the belief of persons involved in trade and industrial education that establishing a figure of 8,000 hours will more realistically reflect adequate industrial preparation and experience needed to provide a prospective teacher with the knowledge and skills required to be an effective classroom instructor.

Option B draws upon expertise developed in an AVTI training program. Two-year trade and industrial programs in the 33 AVTIs are recognized by industry as providing competent entry-level employees. Industry realizes that skills learned during this period are at a learner level, which is at a level of the first two years of approved apprenticeship programs. An individual who completes one of the two year AVTI programs and is hired and works at that related trade for 4,500 hours is considered to have reached journeyman level status and has achieved skills recognized by industry.

In order to insure that the industrial education instructor will have the necessary teaching competency to transmit industrial knowledge to the students, the usual post-secondary teacher education sequence is utilized.

Service, Hospitality and Home Economics Education Instructor Occupational

There are three options for becoming licensed in this section. When the individual holds a degree, the amount of work experience varies.

With either of the four-year degrees, the work experience requirement is 4,000 hours. These options are reasonable because to teach a skill, the individual needs to have broad, comprehensive experience which includes both practical experience and academic preparation.

The necessary technical preparation and skills can be obtained through study and application of the information. The work experience will provide credibility because the individual will be qualified to practice in the occupation he or she will be teaching and which the students will be entering.

The third option involves 6,000 hours of practical experience and no degree. The additional year of work experience is needed because without academic preparation, the individual would need a minimum of 6,000 hours to acquire occupational knowledge and skills. In addition, persons with 6,000 hours will have proven themself in industry.

This option is reasonable because broad experience will enable these individuals to understand, to perform in, and to lend credibility to the training for the specific occupation. It is crucial that vocational training meet and serve industry's current needs. Thus the instructor must be knowledgeable about industrial activity. Persons actively engaged in an actual occupational work setting will have current exposure and will be able to readily transfer enthusiasm from the field to the instructional area.

The requirement for licensure or registration where required to practice in the field is needed because instructors need to prove proficiency and to be able to bring students up to standards and regulations existing in the chosen occupation. This requirement is reasonable because regulations are necessary to insure high standards on behalf of the profession served. The usual teacher education sequence will be utilized because in order to teach occupational skills, an individual needs appropriate methodology and techniques.

Instructor-Coordinator Occupational

A course in coordination techniques is needed because such a course will provide a background in labor laws, training plans, agreements, and relationships with employers. Completion of the formal course is an efficient way of obtaining the necessary information.

A course in curriculum is also required because such a course will provide a systematic approach to organizing a program relating to employment. This requirement is reasonable because it is important for the instructor-coordinator to have the expertise to explain to employers what their students have had in the way of experiences in school.

The requirement for two (2) years of teaching experience is needed because through such experience the individual will have developed understanding of inschool instruction and of the needs of students.

By having an understanding of the instructor's role in the classroom, as well as familiarity with industry, the instructor-coordinator will be able to correlate experiences in school with experiences on the job and will be able to communicate realistically with employers in regard to student needs.

Instructor Consumer Homemaking

The requirement for a four-year degree is needed because a comprehensive, objective, academic background will enable the individual to serve society and the educational institution in a variety of technical content areas. The consumer-homemaking education instructor needs subject matter knowledge in each area of responsibility to insure effective program development and implementation. This instructor has been charged both in the vocational education amendments of 1976 and state board rules to develop learning experiences for people who are concerned with work in one's own home environment, including relating to family members and managing resources.

The goal of the program is to improve the quality of life for individuals and families. In order to accomplish this goal, instructors in consumer-homemaking need knowledge and preparation in all key areas related to individual and family life in a society where homemaking is frequently one of a dual role involving family members of both sexes.

The degree requirement is reasonable because the programs serve diverse groups of individuals who will have different roles in society.

Since the goal is to improve the quality of life, adequate preparation in all areas is necessary. Adequate numbers of teachers are available who meet this requirement through a comprehensive baccalaureate program. Minnesota's consumer-homemaking program has been recognized as a national leader by USOE and Congress, and it seems appropriate to continue licensure qualifications which have been used to develop this program.

Documentation of the consumer-homemaking instructor's work experience is not required because this occupation has not been considered part of the gross national product, and methods to measure the economic value or time spent by an individual in the occupation are primitive or have not been developed.

Technical Education Instructor

The task force reviewing criteria for post-secondary technical instructor licensure has endorsed the requirement for two years of post-secondary technical education related to the area to be taught. The following information will support that recommendation.

The educational qualfications of faculty must include a mastery of the subject matter greater than the subject content they will teach to their students. The depth and breadth of understanding of and competence in the subject will give the teacher the comprehension needed to teach various concepts, principles, techniques, and aspects with the complete confidence of knowing the subject.

The educational preparation of the instructor of technical specialty courses must include a comprehensive understanding of the scientific principles and phenomena, including each aspect of each subject. The instructor must have the knowledge and capability to use all of the appropriate apparatus, materials, equipment, procedures, techniques, measurements, and determinations, and to perform the required special services with the confidence and adequacy of a skilled technician. The instructors must also be proficient in and be able to teach the interpersonal relationships and related skills needed in their special field.

Recent experience has shown that graduates of high quality technician education programs who have acquired suitable employment experience often become excellent teachers of programs for technicians. Persons with this background will be more likely to understand the objectives and unique instructional requirements of technical education.

The instructor in a technical program is responsible for the education of technicians and, therefore, it is necessary that the instructor be well grounded in the fundamentals, as well as be able to understand changes in the technology of the field.

Technicians must have the following special abilities:

(1) Proficiency in the use of the disciplined and objective scientific methods of inquiry and observation, and in the application of the basic principles and concepts, as well as in laws of the physical science as they pertain to the individual's field of technology.

(2) A basic facility with mathematics up to and including algebra and usually trigonometry as tools in the definition or quantification of scientific phenonmena or principles, according to the requirements of the technology.

(3) A thorough understanding and facility in the use of the materials, processes, apparatus, procedures, equipment, methods, and techniques commonly used to perform the laboratory, field, or clinical work, as well as the capability to use them to provide the specialized services required in the technical field.

(4) An extensive knowledge of the field of specialization, with an application of the underlying physical sciences. The knowledge must be of such degree of competence that the individual can effectively communicate with scientists, engineers, customers, managers, and workmen, as well as carry out technical work outlined in procedures and instructions.

(5) Communication skills that include the ability to record, analyze, interpret, and transmit facts and ideas orally, graphically, or in writing with complete objectivity. Technicians must be able to communicate easily with all persons involved in their work.

Insomuch as technical instructors prepare students for the world of work in a technical field, it is necessary that their education be commensurate with their assignment. This can only be accomplished through formal education.

Technical instructors educate and prepare technicians for the world of work and they impart the following needs to technicians. They can only do this by being educated themselves.

Employment and experience competencies are extremely important for the technical instructor. This experience should be recent enough to be valid and representative of current practice, should be accumulated as either a professional or technician, and should involve extensive practice of the skills and competencies that will be taught. The duration of the employment experience should be sufficient for the instructor to develop the skills and related interpretive judgements and mature capabilities expected of technicians in a particular field. From three to five years is the usual duration of such experience. The instructor needs to have professional experience in his/her field of specialization.

In order to understand the industrial duties of the technician, the instructor must have also experienced performing the same duties that his/her students will be called upon to perform when they have graduated and taken their place in the world of work. Being employed in a capacity besides formal teaching broadens one's understanding of the world of work and makes the instructor a better teacher. Only by having been employed in a productive capacity can the instructor become totally aware of the occupation he/she is preparing students to enter.

Technology changes very rapidly. Therefore, in order to be current with these changes and to be in the position to bring "state-of-the-art" instruction to the students, a new teacher needs to have recent work experience.

In light of the vast array of knowledge developed in any technological field in a period of five years, it is reasonable to require an applicant for a license to instruct in a technical field to have at least one-third of the work experience in a time span that would be within the current state of the art. For this reason, technical instructors are required to have 2,000 of the required 6,000 hours of work experience within the prior five years.

Another extremely important part of a technical education program is the instructor's knowledge of instructional methods. It is necessary that the instructor know how students learn and how to best utilize these factors to impart the required knowledge and job competencies to the student. The vocational teacher education sequence is therefore utilized to provide these competencies.

Adult Licensure Charts

Agriculture Education Instructor

The licensure requirements in this chart have been developed and approved by the following members of the secondary/adult vocational education licensing committee:

Odell Barduson, Adult Supervisor, Agriculture Education
Charles Davis, Vo Ag Instructor, Princeton
Paul M. Day, State Supervisor, Agriculture Education
Gene Francis, Vo Ag Instructor, Blooming Prairie
Don Houghton, Past President Minnesota Agribusiness Education Advisory Committee, Vice President Minnesota Farm Bureau Federation
Brian Ingvalson, Vo Ag Instructor, Fridley
James W. Kelm, Vo Ag Instructor, Red Wing
Ed Persons, Professor, Division Ag Ed., U of M, St. Paul
Victor Richardson, President, MN, Farm Veterans, Agriculture Instructors, Owatonna

The industry of agriculture/agribusiness is complex and ever-changing. To insure that the graduate of a vocational program in agriculture possesses the technical competencies needed to contribute to the continued productivity of the industry of agriculture, it is essential that the agriculture education instructor be able to review and analyze the scientific and technical data specific to that industry. If agriculture education instructors are to adapt to technological change, they must understand the theoretical basis upon which such technological change is made. A degree program in agriculture or horticulture education will provide a strong emphasis in technical agriculture at a highly technical level with a strong theoretical base. Completion of such a degree program will provide the theory needed to undergird the technological practices with which vocational education students must be familiar. Land-grant colleges offer complete and comprehensive instructional programs in agriculture with a strong emphasis in research and in teaching both agricultural technology and theory.

The nature of agricultural education requires a broad pedogogical background, including the following teaching competencies:

1. using the problem solving method involving simulated agriculture production and agribusiness situations,
2. planning and conducting contemporary demonstrations relevant to agriculture/agribusiness,
3. planning and conducting field trips,
4. using community resources,
5. providing individualized instruction,
6. using teaching aids effectively,
7. applying learning principles in teaching,
8. organizing and teaching adults with special emphasis in agricultural production management, production enterprises, agricultural mechanics, and beginning farmer instruction,
9. organizing programs for educating the handicapped and other special needs groups, and
10. providing career awareness and exploration programs in the broad field of agriculture/agribusiness.

It is mandatory that teachers of agriculture have a strong background in psychology and in the methods of instruction necessary to teach in an agricultural setting. These basic teaching competencies must be taught

within the context of an agricultural environment and integrated with the concept of the unique duties of agricultural instructors as described in their job settings. In addition, a strong emphasis on entrepreneurship and management is required in agricultural education. The availability of developmental courses in agricultural economics and agricultural business are part of the unique opportunities for learning available in the land-grant college system.

At the present time, and in the foreseeable future, land-grant institutions are the only ones which have the capability of combining a strong program in technical agriculture with the pedagogical instruction needed in agricultural education.

The purpose of occupational work experience in the field of agriculture is twofold:

1. to develop the ability of agriculture education instructors to utilize the working language of the occupation, and
2. to insure that the agriculture education instructor can apply theoretical knowledge to real life situations.

The preparation of agriculture education instructors at a land-grant college involves experiences with a strong emphasis on technical agricultural instruction. This instruction, for the most part, consists of a combination of laboratory, lecture, and independent study experiences. While some time is devoted to actual working experiences, additional hours of occupational experience are needed to enable the agriculture education instructor to educate adult vocational students in the practicalities of the agriculture area.

The provisional license option is needed in adult agriculture education for the same reasons it is needed at the secondary level--a severe shortage of instructors. For a summary of the justification for the provisional conditions (technical agriculture degree and a prearranged program to complete the degree requirements within five years) see the statement of need and reasonableness contained in the section dealing with secondary agriculture instructor licensure.

The one difference between adult and secondary provisional licensure criteria in the agriculture area involves the six initial credits of agriculture education. Whereas the provisionally licensed secondary instructor must have completed the six credits prior to licensure, the adult instructor will be eligible for initial licensure on verification of enrollment in the six credits. Since the adult instructor will not be faced with immediate classroom discipline management, such as would exist in a secondary setting, this delay is reasonable because it will allow the adult instructor with a technical degree a few extra months to acquire pedagogical skills.

The licensure requirements for specialized categories of adult agriculture education are identical to those already delineated for post-secondary agriculture education, because these specialized programs are similar to those provided in the AVTI system. See the post-secondary section on agriculture education for the statement of need and reasonableness applicable to these positions.

Disbributive Education
Adult Small Business Management Instructor

The licensure requirements in the distributive education section of this chart have been developed and approved by the following members of the adult vocational education licensing committee:

Howard Rosenwinkel, Director, Anoka AVTI
Steve Swenson, Minnesota Retail Federation
Eudora Zellers, Adult Director, Minneapolis AVTI
Anita Schwartz, Supervisor of Adult Distributive Education, State Department of Education

The adult small business management program has been designed to teach business management skills. An applicant who has had successful occupational experience at the management level will be in an advantageous position to understand the needs of the entrepreneur and the problems that may be faced, as well as to relate to management through a practical point of view as well as an academic. The business owners (who are the students) will be more apt to accept a person who "has been there" than one whose experience has been obtained through books alone. The requirement for at least 2,000 hours of recent, relevant occupational experience in management is necessary to provide the applicant with the management techniques required in today's business world.

The program of instruction in small business management relies heavily on the ability of the instructor to teach recordkeeping, business analysis, and business organization. Thus a variety of backgrounds can be utilized to meet the educational requirements for licensure. Degree options listed can be expected to include the necessary technical preparation, as can the related two-year technical program. On the other hand, the nondegree option includes a requirement for additional clock hours or credits in accounting and other related business skills to offset the lack of formal education.

Because extensive time spent in business management will likely provide practical experience in the required technical components, it is reasonable to allow an applicant to substitute excess work experience for technical clock hours of training. The ratio for substitution is identical to that utilized in post-secondary marketing and distributive education (i.e., one year of excess work experience equal to one technical course). This substitution is reasonable because the components replaced are skills that can be readily developed through practical experience.

The program uses a unique format by combining classroom instruction and individual instruction at the business site. The individual's business is, in a sense, his/her laboratory. Methods and techniques to teach this program are not offered in any other core curriculum course; therefore, it is reasonable to require the applicant to participate in the specialized small business management workshop.

Individuals who do not possess a vocational education degree are also required to complete a vocational methods course, a course in the philosophy of vocational education, and one additional course in vocational education on a sequence similar to that utilized in the regular vocational teacher education sequence. This requirement will insure that the instructor will develop relevant teaching competencies in a timely manner.

Home Economics Education - Instructor Parent Education

The degree requirement is needed because family life education is a profession. Parent education is a specialized component of family life education specifically dealing with the rearing and nurturing of infants, children, and adolescents. Parent education cannot be separated from the context of the family. All children and youths are reared in families regardless of family structure and life style.

Family life has a basis of research from various sciences, as well as its own journals and conferences, and a body of knowledge taught by educators at all levels. The family life practitioner must acquire knowledge through education which goes beyond the personal experience of living in a family.

Licensure requirements include education prerequisites dealing with parent and family members in traditional and non-traditional families, since the family role forms a basis of personal living for everyone at some point in his/her lifetime.

The degree options will allow qualified teachers to come from a variety of education backgrounds. Prospective full-time parent/family instructors will be required to complete the family life core which is relevant to the topics taught in parent and family education. Prospective licensure candidates can become fully licensed by taking relevant courses that are not necessarily bound to advanced degree programs.

The requirements as listed give recognition to those persons trained in fields directly concerned with parent and family education.

The family life core has been taken from requirements set forth by board of teaching rules, secondary vocational family life requirements are also the same as those contained in board of teaching rules.

The learner outcomes which are the base for the family life core have been developed as a result of much effort and input from various family life interests and representatives. They are comprehensive in scope and in-depth in concepts.

Colleges and universities currently are familiar with the family life core areas and are providing offerings to meet these requirements.

Only persons teaching over 500 hours per year will be required to meet these criteria. For limited instructional service in component areas, persons of various backgrounds and experience outside the field of education can teach up to 500 hours on an adult supplementary license.

The home economics education degree option is necessary to help insure that instructors of parent and family education possess an adequate technical knowledge base to teach parent and family education. Parent education in particular is part of a popular adult education move, and it is important (as in all phases of education) to safeguard the quality of instruction and integrity of knowledge being disseminated. Part of this safeguard resides in the licensure requirement of instructors.

Option A is one method of achieving licensure through a course of study already in place in the college and university systems. Vocational home economics education is a family-oriented field, providing education for the occupation of homemaking. The course of study and training for a home economics teacher is based on relationship to the family. Relevant courses in nutrition, consumer decision-making, family clothing, and housing, in addition to the family life/child development courses equip teachers to deal with all aspects of parent education and family life. The 15 quarter hours of the family life core will insure that the instructor has an in-depth knowledge of those key areas. The requirement for adult methods is in place to assure that the instructor has a knowledge of methods appropriate to be used with an adult, and that he/she understands the adult learner and adult development.

Option B allows persons trained in areas of family and parent education that provide technical knowledge to acquire provisional licensure, and the complete the vocational teacher education sequence. This option is reasonable because early childhood education and child development programs provide in-depth education in human growth and development and in early learning. The family as the first frame of reference for a child is intergrated into these programs. Family life is based on the technical components of family structure, function, and interaction. These applicants must also meet the family life core requirement to insure a balanced program.

General home economics programs are also based on a family-centered approach.

The above mentioned degree areas have a central focus (i.e., the family and the child). To insure a well-rounded program, the 15 quarter credits are required to provide a balance. Since the degree options may not address the issue of the adult as a learner, the adult methods course is required.

Option C requires an education degree plus 27 quarter hours in the family life core, with at least three quarter hours in each of the five areas plus three quarter hours in adult methods and the usual vocational teacher education sequence.

This option provides an opportunity for an individual who has an education degree to teach parent and family education by taking the family life core, the adult methods and the TES. It facilitates the notion that parent and family education is or can be a team approach with perspectives from various fields. In addition, this requirement corresponds with standard licensure requirements for family life. It allows for more flexibility in persons who may qualify. It requires eight more technical credits than options A or B because not all fields of education prepare persons in the family-centered approach, and a more stringent course requirement is needed to produce equivalent competencies.

No work experience requirement is attached to the parent and family education requirement. The main reason for this is the problem in measuring this type of work experience. The work of the home, including parenting,

as defined by Walker (1976), ". . . comprises a multiplicity of activities performed in individual households that result in goods and services that enable a family to function as a unit." Preparation for the occupation is often limited to only an informal apprenticeship-type training in the parental home. There have been no regular working hours, salary scale, or tenure. The activities of the individual homes are extremely varied and hard to qualify. For all of these reasons, the work of the home is usually excluded from discussion of manpower needs or status of the economy.

College programs in the majors outlined in options A, B, and C in most cases provide for controlled field experiences such as work in a day care setting, community involvement projects, and home management experiences. Hence work experience is an integral part of the degree program.

The goals of parent and family education are based on the desire to maximize human potential in all aspects. This is definitely a task which is difficult (if not impossible) to measure in terms of work hours. The process of human growth and development is indeed a delicate and complex phenomenon.

Special Needs Personnel

The requirements given on the special needs licensure chart reflect the opinions of personnel currently practicing in the field or involved in managing the delivery system for services to students with special needs.

Although there were no formal committees used to develop the special needs licensure requirements, a draft copy was mailed to all individuals on the state special needs personnel mailing list. They were discussed on two occasions by professional special needs associations. A number of individuals responded with suggested changes. They are as follows:

June Long, Osseo, President of MVASNP
Gil Malm, Minneapolis, President of Minneapolis Vocational Coordinator's Association
Kristine Mystrom Ubbelahde, Jackson, ESL Instructor
Ken Carlson, Wadena, Assistant Director, AVTI
Joe Weivoda, Rochester, Support Service Manager
Gen Rockwood, Duluth, Support Service Manager
Garey Lunn, Jackson, Support Service Manager
Vern Nolting, Moorhead, Support Service Manager
Bob Thienes, St. Cloud, Support Service Manager
Dave Lunde, Thief River Falls, Support Service Manager
Boyd Carlson, Hutchinson, Support Service Manager
Marv Thomsen, Pipestone, Director, AVTI

Support Service Manager

An applicant must be a graduate of an accredited college with a baccalaureate or higher degree in education, vocational education, special education, counseling, psychology, or vocational rehabilitation in order to insure that applicants will have an understanding of general education principles involving psychology of learning and human behavior. Any of these various degrees will have provided the individual with a broad educational background as a basis for serving students with special vocational needs.

Recent, relevant, occupational experience will be required to insure that the applicant will have obtained the necessary experience to understand the working conditions to be experienced by students once they become employed. Occupational experience will enable the applicant to relate real life experiences to students, thereby enabling them to compete in the employment context.

The support services course sequence is needed to enable the applicant to further develop the specialized background required to perform the various tasks involved in the position. The exceptional child course is needed as it deals with the entire range of exceptional learners. This is a reasonable requirement, since there is a broad spectrum of exceptional characteristics found among the special populations served by vocational education.

The teaching students with learning problems course is needed to enable the applicant to develop strategies and methodologies necessary to adapt regular vocational education to suit an individual who has a learning problem. The support service manager must have the capability to recognize various learning styles and to help the student with learning problems.

The applicant must also complete an 18-hour internship in insure that the applicant will understand the role and function of the support service manager position. This amount of time in the required internship will give the applicant the necessary tools to perform independently in another setting.

Vocational Evaluator

An applicant must be a graduate of an accredited college with a baccalaureate or higher degree in education, vocational education, special education, counseling, psychology, or vocational rehabilitation in order to insure that the applicant will have an understanding of general education principles involving psychology of learning and human behavior. Any one of these degrees will have provided the applicant with the broad educational background needed to serve students with special vocational needs.

At least 2,000 hours of occupational experience is needed to provide the applicant with an understanding of working conditions that will be experienced by students once they become employed. It will also enable evaluators to relate real life experiences to their students, thereby enhancing their abilities to successfully perform in the competetive job market.

The techniques of guidance and counseling course is needed to insure that the evaluator will be capable of counseling the large number of students who have difficulty in deciding which career training program to enter. This course will provide the necessary techniques to enable the applicant to guide students into appropriate training fields.

The occupational analysis course is required to insure that the applicant will understand the make-up of various occupations and how those occupations

relate to students' training courses. This course will provide the evaluator with the ability to separate various job requirements into sequential, teachable components.

The vocational tests and measurements course is needed to provide the applicant with methods of ascertaining the student's potential through the use of various vocational tests. This course will provide the evaluator with the necessary skills to administer and evaluate the student's vocational potential as indicated by these tests.

The work evaluation course is needed to provide the applicant with methods of ascertaining the student's potential through the use of work samples. This course will provide the evaluator with the necessary skills to administer and to evaluate the student's potential as indicated by these work samples.

The vocational evaluator course sequence is needed as an option to provide those applicants who have not completed the four above mentioned courses an opportunity to gain the necessary competencies through workshops.

Instructor-Coordinator Work Experience Programs

An applicant must be a graduate of an accredited college with a baccalaureate or higher degree in education, counseling, or vocational education in order to insure that applicants will have an understanding of general education principles involving psychology of learning and human behavior. Any one of these degrees will provide the applicant with the broad education background needed to serve students with special vocational needs.

Special education licensure is required if the applicant is to perform as a work experience handicapped instructor-coordinator as set forth in EDU 122-B-4-d. The applicant must hold a valid special education license to insure that he/she will have the necessary competencies to work with students classified as handicapped.

Occupational experience is needed to provide the applicant with an understanding of working conditions that will be experienced by students once they become employed. Occupational experience will enable the applicant to relate real life experiences to students, thus enabling them to perform in a competitive job market.

The coordination techniques course is needed to provide the applicant with the skills needed to place students on the job. This course will also provide applicants with information concerning labor regulations, writing of training agreements and plans, and coordinating student activities while enrolled in the program.

The work experience program sequence is needed to develop an appropriate background to be utilized in performing the various tasks required by the position. These courses will enable the instructor-coordinator to develop the specialized skills needed to deal with the unique learning characteristics of students with special vocational needs.

The applicant must complete 18 hours of internship to insure that he/she will understand the role and function of the instructor-coordinator position. This period of time in the required internship will provide the applicant with the necessary tools to perform independently in another setting.

Post-Secondary Remedial Related Math Instructor

Options A and B require that an applicant be a graduate of an accredited college with a baccalaureate or higher degree in education in order to insure that the applicant will have an understanding of general education principles involving psychology of learning and human behavior. Any one of these degrees will provide the applicant with the broad educational background needed to serve students with special vocational needs.

Options C and D require that an applicant be a graduate of an accredited college with a baccalaureate or higher degree in a field in which he/she has obtained 12 or more credits in math. Such a degree will provide the applicant with adequate math skills to help students who are experiencing difficulty in the vocational program because of math deficiencies.

Occupational experience is needed to provide the remedial instructor with an understanding of working conditions that will be experienced by students once they become employed. Occupational experience will enable the applicant to relate real life experiences to students, thereby enabling them to perform in a competitive job situation.

The option for 1,000 hours of teaching students with math problems is needed to allow an applicant who has had real life experience working with students with math deficiencies to continue providing this service to students with special needs. This amount of experience will be adequate to provide the remedial instructor with the skills needed to adapt regular vocational education to meet the student's special needs.

The option for the teaching students with math problems course is needed to provide licensure for applicants who have in this manner acquired the strategies and methods needed to understand a student's math deficiencies. This course will provide the remedial instructor with the background needed to understand the student's unique problems and to adapt teaching techniques to the individual's special learning style.

Post-Secondary Remedial Related Reading Instructor

Options A and B require that an applicant be a graduate of an accredited college with a baccalaureate or high degree in education in order to insure that the applicant will have an understanding of general education principles involving psychology of learning and human behavior.

Any one of these degrees will provide the applicant with the broad educational background needed to serve students with special vocational needs. Occupational experience is needed to provide the applicant with an understanding of working conditions that will be experienced by students once they become employed. Occupational experience will enable the applicant to relate real life experiences to students, thereby enabling them to perform in a competitive job market.

The option for 1,000 hours of teaching students with reading problems is needed to allow an applicant who has real life experience working with students with reading deficiencies to continue to provide these services to students. This amount of experience will have provided the applicant with the skills needed to adapt regular vocational education to the reading student's special learning style.

The option for the teaching students with reading problems course is needed to provide licensure for applicants who have in this way developed the strategies and methods needed to understand a student's reading deficiencies. This course will provide the applicant with the background needed to understand the individual's unique reading problems and to adapt teaching techniques to the student's learning style.

Bilingual/Bicultural Remedial Related Reading Instructor

An applicant must be a graduate of an accredited college with a baccalaureate or higher degree in education in order to insure that the applicant will have an understanding of general education principles involving psychology of learning and human behavior. Any of these degrees will have provided the applicant with the broad educational background needed to serve students with special vocational needs.

Prior relevant occupational experience will enhance the applicant's ability to work comfortably with students who have limited English speaking ability. If the instructor possesses prior relevant occupational experience, the student's adjustment to a learning environment can be expedited.

The option for 1,000 hours of teaching students with limited English speaking ability is needed to allow applicants who have gained their competencies through actual teaching experience to continue providing these services to students. Such experience will enhance the teacher's ability to work comfortably with persons who have limited English speaking ability without causing frustration to both instructor and student.

The option for the course in teaching students with reading problems is needed to provide licensure for applicants who have in this manner developed the strategies and methods needed to understand a student's readng deficiencies. This course will provide the applicant with the background needed to adapt teaching skills to the individual's special learning style.

If an applicant is bilingual/bicultural, the learning behavior and the adjustment made by the limited English speaking student will be enhanced.

To establish an expedient process for a limited English speaking student to avail himself/herself of a learning experience, the instructor needs to have a command of the native language so that he/she can bridge the teacher/student gap, and the language can be utilized as a teaching tool.

Bilingual/Bicultural Remedial Related Math Instructor

An applicant must be a graduate of an accredited college with a baccalaureate or higher degree in education in order to assure that the applicant will have an understanding of general education principles involving psychology

of learning and human behavior. Any of these degrees will provide the applicant with the broad educational background needed to serve students with special vocational needs.

Prior relevant occupational experience will enhance the applicant's ability to work comfortably with students who have limited English speaking ability. If an applicant possesses prior relevant occupational experience, the student's adjustment to a learning environment can be expedited.

The option for 1,000 hours of teaching students with limited English speaking ability is needed to allow applicants who have gained their competencies through actual teaching experience to continue to provide those services to students. Such experience will enhance the teacher's ability to work comfortably with persons who have limited English speaking ability without causing frustration to both instructor and student.

The options for the course in teaching students with math problems is needed to provide licensure for applicants who have in this manner developed strategies and methods needed to understand a student's math deficiencies. This course will provide the applicant with the background needed to adapt teaching techniques to the individual's special learning style. As a result, the learning behavior and the adjustment made by the limited English speaking student will be enhanced.

To establish an expedient process for a limited English speaking student to avail him/herself of a learning experience, the instructor must have a command of the native language in order to bridge the teacher/student gap and to utilize the language as a teaching tool.

Post-Secondary Vocational Advisor

Prior relevant occupational experience will provide the vocational advisor with the insight to deal realistically with prospective students.

The course in philosophy of vocational education is needed to provide the applicant with a history and background of vocational education, including the funding process and state and national legislation. The applicant must understand the various subject matter areas involved in vocational education and their interrelationships.

Identification of service and extension of service will require an understanding of systems and procedures. The 40 hours of internship under a licensed vocational advisor will provide the prospective vocational advisor with information about the formal processes of referral, consultation, and career planning. This exposure will provide the advisor with experience on how to extend assistance to minority students.

The vocational advisor course sequence is needed to provide the advisor with the formal educational course work to be effective in counseling the culturally disadvantaged, interpreting personal assessment results, understanding human behavior, and assisting in career development.

Supplemental Support Staff/Technical Tutors

Situations may arise in vocational programs in which there is a need for an individual to assist the instructor on a one-to-one basis in providing supportive help to individuals with special vocational needs.

The local vocational directors must select and recommend tutors for licensure, as the directions are in the most advantageous position to ascertain the student's need for additional help. Since this individual functions under the direction of a fully licensed instructor, and is not responsible for the instructional program, no special coursework except the usual human relations and philosophy of vocational education is required.

Interpreter for the Deaf

Under option A the applicant must be registered as a qualified interpreter through national registration in order to insure that the applicant will be competent to function as a qualified interpreter in a vocational program. Under option B training through the national interpreter training consortium or the equivalent is needed to insure that such individuals will be professionally competent. An applicant who has completed the national interpreter training consortium or who has been able to pass an equivalency test will have the necessary skills to function as an interpreter for the deaf.

Occupational experience is needed to provide applicants with an understanding of working conditions that will be experienced by students once they become employed. Occupational experience will enable the applicant to relate real life experience to students, thereby enabling them to perform in a competitive job market.

Occupational English as a Second Language Instructor

Applicants must have knowledge and skills in classroom management, instructional methods, and techniques and planning. This knowledge can be obtained in an education degree program.

Instruction of limited English speakers requires the knowledges and skills afforded by a linguistics, English, or foreign language degree program. Familiarity with the second language learning process, linguistic analysis, and the complexities of the English language will contribute greatly to an ESL teacher's ability to instruct students whose first language is not English.

Occupational experience will enable applicants to understand working conditions that will be experienced by students once they become employed. While the occupational ESL applicant must be familiar with the world of work, there is no need for the teacher to have extensive work experience or to be familiar with the newest developments of a particular occupation, since the occupational ESL teacher will serve all students in training for different occupations.

Previous experience teaching English to limited English speaking students is needed by applicants when there has been no formal instruction in second language teaching methods. The stated amount of time (1,000 hours) of such experience will provide the teacher with first-hand familiarity with effective instructional techniques, methods, and materials.

ESL teaching experiences in the Peace Corps, VISTA, private reputable ESL programs, university/college ESL programs, and other ESL programs not requiring licensure can provide teachers with classroom management and instructional method skills needed by occupational ESL teachers.

The second language teaching methods course will provide the applicant with training in methodology of second language instruction. This training is particularly needed when the occupational ESL teacher applicant lacks practical experience. Methodology for teaching second languages recognizes the difference between the first and second language acquisition process and the differences in language learning styles among second language learners. This knowledge is essential to the ESL teacher's success.

This course work is widely available in foreign language and linguistics degree programs. As ESL licensure is required at the elementary and secondary levels, courses in second language teaching methods related to English will become increasingly available.

Teachers of ESL students in AVTI's must continually upgrade their knowledge and skills related to curriculum, materials, and methods. Relating the English proficiency development of the student to his/her occupational goals and context demands innovations, creativity, and skills not usually developed in four-year degree programs. It is therefore reasonable to expect that at least six hours of inservice will be completed prior to license renewal.

The human relations requirement for all positions stated in these charts is included to comply with 5 MCAR § 1.0785.

The philosophy of vocational education requirement for all positions stated in these charts is included to provide prospective vocational instructors and special needs personnel with a basic understanding of what vocational education is (i.e., the history of vocational education, the background of vocational education, the funding process, and national and state legislation). This course will enable the instructor to understnad the varous subject matter areas involved in vocational education and how they relate to one another. It will also provide information about what student organizations are, as well as their importance in benefiting students by teaching them how to work with people.

Service to special needs students often requires innovative approaches and skills not usually developed in four-year degree programs. To help insure appropriate quality support services to special needs students, six hours of in-service must be completed prior to the first license renewal.

Special needs staff serve students having a diversity of vocational goals and who are enrolled in any and all training programs. These staff members need to be familiar with the world of work but do not need to have extensive work experience or to be familiar with the newest developments of a particular occupation. Thus the 500-hour recency requirement has been waived for individuals whose major responsibilities are not directly related to a current occupational environment.

The 2,000 hours of work experience referred for the instructor-coordinator of occupational experience programs and the vocational advisor, and 1,000 hours of occupational experience for the other special needs personnel requiring such experience, are adequate to insure the applicant's familiarity with the work world. Further experience would not necessarily enable special needs personnel to perform more effectively in their specific roles.

PROCESS INVOLVED IN THE DEVELOPMENT OF THE VOCATIONAL EDUCATION CORE AND THE NEWLY DEVELOPED TEACHER EDUCATION SEQUENCE

December, 1975	Request was made by Ken PeaTross and the Board of Teaching to address the Board of Teaching Rules governing the program and institutional approval process. These rules are: "Approval of Teacher Licensure Programs in Minnesota Institutions Which are Approved to Prepare Teachers" (5MCAR, 3.141) and "Approval of Minnesota Institutions to Prepare Persons for Teacher Licensure" (5MCAR, 3.140).
Fall, 1976 - June, 1977	Survey was conducted by George Boroff, Teacher Education Specialist, in order to identify broad objectives for teacher relicensure courses listed in the State Plan for Vocational-Technical Education. A tally was made and completed and a list of objectives was left in the file by George Boroff prior to his death. (See Appendix I)
January 6, 1978	Letter was mailed by Rosemary Fruehling, Teacher Education Specialist, to representative members of the profession asking them to meet for a two-day meeting to review the list of objectives compiled by Mr. Boroff in order to determine the feasibility of adopting a vocational education core of courses that could be used for the basis of a program and institutional approval process. The following groups were asked to elect representatives: 1) Minnesota Vocational Association to select eight vocational classroom teachers 2) Each of the eight public teacher education institutions that offer programs leading to vocational licensure to select one vocational teacher educator 3) Joint Council of Vocational Teacher Educators to select two of their members 4) Minnesota Inservice Directors to select two of their members 5) Association of AVTI Directors to select four of their members 6) Minnesota Association of Secondary Vocational Administrators to select four of their members 7) Director of Program Operations, Division of Vocational-Technical Education, to select seven members of the Program Operations staff 8) Director of Program Improvement and Information, Division of Vocational-Technical Education, to select one member of the staff 9) Vocational Teacher Licensure Specialist 10) Representative of the Board of Teaching 11) Representative of the Minnesota Edducation Association 12) Representative of the Minnesota Federation of Teachers 13) Director of the Local Project, Establishing the Extended Validity of a Transportable System of Staff Development (See Appendix II)
January 20, 1978	Names of representatives from the various organizations were submitted and a list of these members is included in Appendix III.

January 27, 1978

A letter was mailed to each representative once again stating the precise purpose of the February 7 meeting as well as a copy of the objectives compiled by George Boroff for five initial five-year licensure core courses. (See Appexdix IV)

February 7, 1978

A meeting was held at the Capp Towers Motel, St. Paul, Minnesota. The purpose of the meeting was as follows: To identify the broadly stated objectives for each of the five core courses and recommend to our Assistant Commissioner of Vocational-Technical Education that these core courses as well as the broad objectives for each course be delivered through our approved vocational teacher education institutions and be required of every vocational teacher before qualifying for a first five-year vocational license. (See Appendix V) The members were given the objectives compiled by George Boroff and asked to react to them; adding and deleting as they saw fit.

At the conclusion of the meeting, the representatives were told that a list of the objectives they suggested at this meeting would be retyped and sent to them within a week. They were asked to discuss the objectives with their institutions and organizations for further input and then to report on these items (deletions as well as additions) at a follow-up meeting in March. They were also told that they would vote on both the vocational core concept as well as each of the broad objectives on March 7, 1978.

February 13, 1978

Edited broad objectives developed at the February 7 meeting as well as a covering memorandum were mailed to all participants. (See Appendix VI)

February 22, 1978

A memorandum to each representative was mailed reminding them of the March 7 follow-up meeting at Capp Towers and urging them to gather input regarding the objectives from their representative institutions and organizations. (See Appendix VII)

March 7, 1978

A follow-up meeting was held at the Capp Towers, St. Paul, Minnesota. (Agenda for the meeting found in Appendix VIII) The procedure for voting on the vocational teacher education core and the broad objectives for each of the proposed five courses was as follows: The assembly was asked to make a motion regarding its preference as to whether or not a 2/3 vote or a majority vote should be used for carry. It was moved, seconded and unanimously carried to use a 2/3 vote for carry on all motions regarding each of the five courses recommended in the core as well as for each objective for each of the courses.

Official tellers were appointed to count all hands-raised votes.

It was moved, seconded and carried to include five core courses in the vocational education core to be delivered solely through approved teacher education institutions and to be required of every vocational teacher before qualifying for an initial five-year vocational license.

Next, since the objectives which were developed at the February 7 meeting were accepted in general, motions to add objectives were first called for. A 2/3 vote carried all the objectives that were added.

A 2/3 vote also carried each of the objectives as well as the total set of objectives for each of the core courses.

Secretary Ann Wood recorded all changes and official counts so that edited final copies of the broad objectives could be mailed to all participants within a week.

March 10, 1978 — A copy of the Broad Objectives for the Vocational Teacher Education Core and a covering memorandum was mailed to all participants. (See Appendix IX)

March 14, 1978 — A Program Approval Section for the State Plan for Vocational-Technical Education including the vocational teacher education core and the broad objectives was presented to the State Plan Ad hoc Committee. (See Appendix X)

March 14, 1978 — The Ad hoc Committee for the State Plan for Vocational-Technical Education approved the Proposed Program Approval Section for the State Plan. (See Appendix XI)

August, 1978 - April, 1979 (Tentative conclusion date only) — Established program criteria and approval procedure for the teacher education institutions in the state to be incorporated in proposed "Chapter Thirty-Nine Rules for Licensure of Vocational Education Staff" and is currently being promulgated to rule. Included in this rule is the Teacher Education Sequence for Secondary and Post-Secondary Teachers.

PRE-SERVICE TRAINING OBJECTIVES

Competency

UNIT I - DEVELOP INSTRUCTIONAL MATERIALS

STRUCTURE A PROGRAM

1.1 Develop an occupational description.

1.2 Identify and state competencies.

1.3 Identify and state the tasks required to develop each competency.

1.4 Identify the "knowing" and "doing" functions for each task.

1.5 Write a general performance objective for each competency.

1.6 Write a specific performance objective for each task.

PREPARE A LESSON BY DISTRICT GUIDELINES

1.7 Administer criterion test to identify individual student needs.

1.8 List alternative teaching strategies for each task.

1.9 Identify and write the terminal performance objective for each lesson.

1.10 Select and integrate teaching and learning activities into instructional plans.

1.11 Write a content outline, incorporating the "knowing" and "doing" functions for each task.

1.12 Develop lesson plans correlated to instruction as appropriate.

IDENTIFY, SELECT, ORGANIZE AND PREPARE INSTRUCTIONAL RESOURCES AND/OR MATERIALS

1.13 Identify, select and organize appropriate print material.

1.14 Identify, select and organize the machines, tools and materials for a lesson.

1.15 Identify/Select "outside" resource personnel.

1.16 Assemble consumable supplies.

1.17 Develop related materials (instruction sheets, etc.)

1.18 Correlate instructional materials to lesson plans.

1.19 Correlate instructional materials with program text or workbook.

PREPARE LEARNING PAKS

1.20 Complete Paks in compliance with District guidelines.

1.21 Use the Pak to direct the student through a sequence of activities that meet the prescribed performance objectives.

UNIT II - MANAGE THE LEARNING ENVIRONMENT

APPLY INSTRUCTIONAL STRATEGIES

2.1 Demonstrate effectiveness in introducing a lesson unit, segment of Pak.

2.2 Demonstrate effectiveness in summarizing a lesson unit, segment or Pak.

2.3 Demonstrate oral questioning techniques.

2.4 Use non-verbal techniques (gestures, facial expressions and silence.)

2.5 Use appropriate print and non-print media to accomplish a particular learning level or objective.

2.6 Use laboratory experiences to reinforce classroom activities.

APPLY BASIC LEARNING PSYCHOLOGY

2.7 Reveal instructional goals to students and motivate students

2.8 Reward student progress through positive reinforcement.

2.9 Reinforce learning experiences (recall, retain.)

2.10 Assess student in terms of individual progress.

2.11 Summarize and review learning.

DEVELOP AND USE ALTERNATE MANAGEMENT STANDARDS

2.12 Involve students in development of operations to control machine maintenance, safety, housekeeping and security.

PROVIDE FOR STUDENT OPEN ENTRY/OPEN EXIT IN INSTRUCTIONAL PROGRAM

2.13 Maintain up-to-date student progress information.

INDIVIDUALIZED AND PERSONALIZED LEARNING PLAN WORKED OUT FOR EACH STUDENT

2.14 Manage classroom, IMC and laboratory time and activities to meet the needs of the individual student.

2.15 Supervise and manage student laboratory activities.

2.16 Relate laboratory instruction and individual study to classroom instruction.

2.17 Provide students the opportunity for individual assistance.

MOTIVATE, DIRECT AND COUNSEL STUDENTS

2.18 Develop a positive attitude for the teaching of subject matter and for student progress.

2.19 Upon completion of instructional activities provide prompt feedback.

2.20 Vary classroom routine.

2.21 Plan activities based on student interests.

2.22 Maintain open door policy for student consultation.

2.23 Provide students with clear understanding of instructional intent and proposed outcomes of the instructional activities.

2.24 Use referral system to direct student to proper resource person or agency for professional help.

2.25 Interact with students and acknowledge their ideas and feelings as being worthy of expression.

2.26 Conduct individual and/or group conferences to counsel students.

2.27 Interpret occupational aptitude/attitude for students.

ATTEND TO EDUCATIONAL NEEDS OF STUDENTS

2.28 Recognize and correct inappropriate student behavior.

USE EFFECTIVE METHODS OF PRESENTING INFORMATION

2.29 Demonstrate a manipulative skill

2.30 Present a concept or principle through the use of demonstration.

2.31 Present terminology, definitions, relationships, and/or procedures through the use of an illustrated talk.

2.32 Use chalkboard.

2.33 Use filmstrip projector.

2.34 Use flip charts.

2.35 Use opaque projector.

2.36 Use overhead projector.

2.37 Use real models.

2.38 Use 16 mm projector.

2.39 Use slide projector.

2.40 Use tape recorder.

2.41 Use audio tape.

2.42 Use books.

2.43 Use charts.

2.44 Use displays.

2.45 Use films.

2.46 Use filmstrips.

2.47 Use periodicals.

2.48 Use pictures.

2.49 Use slides.

2.50 Use transparencies.

2.51 Establish learning paks that clearly direct the student through a sequence of activities necessary to meet the prescribed performance objectives.

DEVELOP A POSITIVE SAFETY ATTITUDE IN STUDENTS

2.52 Provide leadership by positive example.

2.53 Use approved safety apparel devices and regularly check for quality.

2.54 Maintain a safety instruction record.

2.55 Present local, state and national safety requirements to students.

2.56 Conduct periodic safety inspections using an approved checklist.

2.57 Submit safety recommendations to Campus Safety Committee.

2.58 Establish a procedure for first aid.

2.59 Provide preventative and corrective measures to deal with hazardous situations.

2.60 Maintain laboratory housekeeping to approved safety standards.

RESPOND PROFESSIONALLY TO BEHAVIORAL PROBLEMS WITHIN THE CLASSROOM/LABORATORY

2.61 Demonstrate firmness, fairness and consistency in dealing with student problems.

2.62 Document and communicate to students acceptable standards of behavior in classroom and laboratory.

2.63 Interact with students in a professional manner.

MAINTAIN RECORDS, FILING AND INVENTORY SYSTEM

2.64 Process student referrals in accordance with District policy.

MAINTAIN INSTRUCTIONAL FACILITY

2.65 Maintain laboratory/classroom housekeeping to Campus standards.

ESTABLISH PHYSICAL CONDITIONS FOR LEARNING

2.66 Document and communicate classroom/laboratory procedures to students.

UNIT III - EVALUATING LEARNING/INSTRUCTION

CONSTRUCT EVALUATIVE INSTRUMENTS FOR COMPETENCIES AND TASKS

3.1 Develop tests for a competency.

3.2 Develop performance tests.

3.3 Develop written and oral tests.

3.4 Develop student progress charts.

ADMINISTER EVALUATIVE INSTRUMENTS FOR COMPETENCIES AND TASKS

3.5 Administer pre and post tests.

3.6 Administer performance tests.

3.7 Administer written and oral.

3.8 Administer Achievement tests.

EVALUATE STUDENT PERFORMANCE

3.9 Evaluate student performance in relationship to instructional objectives.

3.10 Evaluate student progress and appropriate intervals.

ASSESS EFFECTIVENESS OF INSTRUCTION

3.11	Review student progress records.
3.12	Obtain information from competent personnel regarding quality of instruction and modify if necessary.

UNIT IV - DEVELOP PROGRAM ACCOUNTABILITY

ASSIST STUDENTS IN JOB PLACEMENT

4.1	Maintain communication with industry and advisory committee.
4.2	Regularly communicate/post information on job openings.
4.3	Provide occupational guidance to students.
4.4	Conduct open house for industry.

MAINTAIN PROFESSIONAL CONTACTS AND ORGANIZATIONAL RELATIONSHIPS

4.5	Create and maintain cooperative working relationships with District staff and industry.

PARTICIPATE IN INSTRUCTOR UPGRADING AND RECERTIFICATION ACTIVITIES

4.6	Carry out a self-improvement program.
4.7	Participate in state called and approved professional workshops.
4.8	Meet vocational certification requirements.

FIRST YEAR IN-SERVICE TRAINING

Competency

UNIT I - DEVELOP INSTRUCTIONAL MATERIALS

STRUCTURE A PROGRAM

1.1 Select/develop criterion tests to measure student's performance before and after instruction.

PREPARE A LESSON BY DISTRICT GUIDELINES

1.2 Administer criterion test to identify individual student needs.

1.3 List alternative learning activities for each task.

1.4 List alternative teaching strategies for each task.

1.5 Develop lesson plans correlated to instruction as appropriate.

IDENTIFY, SELECT, ORGANIZE AND PREPARE INSTRUCTIONAL RESOURCES AND/OR MATERIALS

1.6 Identify, select and organize appropriate print material.

1.7 Identify, select and organize appropriate audio-visual resources.

1.8 Identify/Select "outside" resource personnel.

1.9 Assemble consumable supplies.

1.10 Develop related materials (instruction sheets, etc.)

1.11 Correlate instructional materials to lesson plans.

1.12 Correlate instructional materials with program text or workbook.

PREPARE LEARNING PAKS

1.13 Complete Paks in compliance with District guidelines.

UNIT II - MANAGE THE LEARNING ENVIRONMENT

USE CLASSIFICATION OF LEARNING SKILLS IN CLASSROOM AND LABORATORY INSTRUCTION

2.1	Apply knowing skills when preparing teaching strategies for instruction.
2.2	Apply doing skills when preparing teaching strategies for instruction.
2.3	Apply interpersonal skills when preparing teaching strategies for instruction.

APPLY INSTRUCTIONAL STRATEGIES

2.4	Demonstrate oral questioning techniques.
2.5	Use non-verbal techniques (gestures, facial expressions and silence.)
2.6	Establish frames of reference to allow students to understand a situation from several points of view.
2.7	Use appropriate print and non-print media to accomplish a particular learning level or objective.
2.8	Pattern instructional strategies to meet full range of students.
2.9	Conduct activities which require the use of problem-solving techniques.
2.10	Hold group and panel discussions - where appropriate.
2.11	Use role-playing techniques to simulate on-the-job situations.
2.12	Conduct field trips.

APPLY BASIC LEARNING PSYCHOLOGY

2.13	Reward student through positive reinforcement.
2.14	Reinforce learning experiences (recall, retain.)
2.15	Assess student in terms of individual progress.

DEVELOP AND USE ALTERNATE MANAGEMENT STANDARDS

2.16	Involve students in development of program goals.
2.17	Involve students in development of operations to control machine maintenance, safety, housekeeping and security.
2.18	Contingency plan documented and available for use by substitute teacher to minimally include "what is to be taught, and materials/supplies and information necessary to teach."

ASSESS, DIAGNOSE AND PRESCRIBE FOR STUDENT DIFFERENCES

2.19	Obtain background information on students for purposes of making instructional decisions.
2.20	Synthesize criterion test results for clues to diagnose and prescribe.
2.21	Work with SPS in an effort to obtain assistance for students.
2.22	Utilize resource services to provide additional information on students.

PROVIDE FOR STUDENT OPEN ENTRY/OPEN EXIT IN INSTRUCTIONAL PROGRAM

2.23	Maintain up-to-date student progress information.
2.24	Develop curriculum/instruction to accept new students.
2.25	Utilize program students to help slot-in students "get started."

DEVELOP MULTI-MODE "CURRICULUM AND INSTRUCTION" DELIVERY SYSTEM

2.26	Supplement written instructional materials with audio visual materials.
2.27	Develop individualized related assignment sheets, charts, models, transparencies, etc.
2.28	Develop curriculum and instruction so it can be utilized to enhance an industrial coop work experience.

INDIVIDUALIZED AND PERSONALIZED LEARNING PLAN WORKED OUT FOR EACH STUDENT

2.29 Manage classroom IMC and laboratory time and activities to meet the needs of the individual student.

2.30 Arrange group and team learning situations.

2.31 Supervise and manage student laboratory activities.

2.32 Provide alternative learning materials designed to meet individual student needs.

2.33 Relate laboratory instruction and individual study to classroom instruction.

2.34 Prescribe and make available developmental related activities in communication and computation.

2.35 Design activities built on student strengths.

MOTIVATE, DIRECT AND COUNSEL STUDENTS

2.36 Develop a positive attitude for the teaching of subject matter and for student progress.

2.37 Upon completion of instructional activities, provide prompt feedback.

2.38 Vary classroom routine.

2.39 Plan activities based on student interests.

2.40 Maintain open door policy for student consultation.

2.41 Use refereal system to direct student to proper resource person or agency for professional help.

2.42 Interact with students and acknowledge their ideas and feelings as being worthy of expression.

2.43 Conduct individual and/or group conferences to counsel students.

ATTEND TO EDUCATIONAL NEEDS OF STUDENTS

2.44 Assess background information on students to

adapt methods and materials for instruction.

2.45 Demonstrates sensitivity to student feedback.

2.46 Modifies instructional methods on the basis of suitable student feedback.

2.47 Provides assistance to students in developing good study habits.

USE EFFECTIVE METHODS OF PRESENTING INFORMATION

2.48 Present terminology, definitions, relationships, and/or procedures through the use of an illustrated talk.

2.49 Use bulletin boards.

2.50 Use Cara-mate.

2.51 Use data processing.

2.52 Use exhibits.

2.53 Use flannel board.

2.54 Use flip charts.

2.55 Use opaque projectors.

2.56 Use real models.

2.57 Use sound-on slide.

2.58 Use 35 mm camera.

2.59 Use VTR

2.60 Use charts.

2.61 Use displays.

2.62 Use periodicals.

2.63 Use pictures.

2.64 Use storybooks.

2.65 Use video tapes.

2.66 Establish learning paks that clearly direct the student through a sequence of activities necessary to meet the prescribed performance objectives.

2.67 Establish a system for storage and dissemination of learning paks.

DEVELOP A POSITIVE SAFETY ATTITUDE IN STUDENTS

2.68 Provide leadership by positive example.

2.69 Use approved safety apparel devices and regularly check for quality.

2.70 Maintain a safety instruction record.

2.71 Establish a program safety committee involving students.

2.72 Conduct periodic safety inspections using an improved checklist.

2.73 Submit safety recommendations to Campus Safety Committee.

2.74 Provide safety check for all appropriate equipment.

2.75 Establish a procedure for first aid.

2.76 Provide preventative and corrective measures to deal with hazardous situations.

2.77 Maintain laboratory housekeeping to approved safety standards.

RESPOND PROFESSIONALLY TO BEHAVIORAL PROBLEMS WITHIN THE CLASSROOM/ LABORATORY

2.78 Interact with students in a professional manner.

PREPARE AND MONITOR PROGRAM BUDGET

2.79 Make entries on proper forms, legible and coded according to District guidelines.

2.80 Support budget items with rationale for need.

2.81 Make accurate entries in terms of current or projected costs.

2.82 Prioritize entries to facilitate decision making.

2.83 Maintain up-to-date record of actual and encumbered expenditures to date.

IDENTIFY AND PROCURE INSTRUCTIONAL SUPPLIES AND MATERIALS

2.84 Procure items of supplies, tools and equipment by proper specification and appropriate to program level and need.

2.85 Recommendation of print and non-print materials, periodicals and books which are compatible with learning activities.

2.86 Submit requisitions according to district standards.

2.87 Accept gifts and donations of materials and equipment according to District policy.

MAINTAIN RECORDS, FILING AND INVENTORY SYSTEM

2.88 Document and make available student records upon request by authorized persons.

2.89 Document and make available on request the status of curriculum development.

2.90 Document and make available on request the status of tool and equipment inventory, maintenance and service.

2.91 Document and make available on request the status of supplies inventory.

2.92 Document and make available on request the status of inter-departmental transfer records pertinent to program area.

MAINTAIN INSTRUCTIONAL FACILITY

2.93 Carry-out and document routine preventative maintenance/service on tools and equipment.

2.94 Follow district guidelines for use of facility.

2.95 Document and implement a security plan.

2.96 Document and implement a system for checking out tools, materials and equipment.

2.97 Document and implement criteria for checking out on tools and equipment.

2.98 Maintain laboratory/classroom housekeeping to Campus standards.

ESTABLISH PHYSICAL CONDITIONS FOR LEARNING

2.99 Maintain traffic patterns in laboratories, provide freedom of movement.

2.100 Document and communicate classroom/laboratory procedures to students.

2.101 Locate tools, supplies, equipment and resource materials to support learning activities.

2.102 Enhance classroom and laboratory interior with appropriate bulletin board materials, displays and educational information.

UNIT III - EVALUATING LEARNING/INSTRUCTION

CONSTRUCT EVALUATIVE INSTRUMENTS FOR COMPETENCIES AND TASKS

3.1 Develop self-evaluation techniques for students.

3.2 Develop tests for a competency.

3.3 Develop pre and post tests (criterion tests.)

3.4 Develop performance tests.

3.5 Develop written and oral tests.

3.6 Develop achievement tests.

3.7 Develop student progress charts.

ADMINISTER EVALUATIVE INSTRUMENTS FOR COMPETENCIES AND TASKS

3.8 Administer achievement tests.

3.9 Use multiple evaluation methods such as student

self-evaluation, cooperative evaluation, industry resource person evaluation, performance test against quantity/quality standards, etc.

EVALUATE STUDENT PERFORMANCE

3.10 Evaluate student progress at appropriate intervals.

3.11 Maintain daily instructional evaluation system.

3.12 Review student marks for related instruction and discuss problem areas with the related instructor.

3.13 Complete appropriate forms for recording student marks.

3.14 Interpret evaluation results to students.

ASSESS EFFECTIVENESS OF INSTRUCTION

3.15 Reviews student progress records.

3.16 Use self-evaluation devices, e.g. video and audio recording.

3.17 Solicit, receive, and analyze student evaluation of instruction.

3.18 Compares pre and post test results to assess the effectiveness of instruction.

3.19 Obtain information from competent personnel regarding quality of instruction and modify if necessary.

3.20 Use student follow-up data to modify instruction as appropriate.

ASSESS EFFECTIVENESS OF INSTRUCTIONAL PROGRAMS

3.21 Analyze and use student withdrawals from program/ district.

3.22 Review student evaluation of program.

UNIT IV - DEVELOP PROGRAM ACCOUNTABILITY

4.1 Maintain communication with industry and advisory committee.

4.2 Regularly communicate/post information on job openings.

4.3 Provide occupational guidance to students.

4.4 Seek out coop/internship work experiences and systematic follow-up of training locations.

4.5 Conduct open house for industry.

DEVELOP STUDENTS PLACEMENT SKILLS

4.6 Assist and develop student interview skills.

4.7 Assist and develop student skills necessary to prepare personal resumes.

4.8 Assist students in securing and filling out applications for jobs.

4.9 Assist students in determining ways to best describe and market their saleable skills.

PROMOTE PROGRAM PUBLIC RELATIONS FOR DISTRICT

4.10 Display student work.

4.11 Assist in development of press and media releases describing positive aspects of the program.

4.12 Participate and help in Campus Promotional Activities.

MAINTAIN PROFESSIONAL CONTACTS AND ORGANIZATIONAL RELATIONSHIPS

4.13 Maintain when appropriate good working relationships with State Department and other AVTI school people.

4.14 Maintain membership in professional and/or union organizations when appropriate.

4.15 Create and maintain cooperative working relationships with District staff and industry.

PARTICIPATE IN STUDENT RECRUITMENT PROCESS

4.16 Assist the school and community (as feasible) with special events.

4.17 Interview potential students.

PARTICIPATE IN INSTRUCTOR UPGRADING AND RECERTIFICATION ACTIVITIES

4.18	Carry out a self-improvement program.
4.19	Participate in state called and approved professional workshops.
4.20	Meet vocational certification requirements.
4.21	Participate in the staff performance evaluation and development program.
4.22	Apply relevant current Concepts of Vocational Education.

SECOND YEAR IN-SERVICE TRAINING

Competency

UNIT I - DEVELOP INSTRUCTIONAL MATERIALS

STRUCTURE A PROGRAM

1.1 Conduct survey of needs of the industry.

1.2 Identify and state competencies.

1.3 Sequence the competencies into units.

1.4 Identify and state the tasks required to develop each competency.

1.5 Select/develop criterion tests to measure student's performance before and after instruction.

IDENTIFY, SELECT, ORGANIZE AND PREPARE INSTRUCTIONAL RESOURCES AND/OR MATERIALS

1.6 Identify, select and organize the machines, tools and materials for a lesson.

1.7 Identify/Select "outside" resource personnel.

UNIT II - MANAGE THE LEARNING ENVIRONMENT

USE EFFECTIVE METHODS OF PRESENTING INFORMATION

2.1 Present a concept or principle through the use of demonstration.

2.2 Present terminology, definitions, relationships, and/or procedures through the use of an illustrated talk.

2.3 Use data processing.

2.4 Use exhibits.

2.5 Use flannel board.

2.6 Use flip charts.

2.7 Use opaque projector.

APPLY INSTRUCTIONAL STRATEGIES

2.8	Pattern instructional strategies to meet full range of students.
2.9	Use role-playing techniques to simulate on-the-job situations.

APPLY BASIC LEARNING PSYCHOLOGY

2.10	Reveal instructional goals to students and motivates students.
2.11	Reward student progress through positive reinforcement.
2.12	Reinforce learning experiences (recall, retain.)
2.13	Assess student in terms of individual progress.
2.14	Summarize and review learning.

DEVELOP AND USE ALTERNATE MANAGEMENT STANDARDS

2.15	Involve students in development of program goals.
2.16	Involve students in development of operations to control machine maintenance, safety, housekeeping, security.
2.17	Contingency plan documented and available for use by substitute teacher to minimally include "what is to be taught, and materials/supplies and information necessary to teach."

PROVIDE FOR STUDENT OPEN ENTRY/OPEN EXIT IN INSTRUCTIONAL PROGRAM

2.18	Maintain up-to-date student progress information.
2.19	Start students on waiting lists as openings occur in the program.
2.20	Develop curriculum/instruction to accept new students.
2.21	Utilize program students to help slot-in students "get started."

DEVELOP MULTI-MODE "CURRICULUM AND INSTRUCTION" DELIVERY SYSTEM

2.22	Supplement written instructional materials with audio-visual materials.

2.23 Develop curriculum and instruction so it can be utilized to enhance an industrial coop work experience.

INDIVIDUALIZED AND PERSONALIZED LEARNING PLAN WORKED OUT FOR EACH STUDENT

2.24 Prescribe and make available developmental related activities in communication and computation.

ATTEND TO EDUCATIONAL NEEDS OF STUDENTS

2.25 Assess background information on students to adapt methods and materials for instruction.

USE EFFECTIVE METHODS OF PRESENTING INFORMATION

2.26 Use real models.

2.27 Use single loop film projector.

2.28 Use sound-on slide.

2.29 Use tape recorder.

2.30 Use 35 mm camera.

2.31 Use VTR

2.32 Use charts.

2.33 Use displays.

2.34 Use periodicals.

2.35 Use storybooks.

2.36 Use video tapes.

2.37 Establish a system for storage and dissemination of learning paks.

2.38 Establish learning paks that clearly direct the student through a sequence of activities necessary to meet the prescribed performance objectives.

2.39 Design an "instructional system" to make the best use of available student time.

DEVELOP A POSITIVE SAFETY ATTITUDE IN STUDENTS

2.40 Present local, state and national safety requirements to students.

2.41 Establish a program safety committee involving students.

2.42 Conduct periodic safety inspections using an approved checklist.

2.43 Submit safety recommendations to Campus Safety Committee.

2.44 Provide preventative and corrective measures to deal with hazardous situations.

PREPARE AND MONITOR PROGRAM BUDGET

2.45 Make entries on proper forms, legible and coded according to District guidelines.

2.46 Support budget items with rationale for need.

2.47 Make accurate entries in terms of current or projected costs.

2.48 Prioritize entries to facilitate decision making.

2.49 Adjust budget on basis of enrollments.

2.50 Maintain up-to-date record of actual and encumbered expenditures to date.

MAINTAIN RECORDS, FILING AND INVENTORY SYSTEM

2.51 Process student referrals in accordance with District policy.

2.52 Document and make available student records upon request by authorized persons.

2.53 Document and make available on request the status of curriculum development.

2.54 Document and make available on request the status of tool and equipment inventory, maintenance and service.

2.55 Document and make available on request the status of supplies inventory.

MAINTAIN INSTRUCTIONAL FACILITY

2.56 Carry-out and document routine preventative maintenance/service on tools and equipment.

2.57 Document and implement criteria for checking out on tools and equipment.

UNIT III - EVALUATING LEARNING/INSTRUCTION

CONSTRUCT EVALUATIVE INSTRUMENTS FOR COMPETENCIES AND TASKS

3.1 Develop self-evaluation techniques for students.

3.2 Develop tests for a competency.

3.3 Develop pre and post tests - (criterion tests.)

3.4 Develop performance tests.

3.5 Develop written and oral tests.

3.6 Develop achievement tests.

3.7 Develop student progress charts.

ADMINISTER EVALUATIVE INSTRUMENTS FOR COMPETENCIES AND TASKS

3.8 Administer written and oral.

EVALUATE STUDENT PERFORMANCE

3.9 Maintain daily instructional evaluation system.

3.10 Review student marks for related instruction and discuss problem areas with the related instructor.

ASSESS EFFECTIVENESS OF INSTRUCTION

3.11 Review student progress records.

3.12 Use self-evaluation devices, e.g. video and audio recording.

3.13 Solicit, receive and analyze student evaluation of instruction.

3.14 Obtain information from competent personnel regarding quality of instruction and modify if necessary.

3.15 Evaluates assessment device in terms of validity, reliability, objectivity and difficulty.

3.16 Use student withdrawal data to modify instruction as appropriate.

UNIT IV - DEVELOP PROGRAM ACCOUNTABILITY

DEVELOP STUDENTS PLACEMENT SKILLS

4.1 Assist and develop student interview skills.

4.2 Assist and develop student skills necessary to prepare personal resumes.

4.3 Assist students in securing and filling out applications for jobs.

4.4 Assist students in determining ways to best describe and market their saleable skills.

MAINTAIN PROFESSIONAL CONTACTS AND ORGANIZATIONAL RELATIONSHIPS

4.5 Maintain liaison with civic, service club, community, social business and industry officials, etc. as appropriate.

4.6 Maintain when appropriate good working relationships with State Department and other AVTI school people.

4.7 Maintain membership in professional and/or union organizations when appropriate.

4.8 Create and maintain cooperative working relationships with District staff and industry.

PARTICIPATE IN STUDENT RECRUITMENT PROCESS

4.9 Provide program information for the development of recruitment pamphlets, brochures and information.

THIRD YEAR IN-SERVICE TRAINING

Competency

UNIT I - DEVELOP INSTRUCTIONAL MATERIALS

STRUCTURE A PROGRAM

1.1 Sequence the competencies into units.

1.2 Identify the "knowing" and "doing" functions for each task..

1.3 Select/develop criterion tests to measure student's performance before and after instruction.

1.4 Assist in reviewing program competency with advisory committee.

PREPARE A LESSON BY DISTRICT GUIDELINES

1.5 List alternative learning activities for each task.

1.6 List alternative teaching strategies for each task.

IDENTIFY, SELECT, ORGANIZE AND PREPARE INSTRUCTIONAL RESOURCES AND/OR MATERIALS

1.7 Develop related materials (instruction sheets, etc.)

PREPARE LEARNING PAKS

1.8 Complete Paks in compliance with District guidelines.

1.9 Revise and/or modify Paks as indicated by need.

1.10 Use the Pak to direct the student through a sequence of activities that meet the prescribed performance objectives.

UNIT II - MANAGE THE LEARNING ENVIRONMENT

USE CLASSIFICATION OF LEARNING SKILLS IN CLASSROOM AND LABORATORY INSTRUCTION

2.1 Apply knowing skills when preparing teaching strategies for instruction.

2.2 Apply doing skills when preparing teaching strategies for instruction.

2.3 Apply interpersonal skills when preparing teaching strategies for instruction.

USE EFFECTIVE METHODS OF PRESENTING INFORMATION

2.4 Use data processing.

APPLY INSTRUCTIONAL STRATEGIES

2.5 Establish frames of reference to allow students to understand a situation from several points of view.

2.6 Use appropriate print and non-print media to accomplish a particular learning level or objective.

2.7 Pattern instructional strategies to meet full range of students.

2.8 Conduct activities which require the use of problem-solving techniques.

2.9 Hold group and panel discussions - where appropriate.

2.10 Use role playing techniques to simulate on-the-job situations.

2.11 Conduct field trips.

APPLY BASIC LEARNING PSYCHOLOGY

2.12 Reward student progress through positive reinforcement.

2.13 Modify and adjust instruction to challenge and allow students opportunities for success.

DEVELOP AND USE ALTERNATE MANAGEMENT STANDARDS

2.14 Contingency plan documented and available for use by substitute teacher to minimally include "what is to be taught, and materials/supplies and information necessary to teach."

ASSESS, DIAGNOSE AND PRESCRIBE FOR STUDENT DIFFERENCES

2.15 Obtain background information on students for purposes of making instructional decisions.

2.16 Synthesize criterion test results for clues to diagnose and prescribe.

2.17 Work with SPS in an effort to obtain assistance for students.

PROVIDE FOR STUDENT OPEN ENTRY/OPEN EXIT IN INSTRUCTIONAL PROGRAM

2.18 Maintain up-to-date student progress information.

2.19 Start students on waiting lists as openings occur in the program.

2.20 Develop curriculum/instruction to accept new students.

2.21 Utilize program students to help slot-in students "get started."

DEVELOP MULTI-MODE "CURRICULUM AND INSTRUCTION" DELIVERY SYSTEM

2.22 Develop curriculum to compensate for learning disabilities.

2.23 Supplement written instructional materials with audio-visual materials.

2.24 Develop individualized related assignment sheets, charts, models, transparencies, etc.

2.25 Develop curriculum and instruction so it can be utilized to enhance an industrial coop work experience.

INDIVIDUALIZED AND PERSONALIZED LEARNING PLAN WORKED OUT FOR EACH STUDENT

2.26 Manage classroom, IMC and laboratory time and activities to meet the needs of the individual student.

2.27 Arrange group and team learning situations.

2.28 Provide alternative learning materials designed to meet individual student needs.

2.29 Prescribe and make avaialble developmental related activities in communication and computation.

2.30 Design activities built on student strengths.

MOTIVATE, DIRECT AND COUNSEL STUDENTS

2.31 Maintain open door policy for student consultation.

2.32 Interpret occupational aptitude/attitude for students.

ATTEND TO EDUCATIONAL NEEDS OF STUDENTS

2.33 Assess background information on students to adapt methods and materials for instruction.

2.34 Demonstrate sensitivity to student feedback.

USE EFFECTIVE METHODS OF PRESENTING INFORMATION

2.35 Use 35 mm camera.

2.36 Design an "instructional system" to make the best use of available student time.

DEVELOP A POSITIVE SAFETY ATTITUDE IN STUDENTS

2.37 Establish a program safety committee involving students.

2.38 Maintain laboratory housekeeping to approved safety standards.

RESPOND PROFESSIONALLY TO BEHAVIORAL PROBLEMS WITHIN THE CLASSROOM/ LABORATORY

2.39 Interact with students in a professional manner.

IDENTIFY AND PROCURE INSTRUCTIONAL SUPPLIES AND MATERIALS

2.40 Accept gifts and donations of materials and equipment according to District policy.

MAINTAIN RECORDS, FILING AND INVENTORY SYSTEM

2.41 Document and make available on request the status of supplies inventory.

2.42 Document and make available on request the status of inter-departmental transfer records pertinent to program area.

UNIT III - EVALUATING LEARNING/INSTRUCTION

CONSTRUCT EVALUATIVE INSTRUMENTS FOR COMPETENCIES AND TASKS

3.1 Develop self-evaluation techniques for students.

ADMINISTER EVALUATIVE INSTRUMENTS FOR COMPETENCIES AND TASKS

3.2 Use multiple evaluation methods such as student self-evaluation, cooperative evaluation, industry resource person evalutaion, performance test against quantity/quality standards, etc.

ASSESS EFFECTIVENESS OF INSTRUCTION

3.3 Use self-evaluation devices, e.g. video and audio recording.

3.4 Solicit , receive and analyze student evaluation of instruction.

3.5 Obtain information from competent personnel regarding quality of instruction and modify if necessary.

3.6 Evaluate assessment device in terms of validity, reliability, objectivity and difficulty.

3.7 Use student follow-up data to modify instruction as appropriate.

3.8 Use student withdrawal data to modify instruction as appropriate.

ASSESS EFFECTIVENESS OF INSTRUCTIONAL PROGRAMS

3.9 Use student follow-up data to modify program as appropriate.

3.10 Analyze and use student withdrawals from program/ district.

3.11 Review program evaluation data as supplied by the State and NCA evaluation committee; modify program as appropriate.

3.12 Review student evaluation of program.

UNIT IV - DEVELOP PROGRAM ACCOUNTABILITY

ASSIST STUDENTS IN JOB PLACEMENT

4.1 Provide occupational guidance to students.

4.2 Refer students to qualified personnel agencies; the school placement offices and the manpower services office.

4.3 Seek out coop/internship work experiences and systematic follow-up of training locations.

4.4 Conduct open house for industry.

DEVELOP STUDENTS PLACEMENT SKILLS

4.5 Assist and develop student interview skills.

4.6 Assist and develop student skills necessary to prepare personal resumes.

4.7 Assist students in securing and filling out applications for jobs.

4.8 Assist students in determining ways to best describe and market their saleable skills.

PROMOTE PROGRAM PUBLIC RELATIONS FOR DISTRICT

4.9 Display student work.

4.10 Assist in development of press and media releases describing positive aspects of the program.

4.11 Participate and help in Campus Promotional Activities.

MAINTAIN PROFESSIONAL CONTACTS AND ORGANIZATIONAL RELATIONSHIPS

4.12 Maintain liasion with civic, service club, community, social business and industry officials, etc., as appropriate.

4.13 Maintain when appropriate good working relationships with State Department and other AVTI school people.

4.14 Maintain membership in professional and/or union organizations when appropriate.

4.15 Create and maintain cooperative working relationships with District staff and industry.

PARTICIPATE IN STUDENT RECRUITMENT PROCESS

4.16 Provide program information for the development of recruitment pamphlets, brochures and information.

4.17 Assist the school and community (as feasible) with special events.

4.18 Interview potential students.

PARTICIPATE IN INSTRUCTOR UPGRADING AND RECERTIFICATION ACTIVITIES

4.19 Carry out a self-improvement program.

4.20 Participate in state called and approved professional workshops.

4.21 Meet vocational certification requirements.

4.22 Participate in the staff performance evaluation and development program.

4.23 Exchange observational visits, innovations.

PARTICIPATE IN INSTRUCTOR UPGRADING AND RECERTIFICATION ACTIVITIES

4.24 Participate in technical skills upgrading activities through an industrial work experience (industrial leave.)

4.25 Apply relevant current Concepts of Vocational Education.

January 6, 1978

Mr. A. L. Gallop
Executive Director
Minnesota Education Association
41 Sherburne Avenue
St. Paul, MN 55102

Dear Mr. Gallop:

Before my predecessor, George Boroff, expired he had completed a great deal of work in the development of broad objectives for the Teacher Education Sequence. As far as I can determine, his goal was to identify minimal objectives which would be mutually acceptable to those who provide the instruction related to the Teacher Education Sequence and to those who receive such instruction. Obviously, consensus regarding these broad minimal objectives could result in the consistency and quality of the in-service and pre-service training provided for teachers who are required to complete the Teacher Education Sequence for certification.

A group of vocational educators was assembled to review the objectives, and a list of proposed objectives was left in Mr. Boroff's file. Since I am not sure how the group of educators was selected, I would like to make sure that the most representative group of vocational educators review the work completed to this date. It is for this reason that I have chosen to reassemble a group representative of the various concerned programs to meet, discuss, revise and recommend a list of broad objectives for each of the courses in the Teacher Education Sequence.

I am asking the following groups to select representatives to serve on this input committee:

1. Minnesota Vocational Association to select eight vocational classroom teachers.
2. Each of the eight public teacher education institutions that offer programs leading to vocational licensure to select one vocational teacher educator.
3. Joint Council of Vocational Teacher Educators to select two of their members.
4. Minnesota In-Service Directors to select two of their members.
5. Association of Area Vocational-Technical Institute Directors to select four of their members.
6. Minnesota Association of Secondary Vocational Administrators to select four of their members.
7. Director of Program Operations, Division of Vocational-Technical Education to select seven members of the Program Operations staff.
8. Director of Program Planning and Development, Division of Vocational-Technical Education to select one member of the staff.

In addition the following individuals or representatives of organizations are asked to serve as ex-officio members of the committee:

1. Vocational Teacher Licensure Specialist
2. Representative of the Board of Teaching
3. Representative of the Minnesota Education Association
4. Representative of the Minnesota Federation of Teachers
5. Director of the Local Project, Establishing the Extended Validity of the Transportable System of Staff Development.

The first meeting of the committee is scheduled for Tuesday, February 7, 1978 from 9:00 a.m. to 3:00 p.m. at the Suburban Hennepin County Area Vocational-Technical Institute, North Campus. A second meeting is scheduled for March 7, 1978 at the same location and for the same period of time. Lunch for both of the meetings will be provided.

A month's time between the two meetings has been allowed so that the representatives may share the information with their respective organizations and institutions and seek further input.

In your capacity as the executive director of the Minnesota Education Association, will you please select a representative to attend this meeting.

A copy of the proposed objectives which is the result of the work of George Boroff is enclosed for your study and information. Will you please send me the name or names of your representative(s) by Friday, January 20, 1978? As soon as I receive the names of these candidates, I will send a copy of the agenda for the day's work and a list of the objectives will be sent directly to each of the representatives.

Cordially yours,

Rosemary T. Fruehling
EPDA Consultant
Program Planning & Development
Vocational-Technical Education
612-296-2421

RTF:tdx

Enclosure

Vocational Education Core Objectives Meeting

Representatives

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White, Mr. Leland W.
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APPENDIX IV

January 27, 1978

Thank you for accepting my invitation to serve in an official capacity as the representative for your department, institution, or organization in regard to the meeting set for February 7. You should be alerted to the site change of this meeting. Due to a conflict, our February 7 meeting is scheduled to meet in the Walnut Room of the Capp Towers beginning at 8:30 a.m. The second meeting will be held at the Suburban Hennepin Area Vocational-Technical Institute, North Campus, on March 7-8. More information regarding that meeting will be announced at our February 7 meeting.

In an effort to make our first sessions efficient and productive, I am requesting that you review both the long list of objectives based on George Boroff's efforts as well as the revised list entitled, "Proposed Broad Objectives for Vocational Teacher Education Core" which was edited from the original longer list.

The five areas included in the revised list are: pre-service teacher education, evaluation of student performance in vocational education, course construction in vocational education, methods of instruction in vocational education and philosophy of vocational education. These courses reflect a core agreed upon by most vocational educators as the minimal base for the development of pedagogical skills.

In an effort to maintain a consistency and quality in this core of courses, I am proposing that our committee identify those broadly stated objectives for each of them and recommend to our Assistant Commissioner of Vocational-Technical Education that they be included in the State Plan for Vocational-Technical Education. I also recommend that this core of objectives be delivered through our approved vocational teacher education institutions and be required of every vocational teacher before qualifying for a first five-year vocational license.

It appears that the importance of this action demands that each of the participants bring the objectives identified as the result of this meeting to the groups that they represent for official approval. At the March 7-8 meetings, after discussion and revision (if applicable), the representatives will be asked to vote on the recommended objectives. I am proposing that the final recommendation from the representatives shall require a 2/3 plurality vote.

Non-state employee mileage forms will be distributed at the meeting. They can be filled out and left with me on the same day. Luncheon expenses will be handled directly.

I am looking forward to seeing and working with all of you.

Cordially,

Rosemary T. Fruehling

Rosemary T. Fruehling
EPDA Consultant
Program Improvement & Information Section
Minnesota State Department of Education

RTF:bh
enclosures

Vocational Education Core Objectives Meeting Agenda

Capp Towers Motel
77 East Ninth Street

February 7, 1978 - 8:30-4:00

Purpose: Identification of objectives for Vocational Education core to be delivered through approved teacher education institutions and to be required of every vocational teacher before qualifying for a first five-year license.

Activities:

8:30 - 8:45	Coffee and Orientation
8:45 - 9:15	Background and Overview of Project
9:15 - 11:30	Small group work sessions to review and discuss objectives (as identified by the Boroff study and the edited version)
11:30 - 12:45	Lunch
12:45 - 2:00	Small group work sessions to finalize recommendations regarding objectives for each of the five vocational core courses. (Report to group orally - provide written report.)
2:00 - 2:15	Coffee Break
2:15 - 3:45	Representative of small group to present recommendations to total group
3:45 -	Wrap-up and Preview

Proposed Broad Objectives For Vocational Teacher Education Core

I. Pre-Service Teacher Education

Objectives:

1. Describe the goals of the institution and program in which the instructor will teach.
2. Identify the characteristics of the student populations for which instruction will be designed.
3. Identify the content and the instructional objectives of the program.
4. Develop lesson plans specifying the instructional procedure and learning activities.
5. Select and/or design instructional materials to implement learning activities.
6. Demonstrate the ability to deliver instruction through a variety of methods.
7. Demonstrate an ability to evaluate instruction.
8. Understand the role of an instructor within the context of school and community services.
9. Be familiar with classroom management and discipline principles.

II. Evaluation of Student Performance in Vocational Education

Objectives:

1. Identify the purposes and functions of educational evaluation.
2. Differentiate between measurement and evaluation.
3. Design and evaluation plan.
4. Define, compare and contrast those measurement instrument characteristics of reliability, validity and usability.
5. Interpret standardized test data.
6. List the purposes and functions of teacher-made tests.
7. Write test items that measure student attainment of behavioral objectives.
8. Format a test a-cording to the tenets of good test construction.
9. Design and use observational tools for the evaluation of performance tasks.

10. Interpret an item analysis of a teacher made test.

11. Compute, interpret and apply measures of central tendency.

12. Interpret and apply measure of variability.

13. Summarize intermittent student grades for the purpose of arriving at a "final" student grade.

14. Interpret measures of student performance using criterion or mastery level approaches.

III. Course Construction in Vocational Education

Objectives:

1. Develop a description of the expected outcomes of the course or program.

2. Conduct a task or content analysis to identify instructional content.

3. Prepare specific instructional objectives.

4. Sequence the instructional objectives within the course of study.

5. Identify alternative methods of organizing the course of study.

6. Develop lesson plans.

7. Develop an assessment plan for the course and course units.

IV. Methods of Instruction in Vocational Education

Objectives:

1. Identify factors which lead to the instructional motivation of secondary, post-secondary and adult students.

2. Understand the processes by which people learn.

3. Identify the advantages and disadvantages of alternative methods of instruction.

4. Identify personal teaching strength and develop teacher effectiveness feedback mechanisms.

5. Demonstrate the ability to present instruction using a number of alternative methods.

V. Philosophy of Vocational Education

Objectives:

1. State the purposes and goals of vocational-technical and practical arts education.

2. Describe the social-economic settings and conditions which create the need for vocational-technical education.

3. Explain the relationships of theories of work to the history and development of vocational-technical education.

4. Identify legislation for vocational education and describe provisions for federal and state support and accountability.

5. Identify the recipients of vocational education with respect to age, grade levels, socio-economic groups, sex, geographic location, occupational goals and needs for vocational instruction.

6. Identify and describe the different institutions, public and private, in which vocational programs are offered and the individuals they serve.

7. Describe the cooperative relationships of vocational educators with industry and business, manpower services, other teachers and advisory councils.

8. Identify the common and unique characteristics of the different fields of vocational education including your organizations.

9. Explain the purposes and nature of adult vocational education programs.

10. Identify the professional organizations to which vocational educators belong and the values of participation in professional activities.

11. Describe the career education curriculum and explain the relationship of vocational education to career education.

STATE OF MINNESOTA

DEPARTMENT Education

Office Memorandum

TO : APPENDIX VI

DATE: Feb. 13, 1978

FROM : Rosemary T. Fruehling, EPD Consultant
Program Improvement & Information
Vocational-Technical Education

PHONE:

SUBJECT: Edited Broad Objectives from February 7 Meeting

Thank you for the contributions you made at the joint development of broad goals in vocational teacher education committee meeting held last Tuesday, February 7, at the Capp Towers in St. Paul. Hopefully, the day was as beneficial to you as it was to me.

As I promised each of you on that day, I am sending you a copy of the rough draft of those objectives as edited by the group leaders immediately following the group reports. Will you please send a copy or copies to the person/s who appointed you to represent an organization, agency or institution. Please encourage these persons to distribute the objectives among their membership or department members for any additions or deletions and to get these suggestions back to you prior to our next meeting.

The following people were sent as substitutes to the meeting to represent their organizations or superiors and will also be receiving copies of the edited broad objectives:

Ron Dreyer for Brandon Smith
Hana Tomasek for Chris Schlegel
Ron McKeever for Kenneth Thompson

Just a few of you were not in attendance and no substitutes were sent to represent your points of view. I am mailing you a list of the edited objectives hoping that you will be able to attend the next meeting to be held on March 7 (once again at the Capp Towers in St. Paul) so that your opinions or interests will be represented at that voting session.

I look forward to our March 7 meeting when we will have an opportunity to put our ideas to work again and determine by official voting procedures whether or not we want a vocational teacher education core and, if we do, to consider each of the broad objectives for the core courses.

P.S. Please also react to the enclosed verification form -
Colleen Kish

Rough Draft of the Broad Objectives Derived by the Joint Vocational Education Teacher Committee Meeting, February 7, 1978, Capp Towers

Broad Objectives For Vocational-Teacher Education Core

I. Pre-Service Teacher Education

Objectives:

1. Identify the goals and structure of vocational education in Minnesota.
2. Describe the goals of the institution and program in which the instructor will teach.
3. Identify the learning styles, characteristics and special needs of the student populations for which instruction will be designed.
4. Identify the content and the instructional objectives of the program.
5. Develop unit structure and lesson plans specifying the instructional procedure and learning activities.
6. Select and/or design instructional materials to implement learning activities.
7. Demonstrate the ability to deliver instruction through a variety of methods.
8. Demonstrate an ability to evaluate student learning.
9. Describe the professional role of an instructor within the context of school and community.
10. Identify the role of advisory committees and student organizations in program operations.
11. Identify with classroom and laboratory management and discipline principles.
12. Demonstrate an understanding of legal implications of instructor-student relationships.

II. Evaluation of Student Performance in Vocational Education

Objectives:

1. Identify the purposes and functions of educational evaluation.
2. Differentiate between measurement and evaluation.
3. Design an evaluation plan which specifies the goals of instruction and how they will be evaluated.
4. Define and contrast characteristics of evaluation techniques such as reliability, validity and utility.

5. Interpret standardized test data.

6. List the purposes and functions of various evaluation techniques.

7. Write test items that measure student attainment of performance oriented objectives.

8. Structure a test according to the tenets of good test construction.

9. Develop appropriate techniques for the evaluation of performance tasks.

10. Analyze the effectiveness of evaluation instruments.

11. Interpret student progress using a variety of approaches such as norm-referenced or criterion-referenced methods.

12. Identify alternative methods of recording student progress.

13. Interpret different measures of student performance.

III. Course Construction in Vocational Education

Objectives:

1. Develop a course description and a list of the expected learner outcomes.

2. Identify instructional content using alternative methods such as task or content analysis.

3. Identify alternative sources of existing instructional program content.

4. Prepare specific instructional objectives.

5. Sequence the instructional objectives within the course of study.

6. Identify alternative methods of organizing the course of study considering the individual needs of students.

7. Develop lesson plans taking into account the special needs of students.

8. Develop an evaluation plan for the course and course units.

IV. Methods of Instruction in Vocational Education

Objectives:

1. Understand the processes by which people learn.

2. Identify appropriate methods of instruction which motivate secondary, post-secondary and adult students.

3. Identify the advantages and disadvantages of alternative methods of instruction including student organizations.

4. Identify and use effective audio visual materials.

5. Demonstrate the ability to use various instructional methods.

6. Identify instructional techniques and resources that are effective with special needs students.

7. Identify personal teaching strengths and weaknesses and teacher effectiveness feedback mechanisms.

V. Philosophy and Practice of Vocational Education

Objectives:

1. State the purposes and goals of vocational-technical education and its relationship to all education.

2. Identify the structure of vocational education in Minnesota and the requirements for vocational education in the State Plan for Vocational-Technical Education.

3. Describe the social-economic settings and conditions which create the need for vocational-technical education.

4. Explain the relationships of theories of work to the history and development of vocational-technical education.

5. Identify the relationship between legislation concerning vocational education and federal and state financing and accountability.

6. Identify the recipients of vocational education with respect to age, grade levels, socio-economic groups, special needs, sex, geographic location, occupational goals and needs for vocational education.

7. Identify and describe the different institutions, public and private, in which vocational programs are offered and the individuals they serve.

8. Describe the cooperative relationships of vocational educators with industry and business, manpower services, other teachers and advisory committees.

9. Identify the common and unique characteristics of the different fields of vocational education including student organizations.

10. Explain the purposes and nature of adult vocational education programs.

11. Identify the professional organizations to which vocational educators belong and the values of participation in professional activities.

12. Describe the career education curriculum and explain the relationship of vocational education to career education.

13. Describe the relationship of vocational education with local school boards, local administration, and state administration.

14. Develop an awareness of the implications of external groups such as licensing boards, accreditation agencies and unions.

15. Explain the purpose and nature of cooperative and/or supervised community-based programs.

16. Develop a personal philosophy of vocational education.

VERIFICATION OF PRESERVICE WORKSHOP

Kovach Dr.

1. Because of an emergency situation that prevents completion of the preservice workshop prior to initial vocational licensure, I have made arrangements with.....

_____
Name of University

to complete the preservice workshop within the first 24 weeks of teaching.

_____
Typed or Printed Name of Applicant

_____ Zip Code
Address

_____ Date
Signature of Applicant

****

2. As the hiring vocational administrator I agree to provide a basic orientation to teaching before classroom duties begin and to assist the above teacher in completing the preservice workshop within the first 24 weeks of teaching.

_____
Typed or Printed Name of Local Vocational Administrator

_____
School

_____ Zip Code
Address

_____ Date
Signature of Local Vocational Administrator

****

3. As the University's inservice coordinator I agree to supervise the above preservice workshop and assure its completion within the first 24 weeks of teaching.

_____
Typed or Printed Name of Inservice Coordinator

_____
University Department/Division

_____ Date
Signature of Inservice Coordinator

DEPARTMENT Education

Memorandum

TO : Committee on the Development of Broad Objectives for the Vocational Education Core

DATE: Feb. 22, 1978

FROM : Rosemary T. Fruehling
EPD Consultant

PHONE:

SUBJECT: Committee Meeting, March 7, 1978, Capp Towers, St. Paul

Enclosed is a copy of the agenda for our follow-up meeting to be held on March 7, 1978 once again in the Walnut Room of the Capp Towers in St. Paul, Minnesota from 8:30 a.m. to 3:30 p.m.

Hopefully, you have had enough time to circulate the edited version of the objectives as derived from your small group leaders to representatives of your respective organizations, institutions, and agencies to gain their input. Also, you should discuss the whole idea of a vocational teacher education core as the requirement for first 5-year licensure.

Both of these considerations (broad goals and a required vocational teacher education core) must be discussed if we are to allow for the participation necessary when considering such an important joint developmental function. As you can see on the agenda, we intend to vote on both the courses to be included in the core and each of the objectives to be included in the courses at our next meeting. The results of our vote requiring a 2/3 plurality will be recommended to our Assistant Commissioner to be included in the State Plan for Vocational Technical Education.

I urge all of you to be in attendance so that your vote will be counted and the interests of your institution, organization or agency represented.

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AGENDA

Joint Development of the Broad Objectives for the Vocational Teacher Education Core

March 7, 1978

Walnut Room, Capp Towers
St. Paul, Minnesota

8:30 - 8:45	Registration and Coffee
8:45 - 9:15	Review and Overview
9:15 - 10:15	Small Group Sessions
10:15 - 11:30	Reports from Group/Leaders and Discussion
11:30 - 12:45	Lunch
12:45 - 3:00	Voting on Common Core and Voting on Individual Objectives
3:00 - 3:30	Wrap-up

Purpose: Ratification of broad objectives for vocational teacher education core to be delivered through the eight approved public teacher training institutions and to be required of every vocational educator prior to being granted a first five-year license.

Broad Objectives For Vocational Teacher Education Core

I. Introduction to Vocational Teaching

Objectives:

1. Identify the goals and structure of vocational education in Minnesota.
2. Describe the goals of the institution and program in which the instructor will teach.
3. Identify the learning styles, characteristics and special needs of the student populations for which instruction will be designed.
4. Identify the content and the instructional objectives of the program.
5. Develop unit structure and lesson plans specifying the instructional procedure and learning activities consistent with the practices in the individual's institution.
6. Select and/or design instructional materials to implement learning activities.
7. Demonstrate the ability to deliver instruction through a variety of methods.
8. Demonstrate an ability to evaluate student learning.
9. Describe the professional role of an instructor within the context of school and community.
10. Identify the role of advisory committees and student organizations in the operation of a program.
11. Identify classroom and laboratory management and discipline principles.
12. Demonstrate an understanding of legal implications of instructor-student relationships.

II. Evaluation of Student Performance in Vocational Education

Objectives:

1. Identify the purposes and functions of educational evaluation.
2. Differentiate between measurement and evaluation.
3. Design an evaluation plan which specifies the goals of instruction and how they will be evaluated.
4. Define and contrast characteristics of evaluation techniques such as reliability, validity and utility.

5. Interpret standardized test data.

6. List the purposes and functions of various evaluation techniques.

7. Write test items that measure student attainment of performance-oriented objectives.

8. Structure a test according to the tenets of good test construction.

9. Develop appropriate techniques for the evaluation of performance tasks.

10. Analyze the effectiveness of evaluation instruments.

11. Interpret student progress using a variety of approaches such as norm-referenced or criterion-referenced methods.

12. Identify alternative methods of recording student progress.

13. Interpret different measures of student performance.

III. Course Construction in Vocational Education

Objectives:

1. Develop a course description and a list of the expected learner outcomes.

2. Identify instructional content using alternative methods such as task or content analysis.

3. Identify alternative sources of existing instructional program content.

4. Prepare specific instructional objectives.

5. Sequence the instructional objectives within the course of study.

6. Identify alternative methods of organizing and managing the course of study considering the individual needs of students.

7. Develop lesson plans taking into account the special needs of students.

8. Develop an evaluation plan for the course and course units.

9. Identify the opportunities for utilizing student organizations in the delivery of the content of the course.

IV. Methods of Instruction in Vocational Education

Objectives:

1. Identify the processes by which people learn.
2. Identify appropriate methods of instruction which motivate secondary, post-secondary and adult students.
3. Identify the advantages and disadvantages of alternative methods of instruction.
4. Identify and use effective audio visual materials.
5. Demonstrate the ability to use various instructional methods.
6. Identify instructional techniques and resources that are effective with special needs students.
7. Identify personal teaching strengths and weaknesses and teacher effectiveness feedback mechanisms.

V. Philosophy and Practice of Vocational Education

Objectives:

1. State the purposes and goals of vocational-technical education and its relationship to all education.
2. Identify the structure of vocational education in Minnesota and the requirements for vocational education in the State Plan for Vocational-Technical Education.
3. Describe the social-economic settings and conditions which create the need for vocational-technical education.
4. Explain the relationships of theories of work to the history and development of vocational-technical education.
5. Identify the relationship between legislation concerning vocational education and federal and state financing and accountability.
6. Identify the recipients of vocational education with respect to age, grade levels, socio-economic groups, special needs, sex, geographic location, occupational goals and needs for vocational education.
7. Identify and describe the different institutions, public and private, in which vocational programs are offered and the individuals they serve.
8. Describe the cooperative relationships of vocational educators with industry and business, manpower services, other teachers and advisory committees.

9. Identify the common and unique characteristics of the different fields of vocational education including student organizations.

10. Explain the purposes and nature of adult vocational education programs.

11. Identify the professional organizations to which vocational educators belong and the values of participation in professional activities.

12. Describe the career education curriculum and explain the relationship of vocational education to career education.

13. Describe the relationship of vocational education with local school boards, local administration, and state administration.

14. Develop an awareness of the implications of external groups such as licensing boards, accreditation agencies and unions.

15. Explain the purpose and nature of cooperative and/or supervised community-based programs.

16. Develop a personal philosophy of vocational education.

State Plan

10.6 Approval Procedures for Vocational Teacher Education Programs

A. This rule shall apply to all of the teacher education programs used to satisfy the requirements for the first 5-year licensure (with the possible exception of work experience) and for all specific competencies mandated for license renewals for all vocational teachers as stated in the Minnesota State Plan for Vocational-Technical Education.

*B. Institutions which have been approved by the Minnesota Board of Teaching to prepare persons for teaching licensure may request approval of vocational teacher licensure programs. As used herein, programs may consist of one course, a series of courses, or a complete degree program. Programs for which approval is requested shall be evaluated for initial approval and audited for continued approval thereafter in accordance with the provisions of this rule.

C. Each institution shall forward from the administrator of the defined administrative and instructional unit of that institution to the Board of Teaching a program description for each vocational teacher licensure program (course, series of courses, or degree program) for which approval is requested. The Board of Teaching will route the program description to the Division of Vocational Technical Education according to the Agreement for the Provision of Consultative Services found in Appendix(#). The description shall include:

1. A statement which verifies the institutional commitment to the vocational teacher licensure program.

2. A description of the organizational structure of the institution and procedures for implementing the vocational teacher licensure program.

3. A description of the vocational teacher role for which persons who enroll in the licensure program are being prepared.

4. An enumeration of the specific knowledge, skills, and understandings to be achieved by persons completing the vocational teacher licensure program.

5. A description of the vocational teacher licensure program which relates individual program components to the complete set of licensure requirements for that licensure field and level as stated in the Minnesota State Plan for Vocational Technical Education.

6. A specific identification of the plans for assessing the performance of each person who is to be judged as having successfully completed the program.

*Teacher licensure for Industrial Arts; Family Life Education; Home Economics; Agriculture and General Business Education which come under standard teacher licensure rules are approved through the program approval process of the Minnesota Board of Teaching.

7. Evidence that the necessary faculty and physical resources are allocated to implement and maintain the vocational teacher licensure program. Faculty who teach professional vocational courses shall be certificated as vocational teacher educators in accordance with the requirements of the Joint Council for Vocational Teacher Educators published November 8, 1974, under the title, "The Joint Council of Vocational Teacher Educators: Guidelines for Council Organization and Operation."

8. Evidence that the vocational teacher licensure program forwarded for approval has been developed with participation from the college departments that may be involved with the vocational teacher licensure program, licensed practicing vocational teachers, school administrators and interested citizens. Evidence shall also be presented that the Joint Council for Vocational Teacher Educators has been consulted when the program forwarded for approval is to satisfy all or part of the professional vocational teacher education core leading to licensure of nondegreed teachers (as stated in the Minnesota State Plan for Vocational Technical Education.) This procedure is designed to insure a reasonable degree of compatability throughout the State in the titles and broad objectives of this core of courses.

9. A description of the procedures to establish and maintain an internal process for systematic evaluation of the vocational teacher licensure program.

10. If appropriate, a student teaching and/or internship component and a statement which verifies that those experiences are planned, supervised and evaluated in the licensure field in which the individual will seek his/her vocational teaching license should be provided.

D. Before initial approval for the vocational teacher licensure program is granted, Board of Teaching staff or persons designated as auditors by the Board of Teaching staff may visit the institution to examine the vocational teacher licensure program for the purpose of verifying the program description and making a recommendation regarding approval status. During the operation of an approved vocational teacher licensure program, an audit visit to verify that the approved program meets the provisions of this rule may be arranged in consultation with the institution. Auditors shall forward a report of their findings to the Executive Secretary of the Board of Teaching and to the institution.

E. The Board of Teaching staff, or persons designated as auditors by the Board of Teaching staff, in consultation with the institution shall make audit visits on a five-year cycle to verify program descriptions and to make a recommendation regarding initial or continuing approval status of each vocational teacher licensure program. Expenses of auditors shall be reimbursed in accordance with Minnesota state rules.

State Plan

F. Based upon appraisal of the program descriptions prepared by the institution and the written report of the auditors, the Board of Teaching shall:

1. Grant initial approval, or

2. Grant continuing approval, or

3. Grant conditional approval, state the conditions and establish timelines for meeting the stated conditions, or

4. Disapprove the vocational teacher licensure program, state the reasons for disapproval, and if needed, stipulate a termination date which will accommodate persons currently enrolled in said program.

G. If a vocational teacher licensure program is conditionally approved, the Board of Teaching shall reconsider the approval status of the teacher licensure program upon verification by the Executive Secretary of the Board of Teaching that the stated conditions are met. If stated conditions are not met within the established timelines, conditional approval shall be withdrawn.

H. Vocational teacher licensure programs which vary in curricular design may be approved provided that program components meet the requirements of the Minnesota State Plan for Vocational Technical Education for each vocational teacher licensure program, and that these components are designed to provide persons completing each teacher licensure program with the knowledge, skills, and understandings which are enumerated in these rules.

I. When an institution makes revisions in an approved vocational teacher licensure program, the administrator of the defined administrative and instructional unit of the institution shall forward to the Executive Secretary of the Board of Teaching a written description of the teacher licensure program revision. An audit shall be made to verify that the revised vocational teacher licensure program continues to meet rules of the State Plan for Vocational Technical Education. Each verified teacher licensure program revision shall become an amendment to the approved teacher licensure program.

J. The Board of Teaching may revoke or suspend the approval of a vocational teacher licensure program when the Board of Teaching determines that an approved vocational teacher licensure program no longer meets the provisions of this rule.

K. Decisions by the Board of Teaching regarding approval status of a vocational teacher licensure program may be appealed by the institution according to the rule of the Board of Teaching.

The Agreement for Provision of Consultative Services between the Board of Teaching and the Division of Vocational Technical Education is found in Appendix (#).

M I N U T E S

STATE PLAN AD HOC COMMITTEE MEETING
St. Paul T.V.I.
March 14, 1978

The meeting of the State Plan Ad hoc Committee was held on Tuesday, March 14, 1978 in Room 102-103, St. Paul T.V.I., 235 Marshal Ave., St. Paul, Minnesota.

The meeting was called to order at 9:00 a.m. by guest Chairperson, Robert Madson. The following members were present: Jude Bublitz, Harvey Rucker, Janice Templin, Paul Thomas, Thomas Harren, James Staloch, David Arneson, Sue Johnson, and Thomas Schaffer.

Minutes - Jude Bublitz moved approval of the Minutes for March 2, 1978. Motion was seconded by David Arneson and carried unanimously. Mr. Arneson requested corrected copies of the Minutes for the February 16, 1978 meeting.

General Provisions for Licensure and The Teacher Licensure Sequence - Rosemary Fruehling presented information on the above topic. Paul Thomas made a motion for the Licensure - General Provisions and the T.E.S. for post-secondary and secondary, the Regular Five-Year Renewal Provisions, plus the Relicensure Programs and Approval Procedures to be in Part I of the State Plan. The Broad Objectives for the Vocational Teacher Education Core are to be placed in the appendix. Motion was seconded by Dave Arneson and carried unanimously.

Paul Thomas moved to adopt the General Provisions for the 1979 State Plan. Dave Arneson seconded the motion. Motion passed.

Paul Thomas moved to amend the teacher licensure examination fee from $25 to $45. Jude Bublitz seconded the motion. Motion passed.

Paul Thomas moved to amend "a" in the Secondary T.E.S. by inserting in parenthesis the statement "In emergency situations an institutional prearrangement for completion of the Introduction to Vocational Teaching course within the first 24 weeks can be substituted" after the word course. Harvey Rucker seconded the motion. Motion carried.

Paul Thomas moved to strike may and insert can in the following areas (Vocational Teacher Education Core):

a. ... the first 24 weeks can be substituted.
e. ... degree in education can meet the five-year...
f. ... An instructor can meet the five-year...

Jim Staloch seconded the motion. Motion carried.

Paul Thomas made a motion to amend the Regular Five-Year Renewal Provisions under Types of Activity in the following areas:

1. ... related to the occupation taught...
2. Education workshops, industrial conferences, institutes and seminars in business and industry or continuing education in the occupation taught...

Dave Arneson seconded the motion. Motion passed.

Health Service Nurse - Julie Eszlinger presented the licensure requirements to be elegible for a 5 year Health Service Nurse. Jim Staloch made a motion to table the discussion of the 5 year relicensure requirements of the Health Service Nurse until the April 7, 1978 meeting. Jude Bublitz seconded the motion. Motion carried.

Special Needs - Tom Strom presented the Special Needs Vocational Education Licensure Requirements for the special needs positions. Jude Bublitz made the motion to accept the changes for licensure of Special Needs Interpreter for the Deaf. Janice Templin seconded the motion. Motion passed.

Paul Thomas made a motion to table the requirements for the Vocational Education Advisor until April 7, 1978. Harvey Rucker seconded the motion. Motion carried.

Bilingual Bicultural-Vocational Education - Jose Trejo presented testimony requesting additional services for the bilingual population by increasing the number and types of bilingual positions. Jude Bublitz made a motion to accept the Bilingual-Bicultural Remedial Related Instructor. Dave Arneson seconded. Motion passed.

Paul Thomas made a motion that the special requirements for the Bilingual Bicultural Remedial Related Instructor shall be the same as regular remedial related instructor plus shall be bilingual/ bicultural in English and the relevant other language and culture. Jim Staloch seconded the motion. Motion passed.

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Support Services - Preschool personnel - Florence Stater presented licensure requirements for Support Services - Preschool personnel. Jude Bublitz made a motion to adopt the preschool instructor and preschool aid positions. Dave Arneson seconded the motion. Motion carried.

Paul Thomas made a motion to strike the sentence "All licensed personnel fall under the normal human relations requirement" (Preschool personnel). There was no second. Motion failed.

Secondary Placement Specialist - Arland Benson gave testimony on the Secondary Placement Specialist, asking the committee to reevaluate the qualifications. Paul Thomas moved to amend the State Plan, page I-68 by striking "post-secondary" and inserting educational so it reads " ... services in an educational/industry/agency/project setting." Jude Bublitz seconded the motion. Motion passed.

Paul Thomas made an amendment to his motion that teacher coordinators would be allowed no more than 40% of their experience may be counted towards qualifying for the secondary job placement work experience.

Tom Harren moved that we table the motion until next year. Tom Schaffer seconded the motion. Four members voted in favor of tabling the motion and five members voted against. Motion failed.

Harvey Rucker made a motion to accept Paul Thomas' original motion to read "... services in an educational/industry/agency/project setting". Dave Arneson seconded the motion. Motion carried.

Industrial Arts - Dennis Olson and Tom Ryerson reviewed the licensure requirements that Tom Ryerson presented at the February 16 meeting. Paul Thomas moved that this issue be delayed until next year. Tom Schaffer seconded the motion. Motion carried. (The following persons either voted against the motion or abstained: Jude Bublitz, Sue Johnson, Janice Templin, and Harvey Rucker).

Chairperson, Mr. Robert Madson requested that the Ad hoc Committee provide recommendations which Mr. Olson & Mr. Ryerson could bring back to the Industrial Arts Committee. Paul Thomas recommended the Industrial Arts Committee be expanded to include non-degreed industrial arts instructors. David Arneson recommended that they look at the issue as two separate distinct areas for non-degreed and degreed instructors.

Adult Instructional Personnel - The Vocational Division recommended the Part-Time Supplementary Instructor requirements be changed to read "...less than 500 clock hours on an annual..." in place of "...less than one-quarter of full-time on an annual...". The motion was made to accept this change by Tom Schaffer. Janice Templin seconded the motion. Motion passed.

Meeting adjourned at 3:35 P.M.

The next meeting is scheduled for April 7, 1978 at Suburban Hennepin-South Campus.

We may call one or more the following witnesses to testify:

Robert P. Van Tries, Assistant Commissioner
Division of Vocational-Technical Education

Robert M. Madson, Director of Operations
Division of Vocational-Technical Education

Colleen Kish, Vocational Licensing Specialist
Division of Special Services

Jean Walz, Legal Intern
Division of Vocational-Technical Education

Robert K. Anderson, Post-Secondary Vocational Program Supervisor
Technical Occupations
Division of Vocational-Technical Education

Robert Babcock, Post-Secondary Vocational Program Supervisor
Distributive Occupations
Division of Vocational-Technical Education

Lynda Ball, Support Service Specialist
Division of Vocational-Technical Education

Odell T. Barduson, Adult Vocational Program Supervisor
Agriculture, Natural Resources, Marine Science and Environmental Occupations
Division of Vocational-Technical Education

Hal Birkland, Manager of Special Needs Vocational Programs
Division of Vocational-Technical Education

Jeff Brick, Post-Secondary Vocational Program Supervisor
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Paul Day, Secondary Vocational Program Supervisor
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Division of Vocational-Technical Education

Pat DiPlacido, Secondary Vocational Program Supervisor
Marketing and Distribution Occupations
Division of Vocational-Technical Education

Julie Eszlinger, Post-Secondary Vocational Program Supervisor
Health Occupations
Division of Vocational-Technical Education

Stevi Fenelon, Acting Adult Vocational Program Supervisor
Health Occupations
Division of Vocational-Technical Education

Rosemary Fruehling, Teacher Education Specialist
Division of Vocational-Technical Education

Sharon Grossbach, Adult Vocational Program Supervisor
Consumer-Homemaking, Personal Service, Hospitality, and
Recreation Occupations
Division of Vocational-Technical Education

Audrey Grote, Secondary Vocational Program Supervisor
Consumer-Homemaking Occupations
Division of Vocational-Technical Education

Jerry Guevara, Minority Advisory Services Supervisor
Division of Vocational-Technical Education

William Hohenhaus, Post-Secondary Vocational Program Supervisor
Agriculture Occupations
Division of Vocational-Technical Education

Truman Jackson, Secondary Vocational Program Supervisor
Business and Office Occupations
Division of Vocational-Technical Education

Ron Johnson, Secondary Vocational Program Supervisor
Construction and Manufacturing Occupations
Division of Vocational-Technical Education

Bart Kersteter, Student Financial Aids Supervisor
Division of Vocational-Technical Education

Leonard Kodet, Secondary Vocational Program Supervisor
Placement Specialists and Work Experience for Disadvantaged
Division of Vocational-Technical Education

Rick LeBurkien, Secondary Vocational Program Supervisor
Health and Public Service Occupations
Division of Vocational-Technical Education

David N. McCullough, Manager of Adult Vocational Education
Division of Vocational-Technical Education

Lloyd Petri, Manager of Vocational Programs for Handicapped
Division of Vocational-Technical Education

Tom Ryerson, Secondary Vocational Program Supervisor
Communication and Transportation Occupations
Division of Vocational-Technical Education

Anita Schwartz, Adult Vocational Program Supervisor
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James E. Staloch, Manager of Post-Secondary Vocational Education
Division of Vocational-Technical Education

Florence Stater, Post-Secondary Vocational Program Supervisor
Home Economics Occupations
Division of Vocational-Technical Education

Tom Strom, Manager of Secondary Vocational Education
Division of Vocational-Technical Education

Jack Sullivan, Post-Secondary Vocational Program Supervisor
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Sharon Merritt, Minnesota State Society - American Association of Medical Assistants, Inc.
Steve Rogness, Minnesota Hospital Association
Joyce Schowalter, Minnesota Board of Nursing
Georgann Shiely, Occupational Therapy Association
Jeanine Smith, Minnesota Licensed Practical Nurses Association
Paul Trautman, Minnesota Orthotics/Prosthetics Association
Helen Tuchner, School of Dentistry

POST-SECONDARY HEALTH OCCUPATIONS REPRESENTATIVES:

Gloria Bauer, Unity Hospital
Russ Beier, East Grand Forks Area Vocational-Technical Institute
Darlene Birkeland, 916 Area Vocational-Technical Institute
Dorothy Bray, St. Cloud Area Vocational-Technical Institute
Betty Brozek, St. Paul Ramsey Hospital
Lucille Buelow, St. Paul Area Vocational-Technical Institute
Etta Erickson, Minnesota Institute of Medical and Dental Assistants, Inc.
Phil Grunewald, State Emergency Medical Training Coordinator
Lucille Kainu, Minnesota Board of Teaching
Jean Kintgen-Andrews, University of North Dakota
Dorothy Lekson, St. Paul Area Vocational-Technical Institute
Judy O'Keefe, Clay County Cooperative Center, Moorhead

POST-SECONDARY HEALTH SAFETY SERVICE:

Janne Barnett, Willmar Area Vocational-Technical Institute
Virginia Carlson, St. Paul Fire and Marine Insurance
Margaret Christenson, Minneapolis Area Vocational-Technical Institute
Michael Cullen, Willmar Area Vocational-Technical Institute
Gerrie Driessen, Minnesota Vocational Association
Audrey Dorn, 916 Area Vocational-Technical Institute
Gary Engberg, 916 Area Vocational-Technical Institute
Joan Ewald, Hutchinson Area Vocational-Technical Institute
Rev. Phil Hanson, Northwestern Hospital
Dorothy Hoppe, St. Paul Area Vocational-Technical Institute
Thelma Johnson, Minnesota Gas Company
Karen Kavan, Anoka Area Vocational-Technical Institute
Richard Kitchell, Employer's Insurance of Wausau
Art McCauley, Minnesota Safety Council
Herb Murphy, Anoka Area Vocational-Technical Institute
Margaret Nahinsky, Minnesota Mining and Manufacturing Company
Lois Newman, Suburban Hennepin Area Vocational-Technical Institute
Naomi Quinnell, Minnesota Board of Health
Dwayne Rasmussen, Minnesota Society for Prevention of Blindness
Roger Reddan, St. Paul Area Vocational-Technical Institute
Carolyn Rosdahl, Anoka Area Vocational-Technical Institute
Dorothy Schmidt, Dakota County Area Vocational-Technical Institute
Richard Schweitzer, Honeywell, Inc.
Art Sethre, Minnesota Mining and Manufacturing Company
Norma Stephani, Suburban Hennepin Area Vocational-Technical Institute
Mary Jo Sundberg, North American Life & Casualty Insurance

POST-SECONDARY HOME ECONOMICS:

John Fitchette, Minneapolis Area Vocational-Technical Institute
Elaine Koivumaki, Anoka Area Vocational-Technical Institute
Jeff Larson, 916 Area Vocational-Technical Institute
Bob Menne, Dakota County Area Vocational-Technical Institute
Cal Salo, St. Paul Area Vocational-Technical Institute
Alice Trowbridge, Minneapolis Area Vocational-Technical Institute
Barbara Wilkinson, Suburban Hennepin Area Vocational-Technical Institute

POST-SECONDARY STUDENT PERSONNEL SERVICES:

Chuck Balzer, Staples Area Vocational-Technical Institute
Gene Biever, Albert Lea Area Vocational-Technical Institute
Nick Hasselfelt, St. Cloud Area Vocational-Technical Institute
Gary Knutson, Hutchinson Area Vocational-Technical Institute

Ken Lahti, Eveleth Area Vocational-Technical Institute
Arlene Pederson, Willmar Area Vocational-Technical Institute
Don Rinke, Willmar Area Vocational-Technical Institute

POST-SECONDARY TECHNICAL:

Anthony Adducci, Cardiac Pacemakers
John Allen, Suburban Hennepin Area Vocational-Technical Institute
Kenneth Briegel, Honeywell, Inc.
Douglas Dahl, Anoka Area Vocational-Technical Institute
Charles DeVore, 916 Area Vocational-Technical Institute
Frank Durocher, Suburban Hennepin Area Vocational-Technical Institute
Leslie Formell, Horty Elwing and Associates
Oren Johnson, St. Cloud Area Vocational-Technical Institute
Robert Keyport, Data Card Corporation
Roger Lee, Suburban Hennepin Area Vocational-Technical Institute
Robert Malnoti, Univac
Steve Miletich, University of Minnesota
Stan Mork, American Hoist and Derrick Company
Thomas Obermeyer, Dakota County Area Vocational-Technical Institute
Robert Poupore, Dunwoody Institute
George Richter, St. Paul Area Vocational-Technical Institute
Chris Schlegel, 916 Area Vocational-Technical Institute
Robert Spanovich, St. Paul Area Vocational-Technical Institute

POST-SECONDARY TRADE AND INDUSTRIAL:

Abe Rosenthal, Minnesota Transport Trucking Association
Tim Schrock, National Wide Carriers
John Segl, Teamsters Local 120, St. Paul

ADULT AGRICULTURE:

Charles Davis, Princeton Public Schools
Gene Francis, Blooming Prairie Public Schools
Don Houghton, Minnesota Farm Bureau Federation
Brian Ingvalson, Fridley Public Schools
James W. Kelm, Red Wing Public Schools
Ed Persons, University of Minnesota
Victor Richardson, Owatonna Public Schools

ADULT BUSINESS AND OFFICE AND DISTRIBUTIVE EDUCATION:

Howard Rosenwinkel, Anoka Area Vocational-Technical Institute
Steve Swenson, Minnesota Retail Federation
Eudora Zellers, Minneapolis Area Vocational-Technical Institute

ADULT HEALTH:

Rick Carter, Minnesota Association of Health Care Facilities
James Collins, Minnesota Hospital Association
James J. Hiniker, Department of Public Welfare
Mary Kay Hohenstein, Mankato Area Vocational-Technical Institute
Joan Knowlton, Twin City Resident's Council
Connie Larson, Department of Health
Grace Nelson, Metropolitan Seniors Federation
Steve Nielsen, Ebenezer Ridges Nursing Center
Pam Parker, Nursing Home Resident's Advisory Council
Rich Portnoy, Governor's Council for Aging Programs
Joyce Schowalter, Minnesota Board of Nursing
Joyce Underkofer, Martin Luther Manor

ADULT HOME ECONOMICS:

Rose Andersen, Moorhead Area Vocational-Technical Institute
Joy Anderson, Dakota County Area Vocational-Technical Institute
Jean Hanson, Red Lake Falls Public Schools
Pat Hatteberg, St. Paul Area Vocational-Technical Institute
Donna Krebsbach, Austin Area Vocational-Technical Institute
Karen Kurz, Department of Education
Joan McFadden, University of Minnesota
LaDonna Nelson, Dakota County Area Vocational-Technical Institute
Moses Padilla, Canby Area Vocational-Technical Institute
Elaine Wray, St. Cloud Public Schools

ADULT PARENT EDUCATION:

Rose Andersen, Moorhead Area Vocational-Technical Institute
Joy Anderson, Dakota County Area Vocational-Technical Institute
Jean Hanson, Red Lake Falls Public Schools
Pat Hatteberg, St. Paul Area Vocational-Technical Institute
Donna Krebsbach, Austin Area Vocational-Technical Institute
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Joan McFadden, University of Minnesota
LaDonna Nelson, Dakota County Area Vocational-Technical Institute
Moses Padilla, Canby Area Vocational-Technical Institute
Elaine Wray, St. Cloud Public Schools

SPECIAL NEEDS REACTIVE RESPONDENT GROUP:

Boyd Carlson, Hutchinson Public Schools
Ken Carlson, Wadena Area Vocational-Technical Institute
June Long, Osseo Public Schools
Dave Lunde, Thief River Falls Public Schools
Garey Lunn, Jackson Public Schools
Gil Malm, Minneapolis Vocational Coordinators Association

Vern Nolting, Moorhead Public Schools
Kristine Nystrom Ubbelahde, Jackson Public Schools
Gen Rockwood, Duluth Public Schools
Bob Thienes, St. Cloud Public Schools
Marvin Thomsen, Pipestone Area Vocational-Technical Institute
Joe Weivoda, Rochester Public Schools

We may cite the following:

Minnesota Statutes § 120.01 through § 125.61

45 C.F.R. § 104.1 through § 105.627

Public Law 94-482 (1976) 20 U.S.C. 2330, Subpart 2, Section 120
20 U.S.C. 2350, Subpart 3, Section 130
20 U.S.C. 2370, Subpart 4, Section 140
20 U.S.C. 2380, Subpart 5, Section 150

Minnesota State Plan for Vocational-Technical Education

original

STATE OF MINNESOTA
COUNTY OF RAMSEY

BEFORE PETER C. ERICKSON
HEARING EXAMINER
OFFICE OF HEARING EXAMINERS

FINDINGS OF FACT AND ORDER
ADOPTING RULES

In the Matter of the Proposed
Adoption of Rules of the State
Board of Education (State
Board for Vocational Education)
Governing Licensure of
Vocational Education Personnel
and the Repeal of Rule
5 MCAR § 1.0074

The above-entitled matter came on for hearing before Hearing Examiner Peter C. Erickson, State Office of Hearing Examiners, at 9:00 a.m. on October 26 and 27, 1979 in the Auditorium, Room 83, State Office Building, St. Paul, Minnesota. Proper notice was served upon all persons, associations, and other interested groups registered with the Secretary of State and upon those who filed with the Department of Education for that purpose pursuant to Minn. Stat. § 15.0412. All interested persons were afforded the opportunity to be heard concerning the adoption of the proposed rules captioned above by the submission of either oral or written data, statements, or arguments.

After having reviewed all of the testimony and evidence submitted at the public hearing and to Hearing Examiner Peter Erickson before the close of the hearing record, after having considered the Report of the Hearing Examiner and applicable statutory standards, after having withheld action on the proposed rules for the required period of time after receipt of the Hearing Examiner's Report, and after having confirmed the need for the above captioned rules, the State Board for Vocational Education (hereinafter the "Board") holds that the findings of fact of the Hearing Examiner accurately reflect the facts in the record, except as designated below.

NOW THEREFORE, BE IT RESOLVED that the Board hereby adopts in part, and incorporates herein, the Report of the Hearing Examiner dated January 11, 1980, relative to the above-entitled matter except as set forth below.

FINDINGS OF FACT

I. 5 MCAR § 1.0780 provides definitions for words and phrases used in the rules for licensure of vocational education personnel.

A. Subsection G. defines "bicultural qualifications" and is amended as follows (underlining indicates additional language):

> G. Bicultural qualifications--The quality of being knowledgeable <u>about,</u> and sensitive to, the ethnic and cultural aspects of the particular student groups to be worked with. Bicultural qualifications of an applicant for licensure shall be verified by the local school administrator.

B. Subsection H. defines "bilingual" and is amended as follows:

> H. Bilingual <u>qualifications</u>--The ability to communicate both orally and in writing in two or more languages, the first and principal language being English and the second language being relevant to the ethnicity of the students to be worked with. Bilingual qualifications of an applicant for licensure shall be verified by the local school administrator.

The Board has adopted the foregoing changes to insure grammatical correctness and consistency in the rules.

C. Subsection K. defines "credit" as follows:

K. Credit--Quarter college credits taken from an accredited college. One quarter credit shall equal 12 clock hours where applicable.

The Board of Teaching and the Minnesota Educational Association both contend that this standard is inconsistent with the continuing education rule for elementary and secondary licensure in which one quarter credit equals ten renewal units.

The Hearing Examiner felt that "the Board did not offer any reasons for the 12-hour equivalence," and that "the record supports the reasonableness of the 10-unit equivalence should the Board wish to amend the rule accordingly."

The Board does not adopt an amendment to Subsection K. for the following reasons:

(1) Amendment of the equivalency ratio from 12:1 to 10:1 would result in increased renewal requirements for vocational personnel who choose to meet renewal requirements by taking credit courses in their area of licensure or in education courses. An applicant who enrolls in, and completes, three 3-credit courses would satisfy the relicensure requirements of 108 clock hours if the ratio remains 12:1. Adoption of a 10:1 ratio would result in a loss of 18 clock hours and would substantially increase relicensure requirements for vocational educators. The Board has used the 12-hour equivalence for vocational educators for almost 40 years. The 12-hour equivalence was established and used by vocational educators before the Board of Teaching was created and vocational educators are accustomed to the 12:1 ratio.

(2) The only justification submitted by the Board of Teaching and the Minnesota Educational Association for amending the rule to a 10:1 equivalence is inconsistency with the continuing education rule for elementary-secondary teachers. The relicensure rules for vocational versus elementary-secondary personnel are not consistent in every respect and inconsistency alone does not justify amendment of a rule with which vocational educators are familiar and which has been successfully used since the early 1940's.

(3) The Board reaffirms the reasoning supporting the 12:1 equivalence included in the Statement of Need and Reasonableness at page 33.

> An applicant can acquire renewal units in either credit hours or clock hours. The equation ratio between quarter credit hours is generally accepted by vocational educators as being 12:1, since this ratio equates roughly to traditional classroom hours. For example, a three-credit class meeting three hours per week for a twelve-week quarter equals 36 clock hours.

D. Subsection W. defines "occupational experience." In an effort to clarify the definition, the Board adopts the following amendment to Subsection W. (as proposed in the Additions and Corrections material introduced by the Board at the public hearing):

> W. Occupational experience--Except where otherwise stated in these rules, paid work experience (outside of education or teaching) in a job or jobs directly related to the area of licensure being sought, with at least 500 hours within the five-year period immediately preceding the date of application for licensure.

E. In an effort to clarify the meaning of the term "parent" referred to in 5 MCAR § 1.0792, the Board adopts the following addition to 5 MCAR § 1.0780:

> Parent--A parent, guardian, or an individual acting as a parent of a student in the absence of a parent or guardian.

F. The Minnesota Vocational Association suggested that the following definition be included in 5 MCAR § 1.0780:

> Industrial education. The generic term "Industrial Education" as used in these regulations shall include or reference those preparatory or supplementary vocational trade, industrial, or technical education programs that have as their primary purpose preparation for specific career employment in the world of work. The term "Industrial Education" as used in these regulations does not include Industrial Arts or Practical Arts educational programs which are a part of general education curricula.

The Hearing Examiner found that use of the term "industrial education" was both needed and reasonable, but suggested that the definition proposed by the MVA be included in the rules.

In an effort to clarify the meaning of the term "industrial education," the Board adopts the following addition to 5 MCAR § 1.0780:

> Industrial education--A generic term including or referencing those preparatory or supplementary vocational trade, industrial, or technical education programs that have as their primary purpose at the post-secondary level preparation for specific career employment in the world of work and at the secondary level: 1) in-depth exploration of occupations to assist in the career planning process, 2) development of occupational competencies designed to be recognized for advanced placement in post-secondary programs, and 3) development of occupational competencies necessary to enter an occupation. The term "industrial education" shall not include industrial arts or practical arts educational programs which are a part of general education curricula.

The definition proposed by the MVA has been modified to include the primary purposes of secondary as well as post-secondary vocational programs.

G. The Board of Teaching suggested that the following definitions be added to the rule for clarification:

*authorized local vocational administrator(s)
certificate
competency based teacher program
consultant
coordinator
criterian exams
instructor
instructor-coordinator
instructor-manager
license
occupational representative
one-year license
ROX
specialist
two-year license
vocational educator
vocational program advisory committee

The Hearing Examiner found the definitions included by the Board in 5 MCAR § 1.0780 to be both needed and reasonable. Definition of the additional terms suggested by the Board of Teaching would not clarify the rules, as the terms are clear from the context of the rules themselves.

II. 5 MCAR § 1.0786 sets forth the continuing education requirements for relicensure of vocational instructional and supportive personnel.

A. Subsection B. identifies those persons who may constitute the eligible voting personnel of the local vocational relicensure committee. Ruth Dittes Blackstad, educational leader in the Business Education

Department of the Richfield Public Schools voiced concern that the requirement that the eligible voting personnel of local vocational relicensure committees be "practicing" may preclude vocational teachers who hold a vocational license, but who are not assigned to a vocational class during some quarters or semesters from voting. She states as follows:

> In secondary schools in Minnesota, a new teaching schedule is determined several times during the year. Teaching assignments are based on current registration, plus the assigning of vocationally licensed teachers who could be scheduled for a particular section. Therefore, teachers who hold a vocational license may or may not be assigned to teach a vocational class during any one quarter or semester. That is, if you teach a class such as Business Machines, but the enrollment for the next quarter is insufficient to offer the class, you will not be scheduled to teach that class. You may or may not be scheduled to teach other vocational classes during that quarter, since it all depends on the number of licensed staff available and the current student enrollment. Yet, you will be under pressure from your administration to keep your license current and you are subject to meeting requirements. Thus, to use the language "practicing" is to disenfranchise those teachers who hold a license but may not be assigned to a vocational class during some of the quarters or semesters.

The Board finds that the concern is a valid one and amends Subsection B. as follows (underlining indicates additional language and interlining indicates deleted language):

B. Local vocational relicensure committee.

1. Local vocational relicensure committee formation.

a. Eligible voting personnel. Vocational personnel ~~practicing on~~ holding a valid regular five-year vocational license or a valid vocational license on a sequence preparatory to obtaining a regular five-year vocational license in a school district (district), an approved vocational or cooperative center (center), or nonpublic school shall constitute the eligible voting personnel. Only vocational personnel practicing on a valid regular five-year vocational license or on a valid vocational license on a sequence preparatory to obtaining a

regular five-year vocational license in a district, center, or nonpublic school shall be eligible to serve as committee members. Authorized local vocational administrators and supervisors shall not constitute eligible voting personnel.

2. Local vocational relicensure committee options.

a. Option A--The existing local continuing education committee may be utilized except that five eligible voting personnel members practicing on a valid vocational license shall replace the teaching faculty members of the existing committee whenever applications for vocational relicensure are considered. The five teaching faculty replacements shall be elected by secret ballot of the eligible voting personnel of the district, center, or nonpublic school.

b. Option B--A local vocational relicensure committee separate from the existing local continuing education committee may be formed. Such committee shall include:

(1) five eligible voting personnel members practicing on a valid vocational license in the district, center, or nonpublic school elected by secret ballot of the eligible voting staff in the district, center, or nonpublic schools,

(2) one authorized local vocational administrator or supervisor practicing on a valid vocational administrator or supervisor license in the district or center elected by the licensed, practicing vocational administrators and supervisors of the district or center. In nonpublic schools, one authorized local vocational administrator shall be elected by the authorized local vocational administrators of the nonpublic school(s),

(3) one resident of the geographic area serviced by the district, center, or nonpublic school designated by the local school board or the governing board or chief executive officer of the nonpublic school. The resident shall not be an employee of the district, center, or nonpublic school. School board and governing board members shall not be considered to be employees of the district, center, or nonpublic school.

c. Option C--Vocational personnel in two or more districts, centers, of nonpublic schools situated in close proximity may jointly operate with regard to the mandatory application of committee options A or B, set forth above, for the purpose of effecting the composition of the local committee and method of identification of committee members. Such joint operation shall be ratified by a majority of the eligible voting personnel casting a vote in such decision within each district, center or nonpublic school.

d. Option D--The existing local continuing education committee may be utilized with no change in composition.

3. Mandatory application of committee options.

a. Districts, centers, or nonpublic schools employing fewer than five eligible ~~voting~~ practicing vocational personnel members shall utilize option C or option D.

b. Districts, centers, or nonpublic schools employing more than four but fewer than nine eligible ~~voting~~ practicing vocational personnel members shall utilize option A, option C, or option D.

c. Districts, centers, or nonpublic schools employing more than eight but fewer than twenty-five eligible ~~voting~~ practicing vocational personnel members shall utilize option A or option C.

d. Districts, centers, or nonpublic schools which employ more than 24 eligible ~~voting~~ practicing vocational personnel members shall utilize option A, option B, or option C.

4. Committee member term of office. Members of the local relicensure committee shall serve a two-year term except for the initial election when two eligible ~~voting~~ personnel members and one resident member shall be elected for one-year terms. All terms shall commence on September 1 of the year in which elected.

Allowing nonpracticing license holders to vote will insure input into the relicensure process from those subject to the committee process. Limiting committee membership to practicing vocational educators will insure that knowledgeable persons will be making the relicensure decisions.

B. Subsection B.7.h. sets forth one of the duties of the local vocational relicensure committee as follows:

h. provide annual written recommendations to the authorized local vocational administrator concerning inservice needs of the district, center, or nonpublic school.

Daniel J. Smith, chairperson of the local vocational relicensure committee for Independent School District #112 and Carver-Scott Cooperative Center #930, suggested that the rule be revised to allow the relicensure committee more flexibility. Smith (speaking for the local vocational relicensure committee) stated:

> We feel that the proposed rule, as now stated, does not allow the committee enough flexibility. It may be construed that the committee must make annual recommendations to the local vocational administrator even when no evidence exists that a district is in need of further inservice activities. Or, worse, it may be construed that a committee may only communicate with a local administrator about inservice activities once each year.

The Board finds that the concern is a valid one and amends Subsection B.7.h. as follows:

> h. when appropriate, and when acting upon the advice of the vocational teaching staff, the committee shall make recommendations to district vocational administrators responsible for inservice activities.

C. Subsection C.2.c. sets forth the type of updating activities which are acceptable for vocational renewal purposes. The Minnesota Vocational Association suggested that the following updating activities be adopted:

1. regional, state or national committees related to vocational education,

2. executive board or committee chairmanship of vocational education professional organizations,

3. advisor to a vocational education related business, industry, or service agency,

4. serving on a state evaluation team for vocational programs.

A fifth proposal--other vocational education related experiences with stated, defined objectives not listed, but approved, by local relicensure committees was withdrawn by the MVA at the public hearing.

The Hearing Examiner found that Subsection C.2. was both needed and reasonable, but suggested however, that certain other categories of activities suggested by the MVA and others be considered by the Board prior to final action on the rules.

The Board, after careful review of the suggested updating activities, feels that Subsection C.2.c. may be amended to include the following two categories, while still insuring that vocational instructors maintain or improve teaching competencies.

(8) Organized technical research leading to the development of new or updated competencies in the area of licensure (e.g., research producing new knowledge preparatory to writing a related technical article, developing related curriculum, teaching a related specialized adult class, or producing a related technical invention) shall be rated on a clock hour basis at the discretion of the local vocational relicensure committee, in accordance with the local guidelines established pursuant to this rule. Notwithstanding local guidelines, a maximum of 20 clock hours may be credited toward the 108 clock hours each five years. Clock hours shall not be granted for the subsequent manual process of writing, teaching, or producing, as these activities simply restate knowledge the applicant has acquired through prior research or experience and do not in themselves create new or updated competencies related to the area of licensure.

(9) Service on a state evaluation team for vocational programs shall be rated on a clock hour basis. An individual evaluation shall equate to a maximum of 5 clock hours per day of evaluation. A maximum of 10 clock hours may be credited toward the 108 clock hours each five years.

The Board finds that the proposed rule, as amended, is both needed and reasonable for it insures that instructors and supportive personnel remain current in their respective licensure fields. Approved relicensure activities must be limited to those activities which directly relate to the applicant's vocational teaching competencies and vocational assignment. Subsection C.2., as amended, serves this function.

D. Subsection C.2.c.(5) identifies one of the updating activities for relicensure of vocational personnel as follows:

(5) Updating leaves relevant to the area of licensure taken in agencies, businesses, or industries shall be rated on a clock hour basis. A maximum of 60 clock hours may be credited toward the required 108 clock hours.

Fran Curtis, chairperson of the local vocational relicensure committee for Independent School District #833, suggested that "updating" as used in this context be clarified. To clarify subsection C.2.c.(5) the Board adopts the following amendment.

(5) ~~Updating leaves~~ Leaves updating competencies relevant to the area of licensure taken in agencies, businesses, or industries shall be rated on a clock hour basis. A maximum of 60 clock hours may be credited toward the 108 clock hours.

III. 5 MCAR § 1.0787 provides for vocational teacher education licensing programs.

A. Subsection D.4.b.(1) provides for consultation audits by the Board of Teaching when revision of a vocational program necessitates approval of such revisions. The rule as proposed states:

> (1) Audit. A consultation audit, as set forth in E.2.a. of this rule (below), shall be made to verify that the revised approved vocational teacher education licensing program continues to meet these rules.

David Pucel and Jerome Moss, Jr., both of the University of Minnesota Department of Vocational and Technical Education, voiced concern that a bureaucratic nightmare could result if the Board of Teaching was required to audit every vocational program regardless of size and scope of the program. Requiring a full consultation audit for programs involving only a single course and lasting only a few hours would mandate a full consultation audit in inappropriate circumstances.

The Hearing Examiner found the rule as proposed both needed and reasonable, but suggested that the State Board of Education "consider possible language revision of Subsection D.4.b.(1) in line with Mr. Pucel and Mr. Moss' suggestion."

In order to meet the concern of Mr. Pucel and Mr. Moss, the Board amends Subsection D.4.b.(1) as follows:

> (1) Audit. ~~A consultation~~ An audit, which need not include an on-site visit, ~~as set forth in E.2.a. of this rule (below),~~ shall be made to verify that the revised approved vocational teacher education licensing program continues to meet these rules.

The amendment, as stated above, has been approved by Mr. Moss as meeting the concern expressed.

B. David Pucel has also suggested that some mechanism and language be devised to make multiple program approval possible within one proposal. The Hearing Examiner found 5 MCAR § 1.0787 both needed and reasonable, but suggested that the Board consider Mr. Pucel's proposal prior to final action on the rules.

The Board finds that the procedure established in the rules is currently being used effectively and does not bar procedural efficiency. Therefore, no amendment to the rule providing for multiple program approval is adopted.

IV. 5 MCAR § 1.0792 governs special needs vocational instructional and supportive personnel.

Subsection B.5. governs the licensing of post-secondary remedial related reading instructors. June Roos, St. Cloud Area Vocational-Technical Institute, expressed concern that the licensure requirements set forth in 5 MCAR § 1.0799 are inadequate.

Ms. Roos stated:

> Working with special needs students with problems in reading demands a highly trained professional skilled in reading while at the same time being prepared to work with students with learning disabilities. Basic reading courses with emphasis on remediation, and courses in diagnosis and correction of reading disabilities is a must. Also, courses dealing with learning disabilities or special needs is of the utmost importance. A secondary education degree in English, communication, or related areas should be the necessary requirement instead of an "education degree". Even an elementary degree with an emphasis in English and reading would be preferable to any education degree.

The Hearing Examiner recommended that the Board give Ms. Roos's comments further consideration, as he felt she had raised a legitimate concern. The Board agrees that Ms. Roos's concern is indeed legitimate; however, before revision of the licensure requirements would be appropriate, it will be necessary to study the impact which increased licensure requirements would have on the availability of remedial related reading instructors.

If results of such a study indicate the availability of a sufficient number of qualified instructors meeting the increased licensure requirements proposed by Ms. Roos, the Board will give consideration to amending the licensure requirements at a future public hearing.

V. 5 MCAR § 1.0793 governs specialized vocational instructional and supportive personnel.

A. Subsection C.4.c. sets forth additional licensure requirements for secondary vocational program counselors as follows:

> c. Secondary vocational program counselors. In addition to the requirements set forth in C.4.b.(1)-(4) of this rule (above), secondary vocational program counselors shall also meet the current licensure requirements of the board of teaching.

The Board of Teaching suggested that Subsection C.4.c. be amended as follows:

> c. Secondary vocational program counselors. In addition to the requirements set forth in C.4.b.(1)-(4) of this rule (above), secondary vocational program counselors shall also ~~meet the current licensure requirements of the Board of Teaching.~~ hold licensure as a secondary school counselor from the appropriate licensing board.

The Board adopts the foregoing amendment to Subsection C.4.c.

B. Subsections C.9. and C.10 respectively set forth the licensure requirements and criteria for health-safety specialists and assistants. The Board adopts the following amendments to the headings of these subsections to clarify the student level served by the position.

9. Post-secondary health-safety specialist.

10. Post-secondary health-safety assistant.

VI. 5 MCAR § 1.0796 sets forth continuing education programs for relicensure of vocational administrative and supervisory personnel. The following amendments (introduced in the Additions and Corrections material presented at the public hearing) were necessitated by the deletion of 5 MCAR § 1.0797 - Standards and Licensure Task Force for Relicensure of Vocational Administrative and Supervisory Personnel.

The use of a task force similar to that contained in the rules for relicensure of superintendents and principals was considered the best model to insure input and self-determination on the part of the administrators and supervisors who will be subject to the provisions of this rule. The use of such a task force is precluded in these rules by Minn. Stat. §§ 15.014 and 15.059 which limit the number and duration of task forces a state agency may have.

b. Program approval. A vocational administrative or supervisory continuing education program shall be approved by the ~~commissioner of education upon the recommendation of the administrative standards and licensure task force established in 5 MCAR § 1.0797~~ state board for vocational education if it meets the requirements set forth in B.1.a.(2)(a)-(g) of this rule (above).

Upon review of the continuing education program proposal by the Board, the initiator must receive the Board's decision concerning approval status of the program proposal if the continuing education program is to be implemented. If the continuing education program meets the seven criteria set forth in this rule, it is reasonable to expect that that program will be able to provide administrative and supervisory personnel with quality continuing education.

D. Subsection C.1.b. identifies one of the responsibilities of the program initiator of continuing education programs for relicensure of administrative and supervisory personnel and is amended as follows:

b. forwarding vocational administrative or supervisory continuing education program proposals to the commissioner of education for review by the state board for vocational education, ~~for approval;~~

The initiator is made responsible for forwarding the continuing education program proposal to the commissioner for review by the State Board for Vocational Education to insure that the Board will actually receive the program proposals for evaluation. It is reasonable to place responsibility with the initiator since that will result in one filing per program rather than a filing from each of the many participants of the same program.

A. Subsection A. provides for approval of continuing education programs for relicensure of vocational administrative and supervisory personnel. Subsection A. is amended as follows to provide for the greatest possible amount of statewide input into the administrative relicensure process. While the Board is not as directly related to the administrative relicensure process as the task force would have been, the Board is comprised of individuals who do represent the state.

> A. Approval by ~~commissioner of education.~~ state board for vocational education. The initiator of any vocational administrative or supervisory continuing education program for relicensure of directors and supervisors shall obtain approval from the ~~commissioner of education~~ state board for vocational education for the program and the clock hours to be earned in such program.

B. Subsection B.1. sets forth the approval procedure for administrative and supervisory personnel continuing education programs and is amended as follows:

> 1. Vocational administrative or supervisory continuing education program proposals. The initiator of any vocational administrative or supervisory continuing education program shall forward a proposal of the program to the commissioner of education ~~for approval.~~ for review by the state board for vocational education.

Forwarding proposals to the commissioner of education will provide program initiators with a centralized figure to whom all program proposals can be sent. Minn. Stat. § 121.02 vests the Board with the authority to approve or disapprove proposals. It is necessary that these rules acknowledge that authority.

C. Subsection B.1.b. provides for approval of continuing education programs for administrative and supervisory personnel and is amended as follows:

VII. 5 MCAR § 1.0799 sets forth licensure requirements for vocational education personnel in a chart format.

The Board amends the chart on page 86 of the proposed rules to clarify licensure requirements for cosmetology and barbering instructors.

The amendment is in response to a suggestion by Alice Trowbridge, a cosmetology instructor at Minneapolis AVTI and is set forth on page 21 of this Findings of Fact and Order Adopting Rules.

The State Board of Barbering and State Board of Cosmetology require licensure of cosmetology and barbering instructors pursuant to 4 MCAR § 10.004 and 4 MCAR §§ 8.042-8.055. Since licensure by the State Board of Barbering and the State Board of Cosmetology is legally required, the amendment insures that the licensure requirements for these instructors is in compliance with Minnesota law.

VIII. The standard licensure term commences on July 1 of each fiscal year. The Board finds that the rules for licensure of vocational education personnel and the repeal of 5 MCAR § 1.0074 must become effective as of July 1, 1980 or as of five working days after final publication in the state register, whichever date is later, to facilitate administrative processing of vocational licenses. The following rule is adopted by the Board to implement the effective date of the rules for licensure of vocational education personnel.

5 MCAR § 1.07991 Effective date of the rules for licensure of vocational education personnel.

The rules for licensure of vocational education personnel shall become effective as of July 1, 1980 or as of five working days after final publication in the state register, whichever date is later.

IX. The Board has carefully reviewed all comments submitted to the Hearing Examiner and expressed to the Board prior to adoption of the rules for licensure of vocational education personnel.

X. The Board finds all of the amendments contained herein both needed and reasonable.

POST-SECONDARY LICENSURE CHART

		RELEVANT EDUCATION										RECENT RELEVANT OCCUPATIONAL EXP										SPECIAL COURSES OR REQUIREMENTS										PRIOR TO FIRST RENEWAL	PRIOR TO 5 YEAR LICENSE
	OPTIONS	Related Degree	Appropriate Education Degree	Appropriate Non-Education Degree	Health-Related PS Program	2 Years PS Education	Licensure/Registration by Appropriate Board	Practicing License/Registration (1)	Instructor License in Area (2)			2 yrs/4000 hours ROX	2 1/4 yrs/4500 hours ROX	3 yrs/6000 hours ROX	3 yrs/6000 hours ROX w/2000 within prior 5 yrs.	2 yrs Teaching Experience	4 yrs/8000 hours ROX	Special Recency Requirement (3)	Related Hours Requirement (4)		PS Teacher Education Sequence	Distributive Education Methods	Distributive Education Curriculum	One additional VE Course	Renewals/Minimal Progress (5)	Technical Courses (6)	Coordination Techniques	Curriculum Course			Human Relations		Philosophy of Vocational Education
DISTRIBUTIVE EDUCATION Instructor/Instructor Coordinator	A	X										X						X	X			X	X	X	X	X	X				X		X
	B													X				X	X			X	X	X	X	X	X				X		X
HEALTH EDUCATION Instructor	A						X		X					X				X			X									X		X
Instructor-Coordinator	A	X					X		X					X				X			X						X			X		X
	B				X		X		X					X				X			X						X			X		X
SERVICE, HOSPITALITY, AND HOME ECONOMICS EDUCATION	A		X					X				X									X									X		X
	B			X				X				X									X									X		X
Instructor Occupational	C							X						X							X									X		X
Instructor-Coordinator Occupational	A							X	X							X											X			X		X
Instructor Comsumer Homemaking	A		X																											X		X
	B			X																	X									X		X
INDUSTRIAL EDUCATION Instructor	A															X					X									X		X
	B					X							X								X									X		X
TECHNICAL EDUCATION Instructor	A					X									X						X									X		X

VE: Vocational Education.

ROX: Recent, relevant occupational experience. Unless otherwise indicated, ROX means paid experience outside of education or teaching and includes at least 500 hours within the prior five years.

Deg: Degree. Unless otherwise indicated, "Degree" means a four-year baccalaureate degree from an accredited college or university.

Education Degree: Baccalaureate or higher degree in a recognized educational field including at least 27 quarter credits in education with six quarter credits of student teaching.

ELABORATION ON SPECIAL COURSES OR REQUIREMENTS

1. Licensure, registration, or program certificate is required to teach in program areas where such is required to practice in the field. Cosmetology instructors shall have a senior instructor license issued by the State Board of Cosmetology. Barbering instructors shall have a license issued by the State Board of Barbering.
2. Areas such as First Aid Instructor, or Cardio-Pulmonary Resuscitation (CPR) Instructor and vocational license for Instructor Coordinator.
3. In the general program: 1000 hours within the prior five years. In the specialized program: 1000 specialized hours within the prior five years.
4. In the general program: 1000 hours of retail experience. In the specialized program: 3000 hours in the specialized area.
5. The total six courses in this teacher education sequence shall be accomplished within a maximum period of three annual renewals, with a minimum progress of two courses annually.
6. Twenty-one quarter credits in technical areas, with a minimum of 24 clock hours or two quarter credits in each of the following: selling, management, advertising, visual merchandising, retailing, marketing, and economics. In the specialized program, relevant technical areas may be substituted. Excess ROX may be substitut for relevant technical area courses at the rate of one year for three quarter credits.

Amended chart Findings of Fact VII

XI. The following reference changes and typographical corrections have been made to provide rule accuracy and clarity:

5 MCAR § 1.0782

Subsection B.5.a.(2) "...pursuant to either B.5.a.(1)(a) or B.5.~~b.~~a.(1)(b) (above)."

Subsection C. "...pursuant to the procedures set forth in Minn. Stat. § 15.041~~1~~2 et. seq."

5 MCAR § 1.0786

Subsection A.1.b. "...activities set forth in C.2.c.(1)-~~(7)~~(9) of this rule..."

Subsection B.1.c. "...pursuant to Minn. Stat. § 125.18~~7~~5, subd. 4."

Subsection B.6.a.(4)(a) "...activities set forth in C.2.c.(1)-~~(7)~~(9) of this rule..."

Subsection B.7.d. "...allocations set forth in C.2.c.(1)-~~(7)~~(9) of this rule (below),"

5 MCAR § 1.0789

Subsection A. "...secondary licensure chart set forth in 5 MCAR § 1.079~~9~~8 and the general provisions..."

Subsection C.1.a.(1) "...secondary licensure chart set forth in 5 MCAR § 1.079~~9~~8, and"

Subsection C.1.a.(5) "...secondary licensure chart set forth in 5 MCAR § 1.079~~9~~8."

Subsection C.1.b.(1) "...all requirements of ~~B.~~C.1.a.(1)-(5) of this rule (above)."

Subsection C.1.b.(2) "...all requirements of ~~B.~~C.1.a.(1)-(5) of this rule (above)."

Subsection C.1.c.(1)(a) "...secondary licensure chart set forth in 5 MCAR § 1.079~~9~~8, and"

Subsection C.1.c.(1)(e) "...secondary licensure chart set forth in 5 MCAR § 1.079~~9~~8."

Subsection C.1.c.(2) "...requirements set forth in ~~B.~~C.1.c.(1)(a)-(e) of this rule (above)."

Subsection C.2.b. "...secondary licensure chart set forth in 5 MCAR § 1.07998 shall be accomplished prior to the expiration date set forth in ~~B.~~C.2.a. of this rule (above)."

Subsection C.3.c. "...and 5 MCAR § 1.0792 ~~B.~~C. of these rules..."

5 MCAR § 1.0790

Subsection A. "...post-secondary licensure chart set forth in 5 MCAR § 1.07998 and the general provisions..."

5 MCAR § 1.0791

Subsection A. "...adult licensure chart set forth in 5 MCAR § 1.07998 and the general provisions..."

5 MCAR § 1.0792

Subsection A. "...special needs licensure chart set forth in 5 MCAR § 1.07998 and the general provisions..."

Subsection C.2.a. "...special needs licensure chart set forth in 5 MCAR § 1.07998, and"

Subsection C.3.b. "...expiration date set forth in ~~B.~~C.3.a. of this rule (above)."

5 MCAR § 1.0793

Subsection C.2.b.(1) "...licensure chart set forth in 5 MCAR § 1.07998, and"

5 MCAR § 1.0797

Subsection D.1. "...approved by the state board ~~of~~ for vocational education..."

Subsection D.1.a.(9) "...the state director, and the state board ~~of~~ for vocational education,"

Subsection D.2.a.(1) "...responsibilities set forth in D.1.a.(1)-~~(12)~~(11) of this rule (above),"

Subsection D.3.a.(1)(a) "...developing state board ~~of~~ for vocational education center;"

Subsection E.3.b.(3) "...completed 12 ~~quater~~ quarter credits chosen..."

Subsection E.5.a.(1) "...students to successfully ~~more~~ move into and out of an AVTI..."

5 MCAR § 1.0798

Option for Provisional Column (page 77 of rule) "Secondary Provisional 5 MCAR § 1.0789 ~~B.~~C."

Elaboration on Special Courses or Requirements (page 77 of rule) "7. Materials and methods...office management experience (§ 1.0780 ~~V.~~Y.)..."

Option for Provisional Column (page 78 of rule) "Secondary Provisional 5 MCAR § 1.0789 ~~B.~~C."

Option for Provisional Column (page 79 of rule) "Secondary Provisional 5 MCAR § 1.0789 ~~B.~~C."

Option for Provisional Column (page 80 of rule) "Secondary Provisional 5 MCAR § 1.0789 ~~B.~~C."

Elaboration on Special Courses or Requirements (page 81 of rule) "2. Office management...experience (§ 1.0780 ~~V.~~Y.)..."

Special Needs Provisional Column (page 84 of rule) "5 MCAR § 1.0792 ~~B.~~C."

Special Needs Provisional Column (page 85 of rule) "5 MCAR § 1.0792 ~~B.~~C."

XII. The following deletions have been made due to the fact that the requirements identified were optional in nature and the proposed rule must address only those provisions which are required:

5 MCAR § 1.0791, Subsection C.2.a.(2) relating to adult supplementary licensure:

"professionally and technically qualified in the specific occupational area to be taught, as verified by the authorized local vocational administrator. ~~A minimum of three years of recent, relevant occupational experience and twenty-four clock hours of vocational teacher education is recommended.~~"

5 MCAR § 1.0793, Subsection C.6.c. relating to the secondary placement specialist:

~~"Optional requirements.--In addition to meeting the criteria in C.6.b.(1)-(3) of this rule (above), it is recommended that the applicant have completed two years of teaching experience and hold a valid standard or vocational teaching license."~~

This Findings of Fact and Order Adopting Rules has been amended in accordance with directives from the Hearing Examiner's Office. Such corrections allow the proposed rules to more clearly and accurately reflect the intent of the rule.

Howard B. Casmey, Commissioner
Department of Education

ORDER

THEREFORE, BE IT ORDERED that 5 MCAR § 1.0074 be repealed and 5 MCAR §§ 1.0780 - 1.07991, as amended, be adopted pursuant to the statutory authority vested in the State Board for Vocational Education by the Laws of 1978, ch. 764 § 77 and Minn. Stat. § 121.11, Subd. 12 and that the repeal of 5 MCAR § 1.0074 and the adoption of 5 MCAR §§ 1.0780-1.0799 be effective as of July 1, 1980 or as of five working days after final publication in the state register, whichever date is later.

STATE OF MINNESOTA
STATE BOARD FOR VOCATIONAL EDUCATION

Ruth A. Myers

Ruth A. Myers
President
State Board for Vocational Education

Dated this 11th day of February, 1980

Rules as Proposed
Chapter Thirty-Nine: Rules for Licensure
of Vocational Education Personnel
(all new material)

5 MCAR §1.0780 Scope and definitions.

These rules govern the procedure for licensure, the duties, and the educational and occupational experience requirements for all vocational instructional, supportive, and administrative personnel who are required to be licensed. In order to be eligible for vocational licensure, an individual shall meet the minimum standards established by these rules for the area of licensure sought.

Definitions. For the purposes of 5 MCAR §§1.0780-1.0799 the words, phrases, and terms defined in this section shall have the meanings ascribed to them below.

A. Approved Minnesota institution - A Minnesota institution approved by the board of teaching pursuant to 5 MCAR §3.140 to prepare persons for teacher licensure.

B. Approved teacher educator - A faculty member who teaches professional vocational courses and is certificated as a vocational teacher educator in accordance with the requirements of the joint council for vocational teacher educators.

C. Approved vocational or cooperative center - A vocational or cooperative center approved by the state board for vocational education.

D. Approved vocational teacher education licensing program - A complete series of courses leading to a degree, a series of courses, or a single course in vocational education teaching offered at an approved Minnesota institution. Vocational teacher education licensing programs which meet the criteria set forth in 5 MCAR §1.0787 of this rule shall be approved.

E. Authorized local vocational administrator - The licensed vocational administrator who has major responsibility for vocational education at the secondary, post-secondary, and/or adult level for a district, center, or area vocational-technical institute. The superintendent shall act as the authorized local administrator in the absence of a licensed vocational administrator. For purposes of licensure of vocational staff serving in nonpublic schools, the chief executive officer of the nonpublic school or a designee may be approved by the commissioner of education to act as the authorized local vocational administrator for the aforesaid school.

F. AVTI - Area vocational-technical institute.

G. Bicultural qualifications - The quality of being knowledgeable and sensitive to the ethnic and cultural aspects of the particular student groups to be worked with. Bicultural qualifications of an applicant for licensure shall be verified by the local school administrator.

H. Bilingual - The ability to communicate both orally and in writing in two or more languages, the first and principal language being English and the second language being relevant to the ethnicity of the students to be worked with. Bilingual qualifications of an applicant for licensure shall be verified by the local school administrator.

I. Clock hour - An hour of actual instruction or supervised group activities.

J. Clock hours (administrative and supervisory personnel) - For the purpose of renewal of five-year vocational administrative and supervisory licenses, clock hours accumulated from approved Minnesota vocational continuing education programs. Hours devoted to individual professional development activity for renewal of five-year administrative and supervisory licenses are in addition to specified clock hours and are not counted as clock hours.

K. Credit - Quarter college credits taken from an accredited college. One quarter credit shall equal 12 clock hours where applicable.

L. Course - For the purpose of a vocational teacher education licensing program, a planned, separate unit of instruction in a subject area.

M. DD Form 214 - The form verifying separation from military service obtained from the separating authority upon release from active service.

N. Director - A local vocational administrator including assistant directors.

O. Education degree - A baccalaureate or higher degree from an accredited college in a recognized educational field with at least 27 quarter credits in professional education courses and at least 6 quarter credits of student teaching.

P. Equivalent - An equation of content between two degrees or majors of different titles, as verified by a written statement from the corresponding department chairperson from an institution accredited to grant a degree or major in the area stated as a licensure requirement.

Q. Full-time educational service - 1,080 hours annually (e.g., six hours daily, five days per week, nine months or longer per year).

R. Full-time occupational service - 2,000 hours annually (e.g., eight hours daily, five days per week, 50 weeks per year).

S. Human relations program - A program approved by the board of teaching and designed to meet the human relations requirements for licensure of Minnesota educational personnel.

T. Initiator - The individual, agency, or institution that initiates and conducts vocational administrative and supervisory continuing education programs in accordance with 5 MCAR §1.0796.

U. Leave - A preplanned experience relevant to the area of licensure being sought and consisting of a written educational objective with a defined structure taken in an agency, business, or industry and in addition to current employment.

V. Local vocational supervisor - The licensed vocational supervisor who has major responsibility for the development and supervision of local vocational programs in a vocational discipline or for supervision of a student personnel services area at the secondary, post-secondary, or adult level(s) for a district, center, or area vocational-technical institute, as assigned by the authorized local vocational administrator.

W. Occupational experience - Except where otherwise stated in these rules, paid work experience outside of education or teaching in a job or jobs directly related to the area of licensure being sought, with at least 500 hours within the five year period immediately preceding the date of application for licensure.

X. Office management experience - For the purpose of licensure as a model office instructor-manager, paid office management occupational experience accumulated while employed by a company or agency in a support position to upper management responsible for operation of the company or agency. Such office management experience shall include supervision of a minimum of seven office employees.

Y. Short term need for an instructor-substitute - A time period in which the maximum substitute assignment does not exceed 30 consecutive working days of employment in one assignment or an annual total of one-fourth of full-time employment as a substitute.

Z. Vocational teacher education core - The following five courses included in the teacher education sequence and offered through an approved Minnesota institution. At least three quarter credits taken at one of the approved Minnesota institutions or equivalent courses taken elsewhere that meet the broad objectives of the teacher education core, as verified by an approved Minnesota institution, shall be completed in each of the identified content areas:

1. introduction to vocational teaching,

2. vocational methods,

3. vocational course construction,

4. vocational tests and measurements, and

5. philosophy of vocational education.

AA. Vocational teacher education sequence (TES) - The vocational teacher education core, the human relations requirement and (for secondary level) the nine-week teaching internship, which shall be completed in a prescribed time frame to meet requirements for issuance of an entrance license, subsequent one-year renewals, and the first five-year license.

5 MCAR §1.0781 General provisions for vocational licensure.

A. License requirement. Licensed personnel shall meet licensure requirements set forth in these rules for the area(s) in which such personnel practice.

B. License issuance.

1. Licenses are issued by the school personnel services section within the department of education.

2. Fees.

a. License fees are established by the board of teaching and are nonrefundable except in accordance with the rules of the board of teaching.

b. Licensure application fee. A fee established by the board of teaching shall be charged to the applicant for each application for licensure or relicensure.

c. Petition fee. An individual may petition the commissioner of education for a qualifications reevaluation by committee review as set forth in 5 MCAR §1.0788.

(1) Fee. A fee established by the commissioner of education shall be charged to the applicant to apply to the cost of the reevaluation.

(2) Waiver. Upon presentation of evidence by a government agency indicating that the applicant is unable to pay the petition fee, such fee may be waived by the commissioner of education.

C. License validity.

1. Date valid. Licenses become valid on the date of approval by the commisssioner of education.

2. Valid license. To be considered licensed, an individual shall hold a valid license prior to receiving payment for services.

3. Corrections. Requests for corrections on licenses shall be made to the commissioner of education.

4. Expiration date. All licenses shall bear the date of issuance and shall expire the specified number of years from the July 1 nearest the date licensure was approved.

5 MCAR §1.0782 Procedure for licensure of vocational instructional and supportive personnel.

A. Qualification for licensure. An applicant shall meet the educational and occupational experience requirements stated in this rule for each area of licensure sought.

B. Licensure procedure.

1. Initial entrance vocational license.

a. Authorizing signature.

(1) General rule. Initial entrance licensure applications may be processed without the signature of an authorized local vocational administrator.

(2) Exception. Initial entrance licensure applications from adult supplementary instructors serving under 500 hours annually shall include the signature of an authorized local vocational administrator.

b. Issuance. An applicant who meets the requirements of one of the initial entrance license options set forth in B.1.c. of this rule (below) shall be issued an initial one-year or two-year entrance license depending upon the specific area of licensure sought.

c. Initial entrance license options:

(1) Option one--An applicant who meets the educational components and the occupational experience licensure requirements set forth in these rules shall be issued an entrance license.

(2) Option two--An applicant who does not meet the educational component of the licensure requirements, where applicable, shall be eligible to:

(a) substitute the vocational teacher education sequence set forth in 5 MCAR §1.0784, or

(b) substitute completion of other designated teacher education sequences set forth in these rules, or

(c) substitute completion of all criterion examinations of a competency based vocational teacher education licensing program verified by an approved Minnesota institution as equivalent to the vocational teacher education sequence, or

(d) comply with the secondary provisional licensure provisions set forth in 5 MCAR §1.0789, or

(e) comply with the special needs provisional licensure provisions set forth in 5 MCAR §1.0792.

(3) Option three--An applicant who does not meet the occupational experience component of the licensure requirements, where applicable, shall be eligible to:

(a) meet an alternate form of occupational experience as set forth in 5 MCAR §1.0783, or

(b) comply with the secondary provisional licensure provisions set forth in 5 MCAR §1.0789.

(4) Option four--An applicant who does not meet the educational component and/or the occupational experience licensure requirements may petition the commissioner of education in writing for a qualifications reevaluation through committee review as set forth in 5 MCAR §1.0788.

2. Renewed initial entrance vocational license.

a. Authorizing signature.

(1) General rule. Applications for renewed initial and subsequent one-year and two-year licenses shall be signed by the authorized local vocational administrator.

(2) Exceptions.

(a) Applicants not employed in a vocational program during the licensure period. An applicant for renewed initial and subsequent one-year and two-year licenses who has not been employed in a vocational program at any time during the licensure period shall contact an approved Minnesota teacher educator in the licensure field or an authorized local vocational administrator for consultation and for signature of the renewal recommendation.

(b) Field instructors. An application for a renewed initial or subsequent one-year license shall be signed by the commissioner of education when the applicant is a field instructor employed by the department of education.

b. Issuance. An applicant who meets the requirements of one of the renewed entrance license options set forth in B.2.c. of this rule (below) shall be issued a renewed initial entrance license.

c. Renewed entrance license options:

(1) Option one--An entrance license holder who has elected the vocational teacher education sequence option to fulfill the educational component of the licensure requirements shall comply with the renewal provisions set forth in 5 MCAR §1.0784.

(2) Option two--An entrance license holder subject to other designated teacher education sequences in the area of licensure sought shall comply with the renewal provisions set forth therein.

3. Initial regular five-year vocational license.

a. Authorizing signature.

(1) General rule. Applications for the initial regular five-year vocational license shall be signed by the authorized local vocational administrator.

(2) Exceptions.

(a) Applicants not employed in a vocational program during the licensure period. An applicant for the initial regular five-year vocational license who has not been employed in a vocational program at any time during the licensure period shall contact an approved Minnesota teacher educator in the licensure field or an authorized local vocational administrator for consultation and for signature of the renewal recommendation.

(b) Field instructors. An application for the initial regular five-year vocational license shall be signed by the commissioner of education when the applicant is a field instructor employed by the department of education.

b. Issuance. An applicant who meets the requirements of one of the initial regular five-year vocational license options set forth in B.3.c. of this rule (below) shall be issued an initial regular five-year vocational license.

c. Initial regular five-year vocational license options:

(1) Option one--An entrance license holder who meets the educational component and the occupational experience requirements for each area of licensure sought and who subsequently completes relevant upgrading activities shall be issued a regular five-year vocational license upon expiration of such initial entrance license. The number of hours and the content of relevant upgrading activities shall be determined by the local vocational administrator, subject to review by the commissioner of education.

(2) Option two--An entrance license holder who meets occupational experience requirements and who completes the vocational teacher education sequence set forth in 5 MCAR §1.0784 shall be issued a regular five-year vocational license upon expiration of the initial or renewed entrance license.

(3) Option three--An entrance license holder who meets occupational experience requirements and who completes the renewal provisions of the appropriate designated licensure sequence set forth in these rules shall be issued a regular five-year vocational license upon expiration of the initial or renewed entrance license.

(4) Option four--An entrance license holder who meets occupational experience requirements and who possesses a nonvocational degree in education shall be issued a regular five-year vocational license pursuant to option two. The introduction to vocational teaching course and the nine-week teaching internship may be deleted from the vocational teacher education sequence set forth in 5 MCAR §1.0784.

(5) Option five--An entrance license holder who meets occupational experience requirements and who successfully completes criterion examinations of a competency based vocational teacher education licensing program verified by an approved Minnesota institution as equivalent to the vocational teacher education sequence shall be issued a regular five-year vocational license.

(6) Option six--An entrance license holder who meets occupational experience requirements and who subsequently completes the educational requirements while licensed pursuant to the secondary provisional license requirements set forth in 5 MCAR §1.0789 shall be issued a regular five-year vocational license at the secondary level upon expiration of the secondary provisional license.

(7) Option seven--An entrance license holder who meets educational requirements and who subsequently completes occupational experience requirements while licensed pursuant to the secondary provisional licensing requirements set forth in 5 MCAR §1.0789 shall be issued a regular five-year vocational license at the secondary level upon expiration of the secondary provisional license.

(8) Option eight--An entrance license holder who meets occupational experience requirements and who subsequently completes educational requirements while licensed pursuant to the special needs provisional license requirements set forth in 5 MCAR §1.0792 shall be issued a regular five-year vocational license in the special needs area upon expiration of the special needs provisional license.

4. Renewed regular five-year vocational license.

a. Authorizing signature. Applications for renewed initial and subsequent five-year vocational licenses shall be approved through the local vocational relicensure committee established pursuant to 5 MCAR §1.0786, and signed by the chairperson thereof.

b. Issuance. A regular five-year vocational license holder who completes the continuing education requirements for relicensure set forth in 5 MCAR §1.0786 shall be issued a renewed regular five-year vocational license.

5. Substitute license.

a. Authorizing signature.

(1) Authorization. A substitute license in a specific occupational area shall be issued to meet the short-term need for an instructor-substitute as determined by the local vocational administrator. The authorized local vocational administrator and the designated representative of the specific vocational program advisory committee (5 MCAR §1.0070 RR) shall recommend to the commissioner of education the applicant(s) professionally and technically qualified in the specific occupational area to be taught, as verified by such administrator and representative.

(2) Signature. Applications for initial and subsequently renewed substitute licenses shall be signed by the authorized local vocational administrator and the designated representative.

(3) Filing. Evidence of the authorized local vocational administrator's and the designated representative's initial and subsequent recommendations shall be on file in the district, center, or AVTI and shall be made available for review.

b. Issuance. The commissioner of education shall issue a substitute license to an applicant:

(1) professionally and technically qualified in the specific occupational area to be taught, as verified by the authorized local vocational administrator and the designated representative, and

(2) recommended for substitute licensure by such administrator and representative as evidenced by the signature and filing requirements set forth in B.5.a.(2)-(3) of this rule (above).

c. Substitute license validity.

(1) Initial entrance substitute license. The initial entrance substitute license shall remain valid for a maximum period of two years. The maximum substitute assignment shall not exceed 30 consecutive working days of employment in one assignment or an annual total of one-fourth of full-time employment as a substitute.

(2) Renewed initial entrance substitute license. The renewed initial entrance substitute license may be issued for unlimited subsequent three-year periods upon the recommendation of the authorized local vocational administrator and the designated representative; however, the maximum substitute assignment shall not exceed 30 consecutive working days of employment in one assignment or an annual total of one-fourth of full-time employment as a substitute.

d. Adult supplementary licensure. A vocational license at the adult supplementary level set forth in 5 MCAR §1.0791 in the specific occupational area to be taught as a substitute may be utilized as a substitute license at the secondary and post-secondary level; however, the maximum substitute assignment shall not exceed 30 consecutive working days of employment in one assignment or 500 hours of total annual combined substitute and adult teaching hours.

C. New instructional positions. When emerging occupations, innovative, experimental, or exemplary programs create instructional positions which are not provided for in existing licensing criteria, the commissioner of education may recommend the formulation of licensing criteria and licensure in compliance therewith. Such licensing criteria shall become a part of these rules pursuant to the procedures set forth in Minn. Stat. §15.0411 et. seq.

5 MCAR §1.0783 Occupational experience requirements.

A. Occupational experience. Except where otherwise stated in these rules, occupational experience shall mean paid work experience outside of education or teaching in a job or jobs directly related to the area of licensure being sought and shall include at least 500 hours within the five years immediately preceding the date of application for licensure.

B. Alternate forms of occupational experience.

1. Directed occupational experience. Except where otherwise stated in these rules, occupational experience requirements may be met by substituting one hour of preplanned occupational experience directed through an approved vocational teacher education licensing program for each two hours of the regular occupational experience requirement. The commissioner of education in consultation with the appropriate vocational program supervisors may make arrangements with colleges and universities to provide directed work experience supervision.

2. Competency based occupational examinations. Evidence of successful completion of competency based occupational examinations preapproved by the state board for vocational education shall be accepted as proof of occupational competence in lieu of two-thirds of the occupational experience requirements. This alternate form of occupational experience shall not be available when the competency based occupational examination is the same examination taken by the applicant to obtain licensure to practice in the particular occupation.

3. Preapproved seminar or internship. A seminar or internship preapproved by the state board for vocational education may be used to meet the 500 hour occupational experience recency requirement for licensure areas that do not involve teaching of occupational skills. These areas include administrators, counselors, related instructors, student personnel service staff, special needs categories, instructional resources specialists, and endorsement for instructor-coordinators.

4. Vocational administrative or supervisory experience. Paid vocational administrative or supervisory experience may be used to meet the 500 hours occupational experience recency requirement for administrator or supervisor licensure.

5. Military experience.

a. Occupational experience in the military, as verified by a DD Form 214, directly related to the area of licensure sought shall be accepted for a maximum of two-thirds of the total occupational experience required for regular secondary and post-secondary vocational licensure.

b. Two-year provisional license. An applicant presenting military hours, as verified by a DD Form 214, directly related to the license being sought in sufficient number to equal the total requirement shall be provisionally licensed for two years.

c. Two-year provisional license renewal. Renewal of the two-year provisional license shall be contingent upon accumulation of

the remaining hours of occupational experience (one-third of the total requirement) from civilian occupational experience or satisfactory progress on an individualized program in the related discipline area. The individualized program, preapproved by the appropriate state supervisor, shall be completed before a regular vocational license is issued. To be approved, an individualized program shall contain components which will allow the applicant to complete the occupational experience requirement.

6. Education aide-child care and guidance programs. An applicant for licensure to teach education aide-child care and guidance may apply relevant instructional experience with students at the age level consistent with the vocational program toward the occupational experience requirements.

7. Self-employment experience.

a. Applicability. Occupational experience obtained through self-employment directly related to the area of licensure sought shall be accepted for the total occupational experience required for vocational licensure when:

(1) self-employment hours have constituted paid occupational experience, as verified by department of revenue records, and

(2) self-employment hours have been earned within a traditional business or industry setting.

b. Limitation. Occupational experience obtained through self-employment directly related to the area of licensure sought shall be accepted for a maximum of two-thirds of the total occupational experience required for vocational licensure when:

(1) self-employment hours have constituted paid occupational experience, as verified by department of revenue records, and

(2) self-employment hours have been earned outside of a traditional business or industry setting.

5 MCAR §1.0784 Vocational teacher education sequence.

A. Educational requirements. When indicated by the licensure criteria, an applicant who does not meet the educational component of the licensure requirements may substitute the vocational teacher education sequence.

B. Occupational experience requirements. In addition to the educational substitution provisions set forth in E., F., and G. of this rule (below), an applicant shall meet the occupational experience requirements set forth in the corresponding licensure chart for each area of licensure sought.

C. Vocational teacher education core:

1. introduction to vocational teaching,
2. vocational methods,
3. vocational course construction,
4. vocational tests and measurements, and
5. philosophy of vocational education.

D. Initial two-year entrance vocational license.

1. Issuance. An initial two-year entrance vocational license shall be issued upon completion of the three-credit introduction to vocational teaching course.

2. Teaching internship. An applicant for secondary initial two-year entrance vocational licensure shall also verify prearrangement for a nine-week teaching internship with an approved Minnesota institution. The internship shall be completed during the first 18 weeks of employment as a vocational teacher. Previous student teaching in an approved vocational teacher education licensing program or 1,080 hours of previous, paid teaching experience in an approved educational program may be substituted for the teaching internship.

3. Emergency situations. When there is an immediate need for a teacher replacement or addition and an instructor licensed in the needed licensure area is not reasonably available, an initial two-year entrance vocational license shall be issued when all of the following requirements have been met:

a. An applicant meets technical and occupational experience requirements.

b. An applicant submits to the commissioner of education the application for vocational licensure and evidence of prearrangement with an approved Minnesota institution for completion of the introduction to vocational teaching course within the first 24 weeks of teaching.

c. An applicant submits verification of enrollment in the teaching internship set forth in D.2. of this rule (above), when the emergency entrance license is for a replacement or addition at the secondary level.

4. Nonvocational degree in education. An applicant for initial entrance licensure who has a nonvocational degree in education and has met one of the occupational experience options set forth in 5 MCAR §1.0783 shall be eligible for an initial two-year entrance vocational license without meeting the requirements set forth in D.1. and D.2. of this rule (above).

E. Renewed initial entrance vocational license.

1. First one-year renewal. The first one-year renewal of an initial entrance vocational license shall be issued upon completion of the human relations requirement and an additional three credits selected from the vocational teacher education core.

2. Subsequent one-year renewals. Subsequent one-year renewals of vocational licenses shall be issued upon completion of a minimum of an additional three credits selected from the vocational teacher education core. An individual may request renewals of a one-year renewed initial entrance vocational license until requirements for the initial regular five-year vocational license have been met.

F. Initial regular five-year vocational license.

1. Issuance. The initial regular five-year vocational license shall be issued upon completion of three credits in each of the five core courses through an approved vocational teacher education licensing program at an approved Minnesota institution.

2. Nonvocational degree in education. An instructor with a nonvocational degree in education shall meet the five-year teacher education sequence requirements by completing the vocational teacher education core set forth in C.1.-5. of this rule (above), excluding the introduction to vocational teaching course and the nine-week teaching internship, pursuant to the renewal procedures set forth in D.4.-F.1. of this rule (above).

G. Endorsements. An applicant adding an additional licensure category or level of student shall meet current educational and occupational experience requirements for an entrance license in the category and level of student to be endorsed.

H. Substitution for the introduction to vocational teaching course and the vocational methods course. An applicant requesting an additional licensure category or level of student who has all of the following qualifications may substitute those qualifications for the introduction to vocational teaching course and the vocational methods course:

1. prior completion of the 192 clock hour vocational teacher education sequence, and

2. a current five-year vocational license, and

3. one year of previous paid teaching experience on a vocational license.

I. Substitution for the introduction to vocational teaching course. An applicant for licensure who has one of the following qualifications may substitute such qualification for the introduction to vocational teaching course:

1. prior completion of the 192 clock hour vocational teacher education sequence, or

2. prior completion of at least two of the core courses, or

3. prior completion of at least six quarter credits of vocational education.

5 MCAR §1.0785 Human relations.

A. Requirement.

1. Mandatory. Vocational personnel who function in a half-time or greater capacity (i.e., three hours or more daily on a nine-month or longer basis, or five hours or more daily on a five-month or longer basis) shall complete the human relations components for vocational licensing or relicensing.

2. Optional. Vocational personnel who function in less than a half-time capacity are encouraged, although not required, to participate in an approved human relations program. Personnel whose initial licensing was contingent upon possession of a baccalaureate or higher degree shall not be eligible for the part-time human relations waiver as described in this paragraph.

3. Exemption. Applicants who are eligible for the exemption pursuant to A.2. of this rule (above) shall submit verification of eligibility for such exemption from the authorized local vocational administrator.

B. Human relations program.

1. Approved program. The human relations requirement shall be met by completion of a human relations program approved by the Minnesota board of teaching.

2. Substitution. All or a portion of the human relations requirements may be met by substituting prior experiences or programs when verified as equivalent by the administrator of an approved Minnesota human relations program.

3. Request for substitution. Requests for substitution and for verification of equivalency shall be submitted by the applicant to the administrator of an approved human relations program.

C. Initial entrance license. Otherwise qualified new personnel submitting their first applications for vocational licensing pursuant to A.1. of this rule (above) shall be granted an initial entrance license to allow time for completion of the human relations program.

5 MCAR §1.0786 Continuing education requirements for relicensure of vocational instructional and supportive personnel.

A. Renewed regular five-year vocational license.

1. Issuance. Vocational instructional and supportive personnel holding valid regular five-year vocational licenses shall be issued a renewed regular five-year vocational license when the following requirements have been met during the five-year period immediately preceding the date on which the requested renewal is to be made effective.

a. The applicant has been recommended for relicensure by the local vocational relicensure committee created pursuant to B. of this rule (below).

b. The applicant has completed 108 clock hours of updating activities chosen from among the activities set forth in C.2.c.(1)-(7) of this rule (below) in two or more types of activities that have been preapproved by the local vocational relicensure committee. Evidence of completion shall have been provided to that committee.

2. Applications for renewal. Applications for renewal shall be accepted by the commissioner of education after January 1 of the year of expiration; provided, however, that the renewal period shall commence on the expiration date (July 1).

a. Excess hours. An applicant for renewal who earns approved clock hours in excess of the number required for renewal in this rule may not apply any excess hours to future renewals.

b. Renewal cycles. Clock hours used to meet renewal requirements for one five-year renewal cycle may not be applied toward future five-year renewal cycles.

B. Local vocational relicensure committee.

1. Local vocational relicensure committee formation.

a. Eligible voting personnel. Vocational personnel practicing on a valid regular five-year vocational license or on a valid vocational license on a sequence preparatory to obtaining a regular five-year vocational license in a school district (district), an approved vocational or cooperative center (center), or nonpublic school shall constitute the eligible voting personnel. Authorized local vocational administrators and supervisors shall not constitute eligible voting personnel.

b. Members. The committee shall include both secondary and post-secondary members when both levels are served.

c. Selection procedure. The eligible voting personnel shall hold a meeting for the purpose of selecting one of the local vocational relicensure committee options set forth in B.2. and B.3. of this rule (below). This selection procedure shall be supervised by an eligible voting member or the chairperson of the local continuing education committee established pursuant to Minn. Stat. §125.187, subd. 4.

2. Local vocational relicensure committee options.

a. Option A--The existing local continuing education committee may be utilized except that five eligible voting personnel members practicing on a valid vocational license shall replace the teaching faculty members of the existing committee whenever applications for vocational relicensure are considered. The five teaching faculty replacements shall be elected by secret ballot of the eligible voting personnel of the district, center, or nonpublic school.

b. Option B--A local vocational relicensure committee separate from the existing local continuing education committee may be formed. Such committee shall include:

(1) five eligible voting personnel members practicing on a valid vocational license in the district, center, or nonpublic school elected by secret ballot of the eligible voting staff in the district, center, or nonpublic schools,

(2) one authorized local vocational administrator or supervisor practicing on a valid vocational administrator or supervisor license in the district or center elected by the licensed, practicing vocational administrators and supervisors of the district or center. In nonpublic schools, one authorized local vocational administrator shall be elected by the authorized local vocational administrators of the nonpublic school(s),

(3) one resident of the geographic area serviced by the district, center, or nonpublic school designated by the local school board or the governing board or chief executive officer of the nonpublic school. The resident shall not be an employee of the district, center, or nonpublic school. School board and governing board members shall not be considered to be employees of the district, center, or nonpublic school.

c. Option C--Vocational personnel in two or more districts, centers, or nonpublic schools situated in close proximity may jointly operate with regard to the mandatory application of committee options A or B, set forth above, for the purpose of effecting the composition of the local committee and method of identification of committee members. Such joint operation shall be ratified by a majority of the eligible voting personnel casting a vote in such decision within each district, center or nonpublic school.

d. Option D--The existing local continuing education committee may be utilized with no change in composition.

3. Mandatory application of committee options.

a. Districts, centers, or nonpublic schools employing fewer than five eligible voting vocational personnel members shall utilize option C or option D.

b. Districts, centers, or nonpublic schools employing more than four but fewer than nine eligible voting vocational personnel members shall utilize option A, option C, or option D.

c. District centers, or nonpublic schools employing more than eight but fewer than twenty-five eligible voting vocational personnel members shall utilize option A or option C.

d. Districts, centers, or nonpublic schools which employ more than 24 eligible voting vocational personnel members shall utilize option A, option B, or option C.

4. Committee member term of office. Members of the local relicensure committee shall serve a two-year term except for the initial election when two eligible voting personnel members and one resident member shall be elected for one-year terms. All terms shall commence on September 1 of the year in which elected.

5. Local vocational relicensure committee jurisdiction. The local vocational relicensure committee shall have jurisdiction over regular five-year vocational license renewal procedures, as provided in these rules, for the entire district, center, or nonpublic school service area in which it is formed to operate.

6. Local vocational relicensure committee affiliation.

a. Applicants subject to the local vocational relicensure committee.

(1) Full-time and part-time vocational personnel (except for authorized local vocational administrators and supervisors) holding valid regular five-year vocational licenses in the district, center, or nonpublic school shall affiliate with the local vocational relicensure committee in the district, center, or nonpublic school in which employed.

(2) Except as set forth in B.6.(3) and (6) of this rule (below), full-time and part-time vocational personnel (except for authorized local vocational administrators and supervisors) not employed at the time of application for relicensure shall affiliate with the local vocational relicensure committee in the district, center, or nonpublic school in which they were last employed or in the school district wherein the applicant resides.

(3) Full-time and part-time vocational personnel (except for authorized local vocational administrators and supervisors) never employed by a district, center, or nonpublic school shall affiliate with a Minnesota vocational relicensure committee, preferably a committee servicing the geographic area wherein the applicant resides.

(4) Persons residing in states other than Minnesota who are unable to affiliate with a Minnesota local vocational relicensure committee for renewal of the continuing license may apply to the commissioner of education for a two-year license.

(a) Recommendation. Upon verification of completion of 108 clock hours of upgrading activities set forth in C.2.c.(1)-(7) of this rule (below), such two-year relicensure shall be recommended by the commissioner of education.

(b) Subsequent two-year relicensure. Subsequent two-year relicensures shall require verification of completion of upgrading activities considered by the commissioner of education as sufficient to maintain currency in the field.

(5) Nonpublic school vocationally licensed teachers may arrange to have clock hours granted by the district or center of residence if the employing school does not establish a local vocational relicensure committee.

(6) Field instructors employed by the department of education, division of vocational-technical education, may affiliate with the district in which they last taught or the district or center nearest their residence or place of employment.

b. Applicants not subject to a local vocational relicensure committee.

(1) authorized local vocational administrators and supervisors,

(2) personnel currently holding a two-year vocational license or renewal, a one-year permit or renewal, or a three-year adult supplementary license, and

(3) personnel currently holding limited licenses (e.g., adult supplementary or limited services personnel).

c. Applicant's responsibility. An applicant shall be responsible for forwarding the form endorsed by the committee to the commissioner of education. An applicant shall be individually responsible for initiating the necessary work of the local relicensure committee in renewing the regular five-year vocational license of such applicant. Any failure to initiate and/or complete the procedure shall be the responsibility of the holder of the license and not the local vocational relicensure committee.

7. Local vocational relicensure committee duties. The local vocational relicensure committee shall:

a. hold an organizational meeting called no later than the last day of September on a date which is agreeable to the majority of committee members,

b. set rules for its own operation establishing election procedures, a method of filling vacancies, and a system of recordkeeping and reporting. Records shall be maintained so that they are safe from loss and kept on file at least through the duration of the license to which they apply,

c. establish such written guidelines as may be necessary to implement its duties. The guidelines shall not be in conflict with these rules,

d. determine the number of clock hours to be granted for experiences in accordance with the maximum clock hour allocations set forth in C.2.c.(1)-(7) of this rule (below),

e. act upon requests for preapproval of clock hours, and grant clock hours after participation in the approved activity,

f. act, within a reasonable time, upon requests for recommendation for renewal of the vocational license by determining whether the applicant has met the requirements set forth in these rules,

g. endorse the application for renewal of the vocational license of each qualified applicant as verified by the signature of the chairperson on the renewal application. The secretary shall co-sign the application of the chairperson,

h. provide annual written recommendations to the authorized local vocational administrator concerning inservice needs of the district, center, or nonpublic school,

i. forward to the commissioner of education verification of the membership of the local vocational relicensure committee on an annual basis by November 1 of each year,

j. forward to the commissioner of education a copy of the local vocational relicensure committee guidelines. Guidelines shall be forwarded at least every five years and whenever substantial changes are made,

k. hold an annual open hearing to allow the teachers in each district, center, or nonpublic school to review the guidelines established by the local vocational relicensure committee, and

l. provide those services and reports that may be required regarding continuing education relicensure.

8. Membership participation. A quorum shall be more than 50 percent of the total voting membership of the committee. A majority vote of those voting members in attendance shall be sufficient to take action.

C. Updating activities.

1. Local vocational relicensure committee preapproval. All upgrading activities (clock hours) required for renewal of the regular five-year vocational license shall be preapproved by the local vocational relicensure committee in the district, center, or nonpublic school, subject to review by the commissioner of education to insure compliance with these rules. The local guidelines shall include a procedure for emergency preapproval during periods when the committee is not regularly meeting.

2. Types of activities.

a. The requisite 108 clock hours of updating activities taken within the five-year period shall be relevant to the area of licensure sought.

b. Learning objectives or new competencies to be developed by participating in the updating activity shall be included on the local preapproval form.

c. The requisite 108 clock hours shall be earned from among the following categories and shall be allocated as follows:

(1) Committee preapproved upgrading occupational experience relevant to the area of licensure shall be rated at one clock hour for every four hours of work.

(2) Credit courses in the area of licensure or education courses shall be rated at 12 clock hours for every quarter credit earned.

(3) Conferences, institutes, or seminars in business and industry in the occupation taught shall be rated up to one clock hour for each hour of participation by the local vocational relicensure committee, in accordance with the local guidelines established pursuant to this rule.

(4) Educational workshops or continuing education in the occupation to be taught shall be rated up to one clock hour for each hour of participation by the local vocational relicensure committee, in accordance with the local guidelines established pursuant to this rule.

(5) Updating leaves relevant to the area of licensure taken in agencies, businesses, or industries shall be rated on a clock hour basis. A maximum of 60 clock hours may be credited toward the required 108 clock hours.

(6) Regional, statewide, or national curriculum design activities shall be rated on a clock hour basis at the discretion of the local vocational relicensure committee, in accordance with the local guidelines established pursuant to this rule.

(7) Service as a voting member of an occupational advisory committee shall be rated on a clock hour basis at the discretion of the local vocational relicensure committee, in accordance with the local guidelines established pursuant to this rule.

3. Reevaluation procedure. If upgrading activities are initially disapproved by the local vocational relicensure committee, the decision may be reevaluated by the following sources in the following order pursuant to appeal procedures established in 5 MCAR §§3.005 and 3.020:

a. the local vocational relicensure committee,

b. the board of teaching, which shall be considered the final decision.

4. Application for multiple relicensure. An applicant applying for relicensure in more than one area shall earn renewal clock hours in at least two activity categories with a part of the total 108 clock hours earned in each area of relicensure sought.

D. Reactivation of lapsed regular five-year vocational licenses. Reactivation of lapsed regular five-year vocational licenses (expired one or more fiscal years) shall require satisfactory completion of no less than:

1. 108 clock hours of updating activities as required for renewal of the regular five-year vocational license set forth in A.1.b. of this rule (above), and

2. initial entrance licensure requirements for the area of re-licensure sought existing at the time of application for reactivation of the laspsed license.

5 MCAR §1.0787 Vocational teacher education licensing programs.

A. Approval by board of teaching. Minnesota institutions approved by the board of teaching to prepare persons for vocational teaching licensure shall obtain approval from the board of teaching for vocational teacher education licensing programs.

B. Programs subject to approval.

1. Vocational teacher education licensing programs. Approval procedures shall apply to all vocational teacher education licensing programs used to satisfy:

a. requirements for the initial entrance vocational license, and

b. specific competencies mandated for renewal licenses or endorsements of additional licensure categories or levels of student.

2. Form. Vocational teacher education licensing programs may consist of one course, a series of courses, or a complete degree program.

C. Approval procedure.

1. Vocational teacher education licensing program descriptions. Each approved Minnesota institution shall forward a program description of each vocational teacher education licensing program from the administrator of the defined administrative and instructional unit of that institution to the board of teaching for approval.

2. Consultative services. The board of teaching shall route the program description to the division of vocational-technical education pursuant to the agreement for the provision of consultative services.

D. Program approval.

1. Board of teaching options. Based upon appraisal of the vocational teacher education licensing program descriptions prepared by the approved Minnesota institution and the evaluation report of the auditors the board of teaching shall:

a. grant initial approval pursuant to D.2. of this rule (below), or

b. grant conditional approval pursuant to D.3. of this rule (below), or

c. grant continuing approval pursuant to E.2. of this rule (below), or

d. revoke or suspend approval pursuant to D.4. of this rule (below), or

e. disapprove the vocational teacher education licensing program pursuant to D.5. of this rule (below).

2. Initial approval.

a. Criteria for approval. A vocational teacher education licensing program which meets the following criteria shall be approved to prepare vocational teachers. The program description shall include:

(1) a statement which verifies the institutional commitment to the vocational teacher education licensing program,

(2) a description of the institutional organizational structure and procedure for implementing the vocational teacher education licensing program,

(3) a description of the vocational teacher role for which persons who enroll in the vocational teacher education licensing program are being prepared,

(4) an enumeration of the specific knowledge, skills and understandings to be achieved by persons completing the vocational teacher education licensing program,

(5) evidence that the vocational teacher education licensing program meets the licensure requirements for the particular licensure field and level for which the specific program is designed, as set forth in the corresponding rule section,

(6) a specific description of the plans for assessing the performance of each person verified as having successfully completed the vocational teacher education licensing program,

(7) evidence that the necessary faculty and physical resources are allocated to implement and maintain the vocational teacher education licensing program. Faculty who teach professional vocational courses shall be certificated as vocational teacher educators in accordance with the requirements of the joint council for vocational teacher educators,

(8) verification that the following persons or groups have participated in the development of the vocational teacher education licensing program:

(a) licensed, practicing vocational teachers;

(b) vocational school administrators;

(c) institutional advisory council;

(d) joint council of vocational teacher educators;

(e) college departments which may be involved with the vocational teacher education licensing program;

(f) interested citizens; and

(g) appropriate state supervisory staff.

(9) a description of the procedures to establish and maintain an internal process for systematic evaluation of the vocational teacher education licensing program, and

(10) when the licensure rule so stipulates, a student teaching and/or internship component and a statement which verifies that those experiences are planned, supervised and evaluated in the licensure field in which the individuals will seek their vocational teaching licenses.

b. Variations in curricular design. Vocational teacher education licensing programs which vary in curricular design shall be approved provided that program components meet the criteria for approval set forth in D.2.a.(1)-(10) of this rule (above), and the components are designed to provide persons completing each teacher education licensing program with the knowledge, skills, and understandings enumerated therein.

3. Conditional approval.

a. Procedure. When granting conditional approval, the board of teaching shall state the conditions, establish timelines for meeting the stated conditions, and reconsider the approval status of the vocational teacher education licensing program upon verification by the executive secretary of the board of teaching that the stated conditions have been met.

b. Withdrawal of conditional approval. If stated conditions are not met within the established timelines, conditional approval shall be withdrawn.

4. Revocation or suspension of approval.

a. Noncompliance. Failure to comply with the criteria for approval set forth in D.2.a.(1)-(10) of this rule (above) after initial approval is granted, shall result in revocation or suspension of approval by the board of teaching.

b. Revision of program. When an institution makes revisions in an approved vocational teacher education licensing program, the administrator of the administrative and instructional unit of the institution shall forward to the executive secretary of the board of teaching a written description of the vocational teacher education licensing program revision.

(1) Audit. A consultation audit, as set forth in E.2.a. of this rule (below), shall be made to verify that the revised approved vocational teacher education licensing program continues to meet these rules.

(2) Revocation or suspension. The board of teaching shall revoke or suspend the approval of a vocational teacher education licensing program if it determines that, as revised, the vocational teacher education licensing program no longer meets the criteria required for approval set forth in D.2.a.(1)-(10) of this rule (above).

c. Termination date. The board of teaching shall stipulate a date upon which program approval shall be terminated if the vocational teacher education licensing program fails to regain compliance with the criteria required for approval set forth in D.2.a.(1)-(10) of this rule (above) by said date.

5. Disapproval. When a program description fails to meet the criteria for approval set forth in D.2.a.(1)-(10) of this rule (above)

upon the initial application for approval, the board of teaching shall disapprove such program and shall specifically state reasons for disapproval.

E. Evaluation procedure and subsequent audits. Programs for which approval is requested shall be evaluated for initial approval and audited for continued approval thereafter in accordance with the provisions herein.

1. Initial approval. The approved Minnesota institution shall submit to the board of teaching the vocational teacher education licensing program description for evaluation and recommendation regarding approval status. The board of teaching staff, or persons designated as auditors by the board of teaching staff, may visit the institution to verify the program description, if deemed necessary.

2. Continuing approval.

a. Consultation audit. During the operation of an approved vocational teacher education licensing program, an audit visit to verify that the approved program meets the provisions of this rule may be arranged in consultation with the institution. Auditors shall forward a report of their findings to the executive secretary of the board of teaching and to the institution.

b. Five-year audit. The board of teaching staff, or persons designated as auditors by the board of teaching staff, in consultation with the institution, shall make audit visits on a five-year cycle to verify program descriptions and to make a recommendation regarding initial or continuing approval status of each vocational teacher education licensing program. Expenses of auditors shall be reimbursed in accordance with Minnesota travel regulations in force at the time the expenses are incurred.

F. Reevaluation procedure. Decisions regarding the status of vocational teacher education licensing program(s) rendered by the board of teaching pursuant to D.1. of this rule (above), may be reevaluated by the board of teaching, which shall be considered to be the final decision.

5 MCAR §1.0788 Committee review.

A. Availability. An individual not meeting the vocational licensure requirements set forth in these rules may petition the commissioner of education for a qualification reevaluation through committee review.

B. Review committee formation.

1. Appointment procedure. The commissioner of education shall appoint a review committee of a minimum of three people.

2. Members. The review committee shall include:

a. a vocational educator,

b. a licensed practitioner in the petitioned educational licensure area,

c. an occupational representative,

d. a member of the public, if available.

3. Votes. Each member of the review committee shall have one vote.

C. Committee duties.

1. Qualification reevaluation. The review committee shall re-evaluate the petitioner's qualifications, concentrating on deficiencies identified by the licensure process.

2. Committee judgement. Committee review members shall exercise professional judgement based upon their expertise and their relevant work experience in the petitioned area.

3. Competency evaluation. The petitioner's competencies shall be evaluated in relation to the following criteria in accordance with the educational objectives and the appropriate rules pertaining to the particular area and level of licensure requested:

a. the vocational objectives and implementation methods of the program in the petitioned area and/or,

b. the components of the program in the petitioned area and/or,

c. the job descriptions for the petitioned area.

4. Committee recommendations. Recommendations of the review committee shall be reported in writing to the commissioner of education.

5. Recommendation of licensure. Licensure shall be recommended if the review committee finds that the petitioner's qualifications are equivalent to the licensure standards set forth in these rules.

D. Petitioner demonstration. The petitioner shall demonstrate a basic understanding in the following areas as they relate to deficiencies identified by the licensure process.

1. Vocational philosophy and organization. The petitioner shall demonstrate:

a. an understanding of state and federal vocational policies, rules, regulations, and laws, and

b. an understanding of the principles and skills incorporated in the broad objectives of the teacher education sequence core courses.

2. Vocational teacher education and application. The petitioner shall demonstrate:

a. the ability to communicate and to develop in students the knowledge and skills needed for employment,

b. an awareness of current occupational opportunities and needs, and

c. knowledge and skills essential to identify, construct, initiate, implement, and evaluate relevant vocational curriculum.

3. Occupational skills and understanding. The petitioner shall demonstrate:

a. knowledge of, and skills in, current and relevant technologies and occupational practices, and

b. an understanding of the employment context in such areas as unions, governmental regulations, and employer-employee relationships.

4. Relationship between vocational education and community. The petitioner shall:

a. understand and demonstrate a concern for the student as an individual and community member, for the economic progress of the community, and for the relationship and responsibility of the school to both its students and its community, and

b. demonstrate knowledge of community resources useful in the development and implementation of relevant vocational programs.

E. Reexamination by committee review. Petitioners who have been denied licensure or relicensure by the review committee shall be eligible for reexamination by committee review only after one year has elapsed since the previous examination.

F. Appeal procedure. A petitioner questioning an adverse recommendation by the review committee may submit a written appeal relative to the areas over which there is disagreement with the committee's recommendation pursuant to the appeal procedures of the board of teaching established in 5 MCAR §3.020.

5 MCAR §1.0789 Secondary vocational instructional personnel.

A. Qualification for licensure. An applicant (excluding secondary provisional license applicants) shall meet the requirements in the secondary licensure chart set forth in 5 MCAR §1.0799 and the general provisions and procedure for licensure of instructional and supportive personnel.

B. Personnel who shall be licensed.

1. Secondary vocational instructor and instructor-manager of programs where simulation is the basis for the program. Any person holding a position as a secondary vocational instructor or instructor-manager of programs where simulation is the basis for the program shall be licensed pursuant to these rules when responsible for any of the following activities:

a. developing, teaching, and evaluating instruction in areas assigned, including programs involving simulation and laboratory activities,

b. facility and resource management,

c. forming and utilizing a vocational advisory committee,

d. relevant school-community relations,

e. vocational student organizations,

f. student vocational and occupational guidance and evaluation in development of skills meeting vocational objectives, as set forth in 5 MCAR §1.00811 B.1-3, and required for proficiency in the identified area of employment, and

g. personal professional and technical development.

2. Secondary vocational instructor-coordinator. Any person holding a position as a secondary vocational instructor coordinator shall be licensed pursuant to these rules when responsible for any of the following activities:

a. identifying and selecting appropriate training stations and placing students in those respective stations,

b. student training plans, student training agreements, completing all state and federal labor law forms required, and complying with those respective state and federal labor law rules and regulations,

c. supervising students on the job and communicating with the employer relative to the student's performance and the objectives of the student's training plan, and

d. all activities set forth in B.1.a.-g. of this rule (above).

C. Secondary provisional license.

1. Eligibility. An applicant for secondary provisional licensure as an instructor, model office instructor-manager, or instructor coordinator shall meet the requirements set forth in this rule.

a. Instructor. An applicant shall be eligible for a secondary provisional license which allows completion of up to the final one-third of the occupational experience required for the requested licensure during the provisional licensure period when such applicant:

(1) is eligible for secondary provisional licensure pursuant to the secondary licensure chart set forth in 5 MCAR §1.0799, and

(2) has completed an education degree, and

(3) has completed at least two-thirds of the occupational experience required for the requested licensure, and

(4) has submitted a request for provisional licensure signed by the authorized local vocational administrator. Such request shall include verification by the requesting administrator that no fully qualified, licensed individual is available to fill an existing position, and

(5) has met all other licensure requirements pursuant to the secondary licensure chart set forth in 5 MCAR §1.0799.

b. Model Office instructor - manager.

(1) An applicant may complete the final one-third of the occupational experience required for the requested licensure during the provisional licensure period when such applicant has met all requirements of B.1.a.(1)-(5) of this rule (above).

(2) An applicant may complete the final one-third of the specialized courses required for model office licensure, excluding the materials and methods of model office course, when such applicant has met all requirements of B.1.a.(1)-(5) of this rule (above).

c. Instructor-coordinator.

(1) An applicant (excluding business and office instructor-coordinator applicants) may complete the final one-third of the specialized course requirements, excluding the coordination techniques course, when such applicant:

(a) is eligible for secondary provisional licensure pursuant to the secondary licensure chart set forth in 5 MCAR §1.0799, and

(b) has completed an education degree, and

(c) has completed the total occupational experience required for the requested licensure, and

(d) has submitted a request for provisional licensure signed by the authorized local vocational administrator. Such request shall

include verification by the requesting administrator that no fully qualified, licensed individual is available to fill an existing position, and

(e) has met all other licensure requirements pursuant to the secondary licensure chart set forth in 5 MCAR §1.0799.

(2) An applicant for business and office instructor-coordinator licensure may complete the final one-third of the specialized course requirements, excluding the coordination techniques and materials and methods of business and office cooperative education courses, when such applicant has met the requirements set forth in B.1.c.(1)(a)-(e) of this rule (above).

2. Secondary provisional license validity.

a. Expiration. The secondary provisional license shall expire two years from the July 1 nearest issuance.

b. Nonrenewable. The secondary provisional license is nonrenewable. Full licensure pursuant to the secondary licensure chart set forth in 5 MCAR §1.0799 shall be accomplished prior to the expiration date set forth in B.2.a. of this rule (above).

3. Applicability.

a. Provisional licensure provisions apply to the following areas:

(1) agriculture education (instructor-coordinator),

(2) business and office education,

(3) community service occupations education,

(4) health occupations education,

(5) industrial education,

(6) service occupations, and

(7) other vocational clusters.

b. Consult the corresponding licensure chart for provisional licensure in agriculture education (instructor), consumer homemaking, family life education, marketing and distributive education, and nutrition specialist.

c. Consult the corresponding licensure chart and 5 MCAR §1.0792 B. of these rules for provisional licensure in special needs areas.

5 MCAR §1.0790 Post-secondary vocational instructional personnel.

A. Qualification for licensure. An applicant shall meet the requirements in the post-secondary licensure chart set forth in 5 MCAR §1.0799 and the general provisions and procedure for licensure of instructional and supportive personnel.

B. Personnel who shall be licensed.

1. Post-secondary vocational instructor. Any person holding a position as a post-secondary vocational instructor shall be licensed pursuant to these rules when responsible for any of the following activities:

a. developing, teaching, and evaluating instruction in areas assigned, including programs involving simulation and laboratory activities,

b. facility and resource management,

c. forming and utilizing a vocational advisory committee,

d. relevant school-community relations,

e. vocational student organizations,

f. student vocational and occupational guidance and evaluation in the development of skills necessary to meet entry-level qualifications for defined employment,

g. personal professional and technical development, and

h. internship supervision, if included in the program.

2. Post-secondary vocational instructor-coordinator or internship supervisor. Any person holding a position as a post-secondary vocational instructor-coordinator or internship supervisor shall be licensed pursuant to these rules when responsible for any of the following activities:

a. identifying and selecting appropriate training stations and placing students in those respective stations,

b. student training plans, student training agreements, completing all state and federal labor law forms required, and complying with those respective state and federal labor law rules and regulations,

c. supervising students on the job and communicating with the employer relative to the student's performance and objectives of the student's training plan, and

d. all activities set forth in B.1.a.-h. of this rule (above).

5 MCAR §1.0791 Adult vocational instructional personnel.

A. Qualification for licensure. An applicant (excluding adult supplementary license applicants) shall meet the requirements in the full-time adult licensure chart set forth in 5 MCAR §1.0799 and the general provisions and procedure for licensure of instructional and supportive personnel. A full-time adult instructor not identified in the full-time adult licensure chart shall meet corresponding full-time post-secondary requirements. Post-secondary licensure shall automatically include adult licensure in the same area.

B. Personnel who shall be licensed. Any person holding a position as an adult vocational instructor shall be licensed pursuant to these rules when responsible for any of the following activities:

1. developing, teaching, and evaluating instruction in areas assigned, including programs involving simulation and laboratory activities,

2. facility and resource management,

3. providing input into and utilizing a vocational advisory committee,

4. relevant school-community relations,

5. student vocational and occupational guidance and evaluation in the development of skills meeting vocational objectives required for proficiency in the identified area of employment, and

6. personal professional and technical development.

C. Adult supplementary license.

1. Authorizing signature. Applications for the initial entrance and subsequently renewed adult supplementary license shall be signed by the authorized local vocational administrator, subject to review by the commissioner of education.

2. Issuance.

a. Initial entrance adult supplementary license. The commissioner of education shall issue an initial entrance adult supplementary license to an applicant:

(1) recommended for adult supplementary licensure by the authorized local vocational administrator, and

(2) professionally and technically qualified in the specific occupational area to be taught, as verified by the authorized local vocational administrator. A minimum of three years of recent, relevant occupational experience and twenty-four clock hours of vocational teacher education is recommended.

b. Renewed adult supplementary license. The commissioner of education shall issue a renewed adult supplementary license to an applicant:

(1) recommended for renewed adult supplementary license by the authorized local vocational administrator, and

(2) professionally and technically qualified through completion of upgrading activities recommended by the authorized local vocational official to maintain currency in the specific occupational area taught.

3. Adult supplementary license validity.

a. Annual hour limitation. Adult supplementary instructors shall not teach on an adult supplementary license in excess of 500 hours annually.

b. Initial entrance adult supplementary license. The initial entrance adult supplementary license shall remain valid for a two-year period.

c. Renewed adult supplementary license. The renewed adult supplementary license shall remain valid for a three-year period.

5 MCAR §1.0792 Special needs vocational instructional and supportive personnel.

A. Qualification for licensure. An applicant shall meet the requirements in the special needs licensure chart set forth in 5 MCAR §1.0799 and the general provisions and procedure for licensure of instructional and supportive personnel.

B. Personnel who shall be licensed.

1. Support service manager. Any person holding a position as a support service manager shall be licensed pursuant to these rules when responsible for any of the following activities:

a. operating under the direct supervision of the authorized local vocational administrator or special needs supervisor,

b. identifying students with special vocational needs,

c. serving as an advocate for the student with special vocational needs in the following manner by:

(1) ascertaining the student's vocational special needs;

(2) facilitating the entrance of students with special vocational needs into appropriate vocational programs;

(3) monitoring such student's progress; and

(4) mobilizing the necessary supportive services required by such students.

d. providing the necessary supportive service to students with special vocational needs in areas deemed appropriate,

e. working with the regular vocational instructor in modifying the curriculum to meet the needs of the student with a special vocational need, in the absence of a supervisor of special needs,

f. serving as a liaison between the student's support personnel and the student's instructor, and

g. participating on an advisory committee related to the special needs program(s) managed.

2. Vocational evaluator. Any person holding a position as a vocational evaluator shall be licensed pursuant to these rules when responsible for any of the following activities:

a. providing prevocational and vocational assessment to identify each student's vocational training potential and identify vocational training choices or alternatives for the student,

b. identifying the appropriate supportive services that the student may require and which are provided through the AVTI or other agency,

c. assisting the student in understanding his/her interests and capabilities,

d. serving as a liaison between the student and other personnel such as supportive service personnel or instructors,

e. providing follow-up necessary to assure proper placement, and

f. participating on an advisory committee related to the special needs program(s) evaluated.

3. Instructor-coordinator for work experience program. Any person holding a position as an instructor-coordinator for work experience programs shall be licensed pursuant to these rules when responsible for any of the following activities:

a. conducting employability seminars,

b. arranging for student placement in preselected jobs and coordinating such students through site visits,

c. developing a training agreement and plan with the student and the employer agreed to by the parent,

d. providing instruction in safety on the job prior to or concurrent with the student's preselected job,

e. providing a minimum of skill instruction prior to or concurrent with the student's preselected job,

f. providing the department of education with evidence necessary to assure that the special needs program operation is in compliance with relevant state and federal labor law rules and regulations,

g. coordinating the special needs student's activities in regular courses in which the student is enrolled and serving as an advocate for the student,

h. providing opportunities for students to participate in student organization activities, and

i. participating on an advisory committee related to the special needs program(s) instructed and/or coordinated.

4. Post-secondary remedial related math instructor. Any person holding a position as a post-secondary remedial related math instructor shall be licensed pursuant to these rules when responsible for any of the following activities:

a. ascertaining student competency in math skills by administering tests designed to indicate the level at which the student is presently functioning. Such tests shall relate to the math skills required to successfully complete the vocational program in which the student is enrolled,

b. designing individualized math programs for students when such student's math competency test results indicate the need. Such programs shall be designed to achieve the math competency level required for the successful completion of the vocational training program in which the student is enrolled,

c. providing individualized remedial instruction in math utilizing the math program developed for each student identified to have a special need for such, and

d. participating on an advisory committee related to the special needs program(s) instructed.

5. Post-secondary remedial related reading instructor. Any person holding a position as a post-secondary remedial related reading instructor shall be licensed pursuant to these rules when responsible for any of the following activities:

a. ascertaining student competency in reading skills by administering tests designed to indicate the level at which the student is presently functioning,

b. designing individualized reading programs for students when such student's reading competency test results indicate the need. Such programs shall be designed to achieve the reading competency level required for the successful completion of the vocational training program in which the student is enrolled,

c. providing individualized remedial instruction in reading, communication, and study skills, utilizing the reading program developed for each student identified to have a special need for such, and

d. participating on an advisory committee related to the special needs program(s) instructed.

6. Bilingual/bicultural remedial related reading instructor. Any person holding a position as a bilingual/bicultural remedial related reading instructor shall be licensed pursuant to these rules when responsible for any of the following activities:

a. ascertaining the competency in reading and communication skills of limited English-speaking students by administering tests designed to indicate the levels at which the student is presently functioning,

b. designing individualized reading and/or communication programs for students when such student's competency test results indicate the need,

c. providing individualized remedial instruction in reading and/or communication skills utilizing the reading and/or communication program developed for each student identified to have a special need for such, and

d. participating on an advisory committee related to the special needs program(s) instructed.

7. Vocational advisor. Any person holding a position as a vocational advisor shall be licensed pursuant to these rules when responsible for any of the following activities:

a. recruiting minority students for enrollment into vocational training programs,

b. serving as an advocate for minority students enrolled in a vocational training program through counseling, appropriate support service if necessary, and any other service needed for the students to succeed in their vocational training programs, and

c. participating on an advisory committee related to the special needs program(s) advised.

8. Supplemental support staff-technical tutor. Any person holding a position as a supplemental support staff-technical tutor shall be licensed pursuant to these rules when responsible for any of the following activities:

a. providing direct service to the student, under the supervision of a vocationally licensed person, in one of the following ways:

(1) providing technical tutoring in a specific vocational skills training program;

(2) providing instruction in related math, reading, or communication skills needed for a specific skills training program; and

(3) ascertaining the competency level of students by administering tests so that supportive help may be supplied when the competency test results indicate the need.

b. participating on an advisory committee related to the special needs program(s) in which he/she is a support staff member and/or tutor.

9. Interpreter for the deaf. Any person holding a position as an interpreter for the deaf shall be licensed pursuant to these rules when responsible for any of the following activities:

a. serving as an advocate for the hearing impaired student enrolled in a vocational training program,

b. interpreting verbal communication to the hearing impaired student enrolled in a vocational training program,

c. providing reverse interpreter services to the hearing impaired student, and

d. participating on an advisory committee related to the special needs program(s) in which he/she is an interpreter.

10. Occupational English as a second language instructor. Any person holding a position as an occupational English as a second language instructor shall be licensed pursuant to these rules when responsible for any of the following activities:

a. ascertaining the competency in English of learners whose first language is not English by administering diagnostic and/or placement tests,

b. designing a curriculum which relates English listening, speaking, reading, and writing skills development to the vocational skills development of the learner,

c. providing instruction which enables the learner whose first language is not English to enroll in and succeed in vocational training programs, and

d. participating on an advisory committee related to the special needs program(s) instructed.

C. Special needs provisional license.

1. Authorizing signature. Applications for the special needs provisional license shall be signed by the authorized local vocational administrator.

2. Issuance. The commissioner of education shall issue a special needs provisional license to an applicant:

a. eligible for a special needs provisional license pursuant to special needs licensure chart set forth in 5 MCAR §1.0799, and

b. recommended for special needs provisional licensure by the authorized local vocational administrator, and

c. when no fully qualified, licensed individual is available for an existing position, as verified by the local vocational administrator on the request for provisional license form.

3. Special needs provisional license validity.

a. Expiration. The special needs provisional license shall expire a maximum of two years from the July 1 nearest issuance.

b. Nonrenewable. The special needs provisional license shall be nonrenewable. Full licensure shall be accomplished prior to the expiration date set forth in B.3.a. of this rule (above).

4. Special needs provisional license course requirements.

a. An applicant (excluding applicants for instructor-coordinator licensure) for licensure may complete the final one-third of the specialized course requirements during the provisional licensure period when the applicant has complied with the authorizing signature, issuance, and license validity provisions set forth in C.1-3 of this rule (above).

b. An applicant for instructor-coordinator licensure may complete the final one-third of the specialized course requirements that are in addition to the philosophy of vocational education and coordination techniques courses during the provisional licensure period when the applicant has complied with the authorizing signature, issuance, and license validity provisions set forth in C.1-3 of this rule (above).

5 MCAR §1.0793 Specialized vocational instructional and supportive personnel.

A. Qualification for licensure. An applicant shall meet the requirements set forth in this rule, and the general provisions and procedure for licensure of instructional and supportive personnel except when superseded by the provisions of this rule.

B. Specialized instructional personnel.

1. Part-time preparatory instructor-resource specialist. A part-time (less than one-fourth time) preparatory instructor-resource specialist may be employed to teach a portion of a program directed by a qualified full-time instructor.

a. Licensure requirement. Any person holding a position as a part-time preparatory instructor-resource specialist shall be licensed pursuant to this rule when responsible for performance of duties assigned by the qualified full-time instructor in charge of the class.

b. Licensure criteria. An applicant:

(1) shall be professionally and technically qualified to practice in the specific occupational area to be taught,

(2) shall have occupational experience equal to that required for a full-time instructor at the student level requested,

(3) shall have completed six clock hours of vocational teaching techniques prior to issuance of an initial two-year entrance license, and

(4) shall submit an application for vocational licensure which includes the recommending signature of the authorized local vocational administrator.

c. Two-year initial entrance license renewal. The applicant shall have completed a minimum of 24 clock hours of vocational teaching techniques for renewal of the initial two-year entrance license. Upon expiration of the two-year entrance license, successive three-year renewals shall be granted upon the recommendation of the authorized local vocational administrator.

d. Relicensure. The applicant shall be required to maintain currency in the occupational field, as verified by the authorized local vocational administrator, in order to qualify for relicensure.

2. Consultants. Consultants (specialists, guest speakers, resource personnel, etc.) who are recognized authorities in the topics under consideration may be used for special assignments.

a. Licensure requirement. Any person holding a position as a consultant shall be licensed pursuant to this rule when responsible for conducting a portion of the sessions of a class that is directed by a qualified full-time instructor.

b. Licensure criteria.

(1) Secondary and post-secondary programs. A consultant shall be licensed as an instructor pursuant to these rules when:

(a) the consultant will provide services exceeding 30 clock hours per learning unit, or

(b) the consultant will provide services exceeding 60 clock hours per year.

(2) Adult programs. A consultant shall be licensed as an instructor pursuant to these rules to be eligible for aid payments pursuant to 5 MCAR §1.0115 F.

3. Post-secondary related subjects instructor.

a. Licensure requirement. Any person holding a position as a post-secondary related subjects instructor shall be licensed pursuant to this rule when responsible for instructing students in foundational areas or occupational personal development areas in cooperation with instructional personnel in major occupational areas.

b. Licensure criteria.

(1) Foundational areas. (e.g., mathematics, science, communications) An applicant:

(a) shall be a graduate of an accredited college with a four-year degree, including a major in the area of licensure to be taught, or the equivalent, as verified by a teacher education institution that grants such degrees,

(b) shall have completed 4,000 hours of occupational experience in an area other than education, and

(c) shall meet the requirements of the post-secondary vocational teacher education sequence set forth in 5 MCAR §1.0784.

(2) Occupational personal development. (e.g., job seeking, interviewing, personal dynamics)

(a) Option one--An applicant:

(i) shall be a graduate of an accredited college with a four-year degree, including a major in the area of licensure to be taught (e.g., industrial relations, personnel management, employment counseling, business administration), or the equivalent, as verified by an institution that grants such degrees,

(ii) shall have completed 4,000 hours of occupational experience in an area other than education, and

(iii) shall meet the requirements of the post-secondary vocational teacher education sequence set forth in 5 MCAR §1.0784.

(b) Option two--An applicant:

(i) shall have completed 8,000 hours of occupational experience in an area related to occupational personal development other than education, and

(ii) shall meet the requirements of the post-secondary vocational teacher education sequence set forth in 5 MCAR §1.0784.

4. Support services - childhood education personnel.

a. Childhood education instructor.

(1) Licensure requirement. Any person holding a position as a childhood education instructor shall be licensed pursuant to this rule when responsible for any of the following activities:

(a) establishing and directing a learning and/or care center for children (infants through age 12) in an AVTI or an adult vocational program, or

(b) assisting a secondary vocational teacher of child care-guidance and education in the instructional program.

(2) Licensure criteria.

(a) Option one--An applicant:

(i) shall hold a post-secondary certificate from a child development assistant training program (minimum of 1,080 hours), and

(ii) shall have completed 1,560 hours of occupational experience as a child care assistant.

(b) Option two--An applicant shall be a graduate of an approved college with a four-year degree, including a major related to the area of licensure appropriate for the age level to be taught.

(c) Option three--An applicant shall comply with the competency requirements for child development associate certification.

(3) Human relations requirement. All licensed childhood education personnel shall comply with the human relations requirement set forth in 5 MCAR §1.0785.

(4) Waiver. The philosophy of vocational education requirement shall be waived.

b. Childhood education aide.

(1) Licensure requirement. Any person holding a position as a childhood education aide shall be licensed pursuant to this rule when responsible for any of the following activities:

(a) assisting a preschool instructor or a vocational child care instructor in an AVTI or an adult vocational program, or

(b) assisting a vocational child care instructor responsible for both a secondary vocational child care-guidance and education program.

(2) Licensure criteria.

(a) Option one--An applicant shall have completed a high school vocational training program in child care-guidance and education.

(b) Option two--An applicant shall have completed 1,200 hours of occupational experience in a related field.

(3) Human relations requirement. All licensed childhood education personnel shall comply with the human relations requirement set forth in 5 MCAR §1.0785.

(4) Waiver. The philosophy of vocational education requirement shall be waived.

C. Supportive personnel.

1. AVTI administrative assistant.

a. Licensure requirement. Any person holding a position as an AVTI administrative assistant need not hold a license. However, should a person choose to be licensed, such person shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) assisting and being responsible to the director in preparing new instructional program forms for preparation and review of a new program,

(2) coordinating with the local district administration and the state department of education, division of vocational-technical education, in developing building plans, equipment, and budgeting,

(3) assisting the director working with the local board of education,

(4) maintaining regular communication between the business manager of either the AVTI or the district and the director,

(5) procedures related to inservice teacher education,

(6) working with the assistant director or other designated local vocational administrators in the development of on-site and self-evaluation,

(7) coordinating the activities of the clerical staff and recommending to the director employment of additional staff or adjustments in staff as deemed appropriate,

(8) preparing a public relations program in consort with the administration of the AVTI, and

(9) providing leadership, assisting in the delivery of information to visitors of the institute, and serving as host or hostess as required.

b. Licensure criteria. An applicant:

(1) shall have completed 6,000 hours of occupational experience in one or more of the following areas:

(a) business;

(b) accounting;

(c) office management;

(d) public relations.

(2) shall have completed five years of administrative experience in an AVTI. This AVTI administrative experience may be used to meet the requirement for 500 hours of occupational experience within the prior five years,

(3) shall be familiar with the organization and operation of a local school district, as verified by the authorized local vocational administrator, and

(4) shall have completed a course in philosophy of vocational education.

2. AVTI area program coordinator of agricultural education.

a. Licensure requirement. Any person holding a position as an AVTI area program coordinator of agricultural education shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) working in an assigned geographic area,

(2) being responsible to the director in the district in which employed with coordination from the adult supervisor of agriculture education as spokesperson for the state supervisory staff of agriculture education,

(3) coordinating adult agriculture education activities. Emphasis shall be on adult farm management education programs and veterans farm cooperative programs, including maintenance and development,

(4) coordinating secondary and post-secondary agriculture education activities. Emphasis shall be on articulating secondary and post-secondary offerings in agriculture, and

(5) making all reports required by the director and the state supervisor of adult agriculture education as spokesperson for the state supervisory staff of agriculture education.

b. Licensure criteria. An applicant:

(1) shall meet the licensure requirements for an adult teacher of vocational agricultural education, as specified in the licensure chart set forth in 5 MCAR §1.0799, and

(2) shall have completed three years of experience as a teacher of vocational agriculture.

3. Post-secondary instructional resources specialist.

a. Licensure requirement. Any person holding a position as a post-secondary instructional resources specialist need not hold a license. However, should a person choose to be licensed, such person shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) organizing, supervising, and maintaining the resource center within the AVTI,

(2) establishing scheduling procedures for resource materials and equipment,

(3) determining the resource materials and equipment needed for the AVTI and preparing a resource budget with the help of the director or assistant director,

(4) maintaining an inventory of all instructional resource items within the AVTI,

(5) keeping records and making reports on the use of materials and equipment and recommending needs to the director or assistant director,

(6) supervising the general operation of the instructional resources program within the AVTI,

(7) conducting inservice training for personnel on the use of materials and equipment and assisting in curriculum planning,

(8) producing and supervising production of teaching and public relations materials that can be made within the school (e.g., tapes, transparencies, slides, 8-millimeter sound films, graphic arts materials, models, mockups, and any other materials specified as necessary by instructors), and

(9) supervising the maintenance of resource materials and equipment within the AVTI.

b. Licensure criteria.

(1) Option one--An applicant:

(a) shall be a graduate of an accredited college with a four-year degree, including a major in library science, in instructional media, or in audio-visual,

(b) shall have completed a course in philosophy of vocational education,

(c) shall have completed 4,000 hours of occupational experience outside of education.

(2) Option two--An applicant:

(a) shall have completed a graduate program for state licensure in library science, in instructional media, or in audio-visual,

(b) shall have completed a course in philosophy of vocational education, and

(c) shall have completed 4,000 hours of occupational experience outside of education.

c. Substitution. Librarian experience related to vocational-technical areas to be served may be substituted for the occupational experience outside of education.

4. Vocational program counselor.

a. Licensure requirement. Any person holding a position as a vocational program counselor shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) providing individual and group counseling assistance to students and prospective students to help them with their personal development including self-evaluation, vocational decision-making, and life planning,

(2) providing services which promote vocational development, assisting students to see the relationship between their goals and various courses or training opportunities which they are taking or may be considering,

(3) assisting students during periods of educational or vocational transitions through counseling and orientation procedures and educational placement, and

(4) providing consultative services to help teachers and administrators understand the developmental needs and to determine the potential of individual students or groups of students.

b. Licensure criteria. An applicant:

(1) shall be a graduate of an accredited college with a master's degree in a program of counselor education or the equivalent, as verified by the institution that grants such degrees,

(2) shall have demonstrated competencies in individual and group counseling, career development, consultation skills, assessment skills, research and evaluation, and human relations, as verified by the preparing institution,

(3) shall have completed a course in philosophy of vocational education, and

(4) shall have completed 4,000 hours of occupational experience outside of education or teaching.

c. Secondary vocational program counselors. In addition to the requirements set forth in C.4.b.(1)-(4) of this rule (above), secondary vocational program counselors shall also meet the current licensure requirements of the board of teaching.

5. Student personnel services specialist.

a. Licensure requirement. Any person holding a position as a student personnel services specialist shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) providing services assisting students to successfully move into and out of an AVTI or center, and make progress while so enrolled,

(2) providing services to students and parents relative to the area(s) of occupational and educational information, appraisal, orientation, housing, financial aids, student activities, or student accounting, and

(3) working cooperatively with other staff in duties related to student personnel services.

b. Licensure criteria.

(1) Option one--An applicant shall meet the criteria of a vocational program counselor set forth in C.4.b.(1)-(4) of this rule (above).

(2) Option two--An applicant:

(a) shall be a graduate of an accredited college with a four-year degree, including a major in an area related to personnel services (e.g., industrial relations, employment counseling, personnel management), or the equivalent, as verified by an institution that grants such degrees,

(b) shall have completed 6,000 hours of occupational experience, with at least 2,000 hours in personnel services in a post-secondary educational institution or in industry or agencies, and

(c) shall have completed a course in philosophy of vocational education.

6. Secondary placement specialist.

a. Licensure requirement. Any person holding a postion as a secondary placement specialist shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) providing job-placement services to a district or a group of districts. Job-placement services:

(a) include the procedures, practices, and activities that assist identified students in securing employment. Emphasis shall be on securing full-time employment for the student,

(b) involve cooperation among the total community, parents, students, and education agencies, and

(c) require consultation and coordination with school pupil personnel services and community services.

(2) providing job development, employer contact, and job-seeking skills,

(3) establishing adequate files pertaining to employer, student, and follow-up data,

(4) promoting job openings and maintaining strong rapport with employers who hire identified students, and

(5) providing an organized program of job procurement skills to the student population.

b. Licensure criteria. An applicant:

(1) shall be a graduate of an accredited college with a four-year degree,

(2) shall have completed a course in coordination techniques, and

(3) shall have completed 4,000 hours of occupational experience, with 2,000 hours (at least 500 hours in the prior five years) in one of the following areas:

(a) personnel management (i.e., job development, employer contact, and job placement) while employed by a government agency, by a private agency, in an industrial setting, or in an educational institution; or

(b) job placement services while employed by a government agency, by a private agency, or in an industrial setting.

c. Optional requirements. In addition to meeting the criteria in C.6.b.(1)-(3) of this rule (above), it is recommended that the applicant have completed two years of teaching experience and hold a valid standard or vocational teaching license.

d. First five-year sequence. The applicant shall complete a course in philosophy of vocational education prior to renewal of the two-year entrance license.

7. AVTI student financial aids officer.

a. Licensure requirement. Any person holding a position as an AVTI student financial aids officer need not hold a license. However, should a person choose to be licensed, such person shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) developing and administering the student financial aid program at an AVTI,

(2) establishing uniform standards and procedures for the awarding of student financial aids to eligible recipients in accordance with state and federal rules and regulations governing the administration of student financial aid programs,

(3) timely completion of the annual institutional application for federal student aid funds and for all periodic reports to federal and state agencies which grant such funds to students,

(4) coordinating financial assistance to be paid to financial aid recipients from all agencies of the federal, state, and local government, and

(5) serving as a resource person to the student personnel services administrator in providing ancillary services and assistance to needy and disadvantaged students.

b. Licensure criteria. An applicant:

(1) shall be a graduate of an accredited college with a four-year or graduate degree,

(2) shall have completed a course in philosophy of vocational education,

(3) shall have completed 2,000 hours of occupational experience outside of education or teaching, and

(4) shall have completed three years of administrative and/or supervisory experience in the management of student financial aids or related programs for the disadvantaged student.

8. Curriculum and personnel development specialist.

a. Licensure requirement. Any person holding a position as a curriculum and personnel development specialist need not be licensed. However, should a person choose to be licensed, such person shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) providing institutional orientation for new staff members,

(2) advising staff of initial and continuing vocational licensure and relicensure requirements,

(3) counseling and assisting professional staff in carrying out their educational responsibilities,

(4) identifying needs and goals of the individual, and the institution which influence the tasks to be mastered by an instructor or other vocational personnel, and

(5) identifying the needs for revision and assisting in the development of curriculum which instructors may use when carrying out their educational responsibilities.

b. Licensure criteria. An applicant:

(1) shall be a graduate of an accredited college with a master's degree in education,

(2) shall have completed three years of teaching experience on a vocational license in at least one of the vocational areas related to the educational responsibilities,

(3) shall have completed sufficient occupational experience to be licensed as a vocational teacher at the secondary or post-secondary level, and

(4) shall have completed a course in philosophy of vocational education.

9. Health-safety specialist.

a. Licensure requirement. A person holding a postion as a health-safety specialist need not be licensed. However, should a person choose to be licensed, such person shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) coordinating ongoing emergency health and first aid care to all students and employees,

(2) being a permanent member of the AVTI safety committee, participating in safety committee meetings and safety inspections,

(3) providing services in emotional and physical health care, maintenance, and rehabilitation to all students and employees, including referral to the appropriate agencies (e.g., special needs, chemical dependency, and the handicapped),

(4) coordinating health screening, immunization, and preventative health awareness programs,

(5) coordinating or assisting with the implementation of ongoing emergency and disaster procedures and participating in the planning and administration of safety practices,

(6) coordinating ongoing student and employee safety programs (e.g., eye safety, hearing conservation, proper lifting techniques, office safety, OSHA awareness, and first aid instruction for students and employees),

(7) coordinating activities with the appropriate state and local agencies (e.g., OSHA, department of labor/industry, vocational rehabilitation, department of health),

(8) maintaining current knowledge of safety, health, and social agency activity in the community, and

(9) coordinating student health insurance programs and confidential health records.

b. Licensure criteria.

(1) Option one--An applicant:

(a) shall be a registered nurse, licensed pursuant to Minn. Stat. §148.211 to practice in Minnesota,

(b) shall have completed 6,000 hours of nursing experience, with at least 500 hours of nursing experience within the last five years in one of the following areas:

(i) industry;

(ii) emergency - ICU - CCU-nursing;

(iii) school nursing; or

(iv) public health agency.

(c) shall have certification in cardio-pulmonary resuscitation, as granted by the American heart association or American red cross, and

(d) shall have certification in either standard first aid or multi-media first aid, as granted by the American heart association or American red cross.

(2) Option two--An applicant:

(a) shall be a graduate of an accredited college with a four-year degree,

(b) shall be a registered nurse, licensed pursuant to Minn. Stat. §148.211 to practice in Minnesota,

(c) shall have completed 4,000 hours of nursing experience with at least 500 hours of nursing experience within the last five years in one of the following areas:

(i) industry;

(ii) emergency - ICU - CCU-nursing;

(iii) school nursing; or

(iv) public health agency.

(d) shall have certification in cardio-pulmonary resuscitation, as granted by the American heart association or American red cross, and

(e) shall have certification in either standard first aid or multi-media first aid, as granted by the American heart association or American red cross.

(3) Option three--An applicant shall be certified as an occupational health nurse by the national board of occupational health nurses.

c. Five-year licensure requirements.

(1) Initial two-year entrance license renewal. The applicant shall complete the following requirements prior to renewal of the initial two-year entrance license. The applicant:

(a) shall complete courses in human relations and philosophy of vocational education,

(b) shall hold cardio-pulmonary resuscitation certification, as granted by the American heart association and American red cross,

(c) shall hold standard first aid or multi-media first aid certification as granted by the American heart association and American red cross. Advanced first aid or emergency medical training may be substituted, and

(d) shall complete 12 clock hours of instruction or experience in safety with the Minnesota safety council or an equivalent agency preapproved by the Minnesota safety council.

(2) Subsequent one-year renewal. A subsequent one-year renewal shall be available to allow the applicant to complete an additional three credits in one of the following areas:

(a) chemical dependency;

(b) special needs; or

(c) courses pertinent to the health services in the specific vocational institute, as approved by the authorized local vocational administrator.

(3) Five-year licensure. The applicant shall complete all criteria set forth in C.9.c.(1) and (2) of this rule (above), prior to approval of five-year licensure.

10. Health-safety assistant.

a. Licensure requirement. Any person holding a position as a health-safety assistant need not be licensed. However, should a person choose to be licensed, such person shall be licensed pursuant to this rule when responsible for any of the duties prescribed by the health-safety specialist.

b. Licensure criteria.

(1) Option one--An applicant:

(a) shall be a practical nurse, licensed pursuant to Minn. Stat. §148.291 to practice in Minnesota,

(b) shall have completed 4,000 hours of nursing experience, with at least 500 hours of nursing experience within the last five years in one of the following areas:

(i) industrial safety;

(ii) emergency - ICU - CCU-nursing;

(iii) school nursing; or

(iv) public health agency.

(c) shall have certification in cardio-pulmonary resuscitation, as granted by the American heart association or American red cross, and

(d) shall have certification in either standard first aid or multi-media first aid, as granted by the American heart association or American red cross.

(2) Option two--An applicant:

(a) shall be a graduate of an accredited college with a degree (associate or baccalaureate level) in industrial-safety,

(b) shall have completed 2000 hours of occupational experience in an industrial safety environment. Experience as a safety inspector or plant safety inspector shall satisfy the experience requirement,

(c) shall have certification in cardio-pulmonary resuscitation, as granted by the American heart association or American red cross, and

(d) shall have certification in either standard first aid or multi-media first aid, as granted by the American heart association or American red cross.

(3) Option three--An applicant may meet any one of the options of a health safety specialist set forth in C.9.b.(1)-(3) of this rule (above).

c. Five-year licensure requirements. The applicant shall meet all requirements set forth in C.9.c.(1)-(3) of this rule (above).

5 MCAR §1.0794 Procedure for licensure of vocational administrative and supervisory personnel.

A. Qualification for licensure. An applicant shall meet the educational component and the occupational experience requirements stated in these rules for each area of licensure sought.

B. Licensure procedure. Licensure shall be pursuant to the general provisions and procedure for licensure of instructional personnel, except when superseded by the provisions of this rule.

1. Initial entrance vocational license.

a. Authorizing signature. Initial entrance licensure applications may be processed without an authorizing signature.

b. Issuance. An applicant who meets the requirements of one of the initial entrance license options set forth in B.1.c. of this rule (below), shall be issued an initial two-year entrance vocational license.

c. Initial entrance license options:

(1) Option one -- An applicant who meets the educational component and the occupational experience licensure requirements for the specific administrative or supervisory personnel position sought, as set forth in these rules, shall be issued an entrance license.

(2) Option two -- An applicant who does not meet the educational component and/or the occupational experience licensure requirements for the specific administrative or supervisory personnel position sought may petition the commissioner of education in writing for a qualifications reevaluation through committee review as set forth in 5 MCAR §1.0788.

2. Initial regular five-year vocational license.

a. Authorizing signature. Applications for the initial regular five-year vocational license shall be signed by the local supervising vocational administrator. Secondary and post-secondary directors shall obtain the signature of the supervising superintendent.

b. Issuance. An applicant who meets the requirements of one of the initial regular five-year vocational license options set forth in B.2.c. of these rules (below), shall be issued an initial regular five-year vocational license.

c. Initial regular five-year vocational license options:

(1) Option one -- An entrance license holder who meets the educational component and the occupational experience requirements for the specific administrative or supervisory personnel position sought and who subsequently completes relevant upgrading activities shall be issued a regular five-year vocational license upon the expiration of such initial entrance license. The number of hours and the content of relevant upgrading activities shall be determined by the local vocational administrator, subject to review by the commissioner of education.

(2) Option [redacted] -- An entrance license holder [redacted] meets the educational component and/or the occupational experience requirements for the specific administrative or supervisory personnel position sought through committee review, as set forth in 5 MCAR §1.0788, and who subsequently completes relevant upgrading activities shall be issued a regular five-year vocational license upon the expiration of such initial entrance license. The number of hours and the content of relevant upgrading activities shall be determined by the local vocational administrator, subject to review by the commissioner of education.

3. Renewed regular five-year vocational license. A regular five-year vocational license holder who completes the continuing education requirements for relicensure set forth in 5 MCAR §1.0795 shall be issued a renewed regular five-year vocational license.

5 MCAR §1.0795 Continuing education requirements for licensure of vocational administrative and supervisory personnel.

A. Renewed five-year vocational license.

1. Issuance. Vocational administrative and supervisory staff holding a valid regular five-year vocational license shall be issued a renewed regular five-year vocational license when the following requirements have been met during the five-year period immediately preceding the date on which the requested renewal is to be made effective.

a. An applicant has completed 115 clock hours of approved administrative or supervisory vocational continuing education activity and evidence of completion is provided to the commissioner of education.

b. An applicant has completed 85 additional hours of individual professional development activity related to vocational school administration or supervision and a record of completion is provided to the central office of the employing school district or agency.

c. In the first six years following the effective date of this chapter, clock hours of approved vocational administrative or supervisory continuing education and clock hours of individual professional development activity shall be required as follows:

(1) To renew licenses expiring June 30, 1980, an applicant shall complete 108 clock hours of upgrading activities related to administration. The clock hours shall be preapproved and verified by the local supervising vocational administrator.

(2) To renew licenses expiring June 30, 1981, an applicant shall complete 108 total clock hours of relevant upgrading activities with 10 clock hours of approved vocational administrative or supervisory continuing education and 98 clock hours of individual professional development activity.

(3) To renew licenses expiring June 30, 1982, an applicant shall complete 125 total clock hours of relevant upgrading activities with 35 clock hours of approved administrative or supervisory continuing education and 90 clock hours of individual professional development activity.

(4) To renew licenses expiring June 30, 1983, an applicant shall complete 150 total clock hours of relevant upgrading activities with 60 clock hours of approved administrative or supervisory continuing education and 90 clock hours of individual professional development activity.

(5) To renew licenses expiring June 30, 1984, an applicant shall complete 175 total clock hours of relevant upgrading activities with 85 clock hours of approved administrative or supervisory continuing education and 90 clock hours of individual professional development activity.

(6) To renew licenses expiring June 30, 1985, and thereafter, an applicant shall complete 200 total clock hours of relevant upgrading activities with 115 clock hours of approved administrative or supervisory continuing education and 85 hours of individual professional development activity.

2. Applications for renewal. Applications for renewal shall be accepted by the department of education after January 1 of the year of expiration; provided, however, that the renewal period shall commence on the expiration date (July 1).

a. Excess hours. An applicant for renewal who earns approved clock hours in excess of the number required for renewal in this rule may not apply any excess hours to future renewals.

b. Renewal cycles. Clock hours used to meet renewal requirements for one five-year renewal cycle may not be applied toward future five-year renewal cycles.

B. Reactivation of lapsed regular five-year vocational license.

1. Regular five-year continuing license. A five-year continuing license may be granted if an applicant can provide evidence that 115 clock hours of approved administrative or supervisory continuing education activity and 85 hours of individual professional development activity have been completed during the five-year period immediately preceding the application for a five-year continuing license.

2. Two-year nonrenewable continuing license. A two-year nonrenewable continuing license may be granted if an applicant can provide evidence that a position has been offered contingent upon holding a valid license, and can demonstrate that there is insufficient time to complete 115 clock hours of approved administrative or supervisory continuing education activity and 85 hours of individual professional development activity as set forth in A.1.a. and b. of this rule (above). Upon expiration of the two-year, nonrenewable continuing license, an applicant shall qualify for a regular five-year continuing license in accordance with requirements set forth in B.1. of this rule.

5 MCAR §1.0796 Continuing education programs for relicensure of vocational administrative and supervisory personnel.

A. Approval by commissioner of education. The initiator of any vocational administrative or supervisory continuing education program for relicensure of directors and supervisors shall obtain approval from the commissioner of education for the program and the clock hours to be earned in such program.

1. Preapproval. The initiator of the vocational administrative or supervisory continuing education program shall secure approval of the program before participants may be registered.

2. Term of approval. Vocational administrative or supervisory continuing education programs may be approved for a period up to, but not exceeding, two years.

B. Approval procedure.

1. Vocational administrative or supervisory continuing education program proposals. The initiator of any vocational administrative or supervisory continuing education program shall forward a proposal of the program to the commissioner of education for approval.

a. Program proposal requirements.

(1) Clock hours. Each vocational administrative or supervisory continuing education program shall consist of at least three clock hours.

(2) Contents. Each vocational administrative or supervisory continuing education program proposal shall contain the following information:

(a) a description of planning activities including a list of names, addresses, and positions of those involved in planning,

(b) a description of the client group, or groups, for whom the program is designed,

(c) a statement of program goals which relates goals to client needs,

(d) a statement concerning any prerequisite education or experience required for admission to the program,

(e) a description of the proposed vocational administrative or supervisory continuing education program which includes:

(i) a statement of expected learning outcomes;

(ii) a description of program components designed to develop specified learning outcomes; and

(iii) the means by which achievement of specified learning outcomes will be determined for each program participant.

(f) statements indicating the number of clock hours requested for the proposed program, length of time for which approval is

being requested, and the number of times that the program is proposed to be offered during the approval period, and

(g) evidence that qualified staff have been assigned to the program and that other resources necessary to the program have been allocated.

b. Program approval. A vocational administrative or supervisory continuing education program shall be approved by the commissioner of education upon the recommendation of the administrative standards and licensure task force established in 5 MCAR §1.0797 if it meets the requirements set forth in B.1.a.(2)(a)-(g) of this rule (above).

C. Vocational administrative or supervisory continuing education program initiator.

1. Responsibilities. The program initiator shall be responsible for the following duties:

a. developing proposals for vocational administrative or supervisory continuing education programs in areas of study which have been identified, in cooperation with licensed vocational administrators and supervisors practicing in Minnesota school districts,

b. forwarding vocational administrative or supervisory continuing education program proposals to the commissioner of education for approval,

c. conducting the vocational administrative or supervisory continuing education program,

d. maintaining communication with the commissioner of education concerning the status of all approved vocational administrative or supervisory continuing education programs offered, and

e. providing each participant with an attendance certificate indicating the number of clock hours earned.

2. Resources. The initiator of a vocational administrative or supervisory continuing education program may use resources from professional associations, governmental agencies, and the private business sector in conducting the program.

D. Requirements for admission to approved vocational administrative or supervisory continuing education programs. Admission to all approved vocational administrative or supervisory continuing education programs shall be open to any licensed Minnesota vocational administrator or supervisor who meets the educational and experience requirements for admission as provided for in the particular continuing education program.

E. Dissemination. The department of education shall disseminate lists of known approved vocational administrative and supervisory continuing education programs twice annually.

5 MCAR §1.0797 Standards and licensure task force for relicensure of vocational administrative and supervisory personnel.

A. A vocational administrative standards and licensure task force shall be established by the board of education.

1. Advisory capacity. The task force shall act in an advisory capacity to the board of education in matters assigned to it pursuant to A.2. of this rule (below).

2. Duties. The task force shall:

a. review proposed rules pertaining to the licensure of vocational school administrators and supervisors and provide written recommendations concerning such proposals to the state board of education,

b. work with licensed vocational administrators and supervisors practicing in Minnesota schools to identify needed areas of study for vocational administrative or supervisory continuing education programs,

c. study and make recommendations for affirmative action in the preparation and employment of vocational school administrators and supervisors, and

d. review and recommend approval of vocational continuing education programs for vocational administrators and supervisors to the commissioner of education.

3. Subcommittees. The task force may divide into subcommittees to meet the responsibility set forth in A.2.d. of this rule (above).

B. Task force formation.

1. Appointment.

a. Voting members. Task force voting members shall be appointed by the board of education.

b. Nonvoting member. The task force nonvoting member shall be appointed by the commissioner of education.

2. Members. The task force shall consist of twelve voting members and one nonvoting member as follows:

a. one post-secondary director of vocational-technical education in districts operating an AVTI,

b. one secondary local vocational program director,

c. one adult vocational director,

d. one vocational special needs supervisor,

e. one vocational program area or vocational personnel services area supervisor,

f. one practicing vocational classroom instructor,

g. one vocational teacher educator,

h. one superintendent of schools,

i. one member of a Minnesota school board,

j. one representative of business or industry,

k. one vocational student,

l. one member of the public, and

m. one nonvoting member from the state department of education.

3. Selection criteria. Task force members shall be selected on the basis of the following criteria:

a. Each task force member shall be selected on the basis of experience related to, knowledge of, and interest in, the preparation and licensure qualifications of vocational school administrators and supervisors.

b. All task force members who are teachers, directors, supervisors, or superintendents shall also:

(1) be currently practicing in Minnesota in the licensure area that they represent, and

(2) hold a current Minnesota license valid for their present position.

4. Term of appointment.

a. Voting members. Task force voting members shall be appointed for terms of two years.

(1) Exception. The six voting members initially appointed to the task force and identified in B.2.b.,d.,f.,h.,j., and l., shall serve one-year terms in order to provide continuity in task force membership.

(2) Repeated membership. Task force voting members may not serve for more than two terms. A term shall include the one-year terms provided for in B.4.a.(1) of this rule (above).

(3) Beginning of term. Membership terms begin with the first task force meeting after September 1 of every year.

(4) Successors. Members shall serve until successors are appointed by the board of education pursuant to this rule.

(5) Replacement. Replacement of a member shall be made by the state board of education after three unexcused absences in one year.

(6) Change in employment status. The position of a member who leaves Minnesota or whose employment status changes to a licensure area different from that for which appointment was made shall be deemed vacant.

(7) Vacancies. A vacancy during the term of a member shall be filled by the state board of education for the remainder of the unexpired term.

b. Nonvoting member. The task force nonvoting member shall serve on the task force until a successor is appointed by the commissioner of education.

5. Task force meetings. The task force shall meet at least three times during each school year.

a. First meeting. The first meeting of each school year shall be called by the commissioner of education.

(1) Date. The first meeting shall be held before October 31 of each school year.

(2) Officer election. At the first meeting of each school year the task force shall elect a chairperson, a secretary, and any other officers deemed necessary by task force members.

(a) Voting members. Task force officers shall be elected by the voting members of the task force.

(b) Term of office. Officers shall each serve a one-year term.

b. Subsequent meetings. The task force shall perform those duties set forth in A.2.a.-d. of this rule (above), as needed.

5 MCAR §1.0798 Vocational administrative and supervisory personnel.

A. Qualification for licensure. An applicant shall meet the requirements set forth in this rule and the general provisions and procedure for licensure of instructional and supportive personnel, except when superseded by the provisions of this rule.

B. Personnel who shall be licensed. A person holding a position as a vocational director or vocational supervisor shall be licensed pursuant to C.1.-5. of this rule (below) when the director or supervisor:

1. devotes more than 50 percent of assigned time to administrative or supervisory duties which require the use of independent judgement,

2. has the responsibility of directing other employees or adjusting their grievances on behalf of the employer, and

3. if so assigned by the vocational administrator, has the authority to recommend the hiring, transfer, suspension, promotion, discharge, assignment, reward, or discipline of other employees on behalf of the employer.

C. Licenses required. Vocational directors and vocational supervisors falling within the provisions of B.1.-3. of this rule (above) shall be licensed as follows:

1. Directors of vocational-technical education in districts operating an AVTI shall hold Minnesota vocational licenses as directors of vocational-technical education in districts operating an AVTI.

2. Assistant directors of vocational-technical education in districts operating an AVTI shall hold Minnesota vocational licenses as assistant directors of vocational-technical education in districts operating an AVTI or as directors of vocational-technical education in districts operating an AVTI.

3. Secondary local vocational program directors shall hold Minnesota vocational licenses as local vocational program directors.

4. Adult vocational education directors shall hold Minnesota vocational licenses as directors of adult vocational education.

5. Supervisors and nonteaching coordinators or managers shall hold Minnesota vocational licenses as supervisors of the program area or personnel services area to which assigned.

D. Administrative personnel.

1. Director of vocational-technical education in districts operating an AVTI. A district designated and approved by the state board of education to operate an AVTI shall employ a director.

a. Licensure requirement. Any person holding a position as a director of vocational-technical education in districts operating an AVTI shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) post-secondary and adult vocational education,

(2) recruiting teachers, coordinators, and supervisors and recommending to the superintendent the appointment of all personnel under such director's supervision,

(3) vocational-technical programming at all levels in the district,

(4) preparing plans for new programs, expansion, buildings, facilities, equipment, and budget,

(5) providing for the effective articulation of all levels of programming within the district and as feasible in the service area,

(6) preparing brochures for general distribution, visiting surrounding high schools, and conferring with school superintendents, principals, counselors, and prospective students,

(7) providing preservice and inservice teacher training, assisting teachers in preparing a course of study and planned lessons, and providing instructional supervision of students in the building,

(8) requisitioning and recommending the purchase of equipment, supplies, instructional materials, and other needed items for the effective operation of the vocational program,

(9) preparing vocational reports (financial, statistical, and descriptive) required by the local board of education, the superintendent, the state director, and the state board of education,

(10) promoting good public relations through publications, speeches, news media, and the use of advisory committees, and

(11) periodically reviewing the effectiveness of the program by analyzing job placement, follow-up of students on the job, and consultation with industries that are employing the students.

b. Licensure criteria. An applicant:

(1) shall be a graduate of an accredited college, with a degree (baccalaureate or graduate level), including a major in one of the vocational services (agriculture, business and office, health, home economics and service, marketing and distribution, technical, trade and industrial) or the equivalent, or in vocational guidance and counseling. This degree shall include or shall have added to it:

(a) a course in philosophy of vocational education; and

(b) nine quarter credits in courses such as:

(i) administration,

(ii) conference leading,

(iii) coordination,

(iv) management,

(v) supervision.

(2) shall have completed one year of supervisory or administrative experience in business, industry, or education,

(3) shall have completed 6,000 hours of occupational experience outside of education or teaching,

(4) shall have completed five years of experience in one or more of the following capacities:

(a) vocational teaching;

(b) vocational supervision;

(c) vocational administration;

(d) licensed vocational counseling in a Minnesota post-secondary AVTI;

(e) licensed vocational related subjects instruction in a Minnesota post-secondary AVTI.

c. The director may also serve as a secondary vocational director if no vocational administrator is employed by the district, either alone or with a cooperative center, for secondary vocational education. This responsibility may be reassigned to insure that there will be a vocational administrator responsible for secondary vocational education.

2. Assistant director of vocational-technical education in districts operating an AVTI.

a. Licensure requirement. Any person holding a position as an assistant director of vocational-technical education in districts operating an AVTI shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) assisting the director in the performance of those responsibilities set forth in D.1.a.(1)-(12) of this rule (above),

(2) vocational-technical programming at assigned levels in the district,

(3) performing additional duties assigned by local school district, and

(4) providing general leadership for the service area of the AVTI and coordinating such leadership with surrounding districts in keeping with the overall state plan for developing vocational-technical education in the state.

b. Licensure criteria. An applicant:

(1) shall be a graduate of an accredited college, with a degree (baccalaureate or graduate level), including a major in one of the vocational services (agriculture, business and office, health, home economics and service, marketing and distribution, technical, trade and industrial) or the equivalent, or in vocational guidance and counseling. This degree shall include or shall have added to it:

(a) a course in philosophy of vocational education; and

(b) nine quarter credits in courses such as:

(i) administration,

(ii) conference leading,

(iii) coordination,

(iv) management,

(v) supervision.

(2) shall have 6,000 hours of occupational experience outside of education or teaching,

(3) shall have two years of experience in one or more of the following capacities:

(a) vocational teaching;

(b) vocational supervision;

(c) vocational administration;

(d) licensed vocational counseling in a Minnesota post-secondary AVTI;

(e) licensed vocational related subjects instruction in a Minnesota post-secondary AVTI.

3. Secondary local vocational program director. A local vocational director may be employed by a school district or a combination of school districts to administer and supervise vocational programs and courses in grades kindergarten through 12 and adult vocational education.

a. Licensure requirement. Any person holding a position of a secondary local vocational program director shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) serving in one of three possible administrative structures as follows:

(a) an established or developing state board of education approved center;

(b) an intermediate district as an administrative coordinator for secondary programs;

(c) a single school district or a combination of school districts.

(2) providing leadership for local planning in vocational education (e.g., public and community relations, program planning and development, budgeting, procurement, staffing, evaluation, accountability, teacher education, communications, career education, guidance, placement and follow-up), and

(3) all vocational programs and personnel reimbursed from federal and state vocational funds except for post-secondary and adult vocational programs assigned to other licensed vocational administrators.

b. Licensure criteria. An applicant:

(1) shall be a graduate of an accredited college, with a degree (baccalaureate or graduate level), including a major in one of the vocational services (agriculture, business and office, health, home economics and service, marketing and distribution, technical, trade and industrial) or the equivalent,

(2) shall have completed a course in philosophy of vocational education,

(3) shall qualify for a vocational license in one of the vocational administrative or service areas pursuant to these rules, and

(4) shall have completed 6,000 hours of occupational experience in a variety of occupations outside of education or teaching.

c. Initial license.

(1) Requirements. An applicant who has met the requirements of D.3.b.(1)-(4) of this rule (above) shall be granted an initial license after demonstrating proficiency in four competency areas, including Minnesota educational system.

(a) Competency areas:

(i) school finance,

(ii) public relations,

(iii) communications,

(iv) school law,

(v) leadership and personnel management,

(vi) program planning and development,

(vii) Minnesota educational system.

(b) Demonstration of proficiency.

(i) Minnesota educational system. The applicant shall demonstrate proficiency in competency seven, Minnesota educational system, by submitting verification of three years of experience in vocational education in Minnesota in one or more of the following vocational education capacities:

(aa) vocational teaching,

(bb) vocational supervision,

(cc) vocational administration.

Two of those three years shall have been spent in teaching, licensed as a vocational instructor or as a vocational post-secondary related subjects instructor.

(ii) Other competency areas. The applicant shall demonstrate proficiency in each of the other competency areas by satisfying one of the following criteria:

(aa) successful practical experience in the appropriate competency area within a public or private educational system, as verified by the employer,

(bb) successful practical experience in the appropriate competency area within a noneducational setting, as verified by the employer,

(cc) successful completion of a workshop in the appropriate competency area, as approved by the division of vocational-technical education, or

(dd) successful completion of a college course or courses in the appropriate competency area.

(2) Applicants with experience in other states. An applicant whose educational experience is not in a Minnesota educational system shall also complete a workshop or course approved by the commissioner of education and designed to orient the applicant in the Minnesota educational system prior to initial licensure.

(a) Determination of workshop or course content. The content of the required workshop or course shall be determined based upon the following factors:

(i) the applicant's familiarity with educational administration in Minnesota, and

(ii) the applicant's background relative to previous work experience and training.

(b) Workshop or course content. The state manager of secondary vocational education shall structure and direct a workshop designed to meet the individual needs of the applicant and addressing the following areas:

(i) vocational funding,

(ii) secondary education funding,

(iii) Minnesota school law,

(iv) cooperative center structure,

(v) AVTI system, and

(vi) vocational-technical education division administration.

d. Renewed regular five-year vocational licensure.

(1) Repeated initial license. An individual holding an initial license for a director of local vocational programs is eligible to apply for an additional two-year initial license when not employed as a local vocational administrator.

(2) First five-year license.

(a) Peer review. The renewal procedure to gain the first five-year license shall include a review by a team of peers at the end of the applicant's initial year of licensed service as a director.

(i) Competency plan. The peer review shall result in a plan for the applicant to complete the competency requirements set forth in D.3.c.(1)(a) and (b) of this rule (above) during the second year of licensed service as a director.

(ii) Permanent licensure file. The competency plan established pursuant to D.3.d.(2)(a)(i) of this rule (above), shall become a part of the applicant's permanent licensure file.

(b) Renewal. Renewal for the first five-year license will require demonstration of proficiency in all seven competency areas.

4. Adult vocational director.

a. Licensure requirement. Any person holding a position as an adult vocational director shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) assisting the director in the performance of the duties set forth in D.1.a.(1)-(11) of this rule (above), as they relate to adult vocational programs,

(2) performing additional duties assigned by the local school district.

b. Licensure criteria. An applicant:

(1) shall be a graduate of an accredited college with a degree (baccalaureate or graduate level), including a major in one of the vocational services (agriculture, business and office, health, home economics and service, marketing and distribution, technical, trade and industrial), or the equivalent. This degree shall include or shall have added to it:

(a) a course in philosophy of vocational education; and

(b) nine quarter credits in courses such as:

(i) administration,

(ii) conference leading,

(iii) coordination,

(iv) management,

(v) supervision.

(2) shall have completed 6,000 hours of occupational experience in a variety of occupations outside of education or teaching,

(3) shall qualify for a vocational license in one of the vocational administrative or service areas pursuant to these rules, and

(4) shall have completed three years of teaching experience or administration in vocational education. Two of those three years shall have been spent in teaching, licensed as a vocational instructor or as a vocational post-secondary related subjects instructor.

E. Supervisory personnel. Vocational supervisory licensure areas include the areas of supervisor of vocational program areas or supervisor of vocational personnel services areas.

1. Local secondary, post-secondary and adult program supervisors of vocational education.

a. Licensure requirement. Any person holding a position as a local secondary, post-secondary, or adult program supervisor shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) developing, organizing, implementing, supervising, and promoting vocational programs in the assigned vocational discipline or personnel services area,

(2) evaluating programs and instruction, equipment, facilities, and condition for effective instruction,

(3) preparing vocational reports (descriptive and statistical) required by local, state, and federal agencies,

(4) recommending the purchase of equipment, supplies, and reference materials to the authorized local vocational administrator,

(5) organizing and consulting with advisory committees in cooperation with vocationally interested individuals, organizations, associations, and companies,

(6) providing leadership and encouraging the development and improvement of vocational student organizations for all levels of programs assigned,

(7) coordinating the assigned vocational program with other educational programs,

(8) providing for preservice and inservice teacher training in cooperation with teacher education institutions, business, and industry,

(9) participating in relevant conferences and meetings to maintain currency in the assigned vocational discipline,

(10) when assigned to do so by the authorized local vocational administrator, directing other employees and adjusting any grievances on behalf of the employer, and

(11) when assigned to do so by the authorized local vocational administrator, making recommendations to hire, transfer, suspend, promote, discharge, assign, reward or discipline other employees.

b. Licensure criteria.

(1) Supervisors of agriculture occupations, business and office occupations, health occupations, home economics and service occupations, marketing and distribution occupations, technical occupations, trade and industrial occupations. An applicant:

(a) shall be a graduate of an accredited college with a degree (baccalaureate or graduate level) in the corresponding area set forth below:

(i) supervisor of agriculture occupations--agriculture education or technical agriculture;

(ii) supervisor of business and office occupations--business education or business administration;

(iii) supervisor of health occupations--occupational health area. The supervisor of health shall also hold a current, valid Minnesota license to practice in the field;

(iv) supervisor of home economics and service occupations--home economics education;

(v) supervisor of marketing and distribution occupations--program area with distributive education technical and professional components included or added;

(vi) supervisor of technical occupations--technical subject area;

(vii) supervisor of trade and industrial occupations--industrial education.

(b) shall have completed three years of teaching experience in the past five years as a vocationally licensed instructor in one of the approved vocational programs that will be supervised,

(c) shall have completed 6,000 hours of occupational experience in program area(s) supervised,

(d) shall have completed nine quarter credits or 108 clock hours in supervisory techniques, and

(e) shall have completed a course in philosophy of vocational education.

(2) Supervisor of practical nursing.

(a) Option one-- The applicant:

(i) shall be a graduate of an accredited college with a degree (baccalaureate level) in nursing,

(ii) shall be a registered nurse, licensed pursuant to Minn. Stat. §148.211 to practice in Minnesota,

(iii) shall have completed 6,000 hours of recent nursing experience, and

(iv) shall have completed the post-secondary vocational teacher education sequence set forth in 5 MCAR §1.0784.

(b) Option two-- The applicant:

(i) shall be a graduate of an accredited college with a degree (baccalaureate level) in nursing education,

(ii) shall be a registered nurse, licensed pursuant to Minn. Stat. §148.211 to practice in Minnesota,

(iii) shall have completed 6,000 hours of recent nursing experience, and

(iv) shall have completed a course in philosophy of vocational education.

2. Supervisor in specialized program area.

a. Licensure requirement. Any person holding a position as a supervisor in a specialized post-secondary and adult program area shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) providing management of staff, instructional leadership, and coordination for all levels of instruction assigned,

(2) scheduling program instruction, including required related instruction for all levels of programs assigned,

(3) maintaining student monitoring and evaluation process for all levels of programs assigned,

(4) program advisory committees for all levels of programs assigned, and

(5) providing leadership and encouraging the development and improvement of vocational student organizations for all levels of programs assigned.

b. Licensure criteria. An applicant:

(1) shall meet the five-year licensure requirements for a post-secondary vocational education instructor in one of the program areas that will be supervised,

(2) shall have completed four years of vocational experience in teaching, supervision, or administration in one of the assigned vocational program areas. At least two of those four years shall have been in teaching under a vocational license,

(3) shall have completed:

(a) 2,000 hours of vocational education supervision experience; or

(b) 72 clock hours or six credits of training in supervision.

(4) shall have completed course work in one of the following areas:

(a) curriculum development; or

(b) evaluation of programs; or

(c) legal aspects of vocational education.

(5) shall have completed a course in philosophy of vocational education, and

(6) shall have completed a course in organization and administration of vocational education.

3. Supervisor of special needs.

a. Licensure requirement. Any person holding a position as a supervisor of special needs shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) preparing and implementing a delivery system which addresses itself to services for students with special needs,

(2) providing the necessary support services to the student with special needs where deemed appropriate,

(3) coordinating and facilitating inservice training to aid regular personnel to more adequately understand and meet the needs of the students with special needs, and

(4) providing annual reports to the state regarding progress of the local special needs programs.

b. Licensure criteria. An applicant:

(1) shall be a graduate of an accredited college with a degree (baccalaureate or graduate level) in one of the following areas:

(a) education;

(b) counseling;

(c) psychology; or

(d) vocational rehabilitation.

(2) shall have completed three quarter credits in each of the following:

(a) philosophy of vocational education;

(b) organization and administration of vocational education;

(c) the exceptional child; and

(d) teaching students with learning problems.

(3) shall have completed 12 quater credits chosen from the following:

(a) community resources, including corrections;

(b) techniques of counseling and guidance;

(c) chemical dependency;

(d) interpersonal relations (other than the human relations course for educational personnel);

(e) curriculum development and modification for special needs students;

(f) education of the disadvantaged;

(g) special learning problems in vocational education.

(4) shall have completed 18 clock hours of internship in existing special needs programs which include:

(a) six clock hours of program management; and

(b) six clock hours of student assessment; and

(c) six clock hours of curriculum modification.

(5) shall have completed 2,000 hours of occupational experience outside of education or teaching (500 hour recency requirement not applicable).

c. License renewal. Prior to renewal of the first license, the applicant shall:

(1) complete the human relations requirement set forth in 5 MCAR §1.0785, and

(2) complete six clock hours of special needs inservice training approved by the authorized local vocational administrator.

4. Supervisor of bilingual-bicultural special needs vocational programs.

a. Licensure requirement. Any person holding a position as a supervisor of bilingual-bicultural vocational education shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) coordinating support service for the student with limited English-speaking ability special needs in the following manner:

(a) supervising the method utilized to facilitate entry into appropriate vocational course offerings;

(b) mobilizing the necessary supportive service needed by the limited English-speaking student to compete in and complete the vocational program; and

(c) monitoring the progress of the limited English-speaking student while in a vocational program.

(2) serving as a liaison between the limited English-speaking population, support personnel, and instructional personnel, and

(3) participating on an advisory committee for the program supervised.

b. Licensure criteria. An applicant:

(1) shall meet the licensure criteria of a supervisor of special needs set forth in E.3.b.(1)-(5) of this rule (above),

(2) shall be bilingual-bicultural as appropriate to the student population served, and

(3) shall have completed one year of educational experience in the past five years in a bilingual program setting.

5. Student personnel services supervisor.

a. Licensure requirement. Any person holding a position as a student personnel services supervisor shall be licensed pursuant to this rule when responsible for any of the following activities:

(1) services which assist students to successfully more into and out of an AVTI or center, and make progress while so enrolled. Such services may include preenrollment services to students and parents, occupational and educational information, appraisal, orientation, housing, financial aids, student activities, and student accounting,

(2) working cooperatively with other personnel in follow-up, research, public relations, advisory committees, industry--relations, and job placement,

(3) establishing and maintaining liaison with schools in the geographic service area and other agencies and institutions relative to student services, and

(4) coordinating dissemination of information relevant to the pupil personnel services program in the AVTIs and/or centers.

b. Licensure criteria. An applicant:

(1) shall meet the licensure criteria of a vocational program counselor set forth in 5 MCAR §1.0793 C.4.b.(1)-(4) or a student personnel services specialist set forth in 5 MCAR §1.0793 C.5.b.(1) or (2), and

(2) shall have completed two years of experience as a vocational program counselor or a student personnel specialist in a post-secondary vocational-technical institution.

5 MCAR §1.0799 Licensure charts.

SECONDARY LICENSURE CHART	OPTIONS	RELEVANT EDUCATION: Agriculture or Horticulture Ed Deg From Land-Grant College	RELEVANT EDUCATION: Technical Agriculture Degree (1)	RELEVANT EDUCATION: Business Education Degree	RELEVANT EDUCATION: Secretarial/Clerical License	RECENT RELEVANT OCCUPATIONAL EXP: 1 yr/2000 hours ROX	RECENT RELEVANT OCCUPATIONAL EXP: 1 1/2 yrs/3000 hours ROX (2)	RECENT RELEVANT OCCUPATIONAL EXP: 3 yrs/6000 hours ROX	RECENT RELEVANT OCCUPATIONAL EXP: Recency Requirement (3)	SPECIAL COURSES OR REQUIREMENTS: Sec. Voc. Teacher Education Sequence	SPECIAL COURSES OR REQUIREMENTS: 6 Quarter Credits Agriculture Ed Prior to Teaching	SPECIAL COURSES OR REQUIREMENTS: 3 Quarter Credits- Practicum in Agriculture Education	SPECIAL COURSES OR REQUIREMENTS: 3 Quarter Credits- Supervision of Occupational Experience Program (4)	SPECIAL COURSES OR REQUIREMENTS: Non Resident Requirement	SPECIAL COURSES OR REQUIREMENTS: Demonstrable Competency in Area of Licensure Request	SPECIAL COURSES OR REQUIREMENTS: Appropriate Methods Course	SPECIAL COURSES OR REQUIREMENTS: Cooperative Education Courses (5)	SPECIAL COURSES OR REQUIREMENTS: Experience in Co-op Education (6)	SPECIAL COURSES OR REQUIREMENTS: Model Office Courses (7)	SPECIAL COURSES OR REQUIREMENTS: Experience in Model Office (8)	SPECIAL COURSES OR REQUIREMENTS: Coordination Techniques	PRIOR TO FIRST RENEWAL: Philosophy of Vocational Education	PRIOR TO FIRST RENEWAL: Human Relations	PRIOR TO 5 YEAR LICENSE: Philosophy of Vocational Education	OPTION FOR PROVISIONAL: Secondary Provisional 5 MCAR §1.0789 B.
AGRICULTURE EDUC. Instructor	A	X				X																X		X	
Emergency Provisional	A		X			X					X											X		X	
Instructor-Coordinator	A	X				X						X	X	X								X	X		S
BUSINESS & OFFICE ED. Instructor	A			X			X		X						X	X							X	X	S
Instructor-Coordinator	A			X			X		X						X	X	X	X			X	X	X		S
Model Office Instructor-Manager	A			X			X		X						X	X			X	X		X	X		S
Instructor Spec. Area Bus & Office Ed.	A							X		X													X	X	

S: Designates the requirements or schedule of requirements for applicants seeking a provisional license.

VE: Vocational Education.

ROX: Recent, relevant occupational experience. Unless otherwise indicated, ROX means paid experience outside of education or teaching and includes at least 500 hours within the prior five years.

Deg: Degree. Unless otherwise indicated, "Degree" means a four-year baccalaureate degree from an accredited college or university.

Education Degree: Baccalaureate or higher degree in a recognized educational field including at least 27 quarter credits in education with six quarter credits of student teaching.

ELABORATION ON SPECIAL COURSES OR REQUIREMENTS

1. The agriculture instructor provisionally licensed with a technical agriculture degree shall complete six quarter credits in agriculture education prior to licensure, and shall meet the requirements for the agriculture education degree within five years, earning a minimum of six quarter credits per year on a prearranged program.

2. 500 hours ROX within the prior five years in the specific area in which the license is requested. Up to 1/2 of the required 3000 hours may be earned through supervised internship programs. A minimum of 500 actual (not supervised internship) hours shall be accumulated in each area of licensure requested.

3. After initial full licensure, work experience in a specific area may be updated to meet the 500 hour recency requirement through state-approved workshops of six quarter credits or 72 clock hours or an equivalent industrial seminar. In accounting and/or data processing, a non-paid supervised internship may be used to accumulate 1/2 of the required 500 hours.

4. Non-Minnesota graduates shall complete these courses in Minnesota prior to licensure: six quarter credits in supervision of occupational experience, including a practicum in agriculture education.

5. Materials and methods in business and office co-op education, and one additional approved vocational teacher education course.

6. One year business and office teaching experience, or one quarter internship in cooperative education.

7. Materials and methods in model office, plus office manager workshop of three quarter credits or 36 clock hours or equivalent industrial seminar, or a variety of office management experience (§1.0780 V.) equal to at least one-half of the required ROX.

8. One year business and office teaching experience or one quarter internship in model office.

SECONDARY LICENSURE CHART	OPTIONS	RELEVANT EDUCATION: Relevant Education Degree	Related Degree	Community/Public Health Educ. Deg.	Non-Educ. Health Related Degree	Health Related Educ. Degree	2 or 3 year Related Post Secondary Program	Licensed as Instructor in Area	RECENT RELEVANT OCCUPATIONAL EXP: 1 1/2 yrs/3000 hours ROX	2 yrs/4000 hours ROX	2 yrs/4000 hours ROX w/1000 hours in retail experience or spec. area	2 yrs/4000 hours ROX w/2000 hours in retailing midmanagement.	3 yrs/6000 hours ROX	SPECIAL COURSES OR REQUIREMENTS: Sec. Voc. Teacher Education Sequence	Org/Adm Vocational Education	Coordination Techniques	Philosophy of Vocational Education	Course in DE Methods and Course in DE Curriculum	24 Technical Area Credits (1)	DE Student Teaching or one year Previous Teaching Experience	Supervised Teaching Internship During First Year of Teaching	Workshop or Course on Model Store In First Two Years.	3 Add. Quarter Credits in Co-op Ed.	PRIOR TO FIRST RENEWAL: Human Relations	PRIOR TO 5 YEAR LICENSE: Philosophy of Vocational Education	OPTION FOR PROVISIONAL: Sec. Provisional 5 NCAR §1.0789 B.	(2) DE Emergency Provisional
COMMUNITY SERVICE OCCUPATION EDUCATION	A	X							X					X										X		S	
	B		X						X					X										X				
Instructor	C						X		X					X										X				
	D												X	X										X				
Instructor-Coordinator	A							X	X							X	X						X	X		S	
DISTRIBUTIVE EDUC. Instructor	A		X								X				X			X	X	X				X			S	
Instructor-Coordinator	A		X								X				X	X	X	X	X	X				X			S	
Model Store Instructor	A		X								X				X			X	X	X			X	X			S	
	B											X			X			X	X		X	X		X			S	
HEALTH OCCUPATIONS EDUCATION	A			X					X					X										X		S	
	B				X				X					X										X				
Instructor	C						X						X	X										X				
	D					X				X				X										X		S		
Instructor-Coordinator	A			X				X	X					X		X	X						X	X		S	
	B				X			X	X					X		X	X						X	X			
	C						X	X					X	X		X	X						X	X			
	D					X		X		X				X		X	X						X	X		S	

S: Designates the requirements or schedule of requirements for applicants seeking a provisional license.

VE: Vocational Education.

ROX: Recent, relevant occupational experience. Unless otherwise indicated, ROX means paid experience outside of education or teaching and includes at least 500 hours within the prior five years.

Deg: Degree. Unless otherwise indicated, "Degree" means a four-year baccalaureate degree from an accredited college or university.

Education Degree: Baccalaureate or higher degree in a recognized educational field including at least 27 quarter credits in education with six quarter credits of student teaching.

ELABORATION ON SPECIAL COURSES OR REQUIREMENTS

1. Twenty-four quarter credits in technical areas, with a minimum of two credits or 24 clock hours in each area: selling, management, advertising and sales promotion, visual merchandising, retailing, marketing, principles of economics, and principles of accounting. In specialized programs, relevant technical areas may be substituted. Excess ROX may be substituted for relevant technical areas at the rate of three quarter credits for one year of experience.

2. When no fully licensed instructor is available, 1/3 technical, 1/3 ROX, and 1/3 professional requirements may be completed on a two year contract with the exclusion of coordination techniques for the instructor-coordinator.

   For option "B" of the Model Store Instructor, 1/3 technical and 1/3 professional requirements may be completed on a two year contract.

SECONDARY LICENSURE CHART

		RELEVANT EDUCATION					RECENT RELEVANT OCCUPATIONAL EXP							SPECIAL COURSES OR REQUIREMENTS							PRIOR TO FIRST RENEWAL			PRIOR TO 5 YEAR LICENSE				OPTION FOR PROVISIONAL				
	OPTIONS	Home Economics Ed Deg. Seq. 1. (1)	Home Economics Ed Deg. Seq. 2. (2)	Home Economics Ed Deg. Seq. 3. (3)	Related Food/Nutrition Non-Education Degree (4)		Industrial Ed/Industrial Arts Deg.	Related 2 year Post Sec. Program		1 1/2 yrs/3000 hours ROX	3 yrs/6000 hours ROX			Sec. Voc. Teacher Education Sequence	Coordination Techniques	Recommendation (5)	Additional 3 Quarter Credits in Cooperative Education.	Philosophy of Vocational Education			Human Relations			Philosophy of Vocational Education				Secondary Provisional 5 MCAR §1.0789 B.	Family Life Instructor Prov. (6)	Nutrition Specialist Prov. (7)	Consumer Homemaking Prov. (8)	
HOME ECONOMICS-Inst. in Consumer Homemkg.	A	X														X					X			X						S	
Family Life Inst.	A		X													X					X			X					S		
Nutrition Specialist	A			X												X					X			X						S	
	B				X									X		X					X			X						S	
INDUSTRIAL EDUCATION Instructor of Career Cluster Components Examples: Welding, Auto Tune-Up, Broadcasting	A						X			X				X							X			X					S		
	B							X		X				X							X			X							
	C										X			X							X			X							
Instructor-Coordinator Cooperative Programs	A						X				X				X		X	X			X								S		

S: Designates the requirements or schedule of requirements for applicants seeking a provisional license.

VE: Vocational Education.

ROX: Recent, relevant occupational experience. Unless otherwise indicated, ROX means paid experience outside of education or teaching and includes at least 500 hours within the prior five years.

Deg: Degree. Unless otherwise indicated, "Degree" means a four-year baccalaureate degree from an accredited college or university.

Education Degree: Baccalaureate or higher degree in a recognized educational field including at least 27 quarter credits in education with six quarter credits of student teaching.

ELABORATION ON SPECIAL COURSES OR REQUIREMENTS

1. Included in or added to the degree shall be a minimum of six quarter credits of college approved courses with consumer emphasis in each of the following areas: (1) child development including field experience, (2) clothing and textiles, (3) consumer education, (4) family life education and parenting, (5) foods and nutrition, and (6) housing.

2. Degree inclusive of 27 quarter credits in college approved family life courses including a minimum of three quarter credits in each of the following areas: (1) family structure and function, (2) parent education, (3) relationships within the family and relationships of the family and its members to society, (4) development of human sexuality, and (5) curriculum methods and materials for family life education.

3. Included in or added to the degree shall be: (1) upper division college course in nutrition within the last five years, (2) methods and materials in teaching nutrition, pre-kindergarten through adult, (3) basic nutrition, (4) socio-cultural aspects of nutrition, and (5) physiology.

4. This requirement includes the courses listed in number three above.

5. Recommendation from an approved home economics program designee required when five years pass between the degree and the licensing, or between the expiration of the license and the renewal.

6. Provisional license for Family Life granted with a minimum of 18 quarter credits, with the balance of the 27 credits completed within two years.

7. When no nutrition specialist is available, a provisional will be issued to consumer homemaking instructors wishing licensure. The courses required for this area shall be completed prior to relicensure in two years.

8. Provisional granted to a person with a vocational home economics education degree in Service occupations, including a minimum of 2/3 of the required consumer homemaking credits, with a minimum of three quarter credits in each of the six components prior to initial licensure. The remaining third of the credits shall be completed prior to relicensure in two years.

SECONDARY LICENSURE CHART	OPTIONS	RELEVANT EDUCATION: Approved Vocational Ed Degree (1)	Related Vocational Ed Degree	Relevant Education Degree	Related Non-Education Degree	Related 2 year Post Sec. Program	Licensed as Instructor in Area	Comprehensive Program Options (2)	Single Content Program Options (3)	RECENT RELEVANT OCCUPATIONAL EXP: 3/4 yr/1500 hours ROX (4)	1 yr/2000 hours ROX	1 1/2 yrs/3000 hours ROX	2 yrs/4000 hours ROX	3 yrs/6000 hours ROX	SPECIAL COURSES OR REQUIREMENTS: Sec. Teacher Education Sequence	Coordination Techniques	Philosophy of Vocational Education	Add. 3 Quarter credits in Co-op Ed.	Qualifying Workshop in Occupation	College Approved 24 Quarter Credit (5) Component	PRIOR TO FIRST RENEWAL: Human Relations	PRIOR TO 5 YEAR LICENSURE: Philosophy of Vocational Education	OPTION FOR PROVISIONAL: Secondary Provisional 5 MCAR §1.0789 B.
OTHER VOCATIONAL CLUSTERS Instructor	A			X								X			X						X		S
	B				X							X			X						X		
	C					X							X		X						X		
	D													X	X						X		
Instructor-Coordinator	A			X			X							X	X	X	X	X			X		S
	B				X		X							X	X	X	X	X			X		
SERVICE OCCUPATIONS Instructor (Child-careguidance and education, Fashion-apparel-textile, Food, Grooming services, Housing, Tourism)	A	X								X											X		S
	B													X	X				X		X		
	C			X						X					X					X	X		S
	D		X							X					X					X	X		S
	E				X					X					X				X		X		
Instructor-Coordinator in Service Occupations	A	X						X	X		X					X	X	X			X		S
	B			X				X	X		X				X	X	X	X		X	X		S
	C		X					X	X		X				X	X	X	X		X	X		S
	D				X			X	X		X				X	X	X	X	X		X		

S: Designates the requirements or schedule of requirements for applicants seeking a provisional license.

VE: Vocational Education.

ROX: Recent, relevant occupational experience. Unless otherwise indicated, ROX means paid experience outside of education or teaching and includes at least 500 hours within the prior five years.

Deg: Degree. Unless otherwise indicated, "Degree" means a four-year baccalaureate degree from an accredited college or university.

Education Degree: Baccalaureate or higher degree in a recognized educational field including at least 27 quarter credits in education with six quarter credits of student teaching.

ELABORATION ON SPECIAL COURSES OR REQUIREMENTS

1. Approved VE degree in hospitality and recreation or personal service occupations or vocational home economics degree in wage-earning service occupations.

2. Comprehensive program options require licensure as an instructor under the Service Occupations options A, C, D, or E. The 2000 hours ROX requirement must be earned in a minimum of two different areas, with 1500 hours in area of instructor licensure, and the remainder in one or more additional service occupation areas.

3. Single content area program options require licensure as an instructor under options A, C, D, or E of the Service Occupations requirements.

4. State-approved supervised non-paid work experience of up to 250 hours may be applied toward 500 hours required within the last five years.

5. Maximum of four annual renewals allowed to complete technical component. Six quarter credits are required prior to initial licensure. The minimum rate of progression is six quarter credits per year.

POST-SECONDARY LICENSURE CHART.	OPTIONS	RELEVANT EDUCATION: Related Education Degree	RELEVANT EDUCATION: Related Non-Education Degree	RELEVANT EDUCATION: Business Education Degree	RELEVANT EDUCATION: Post Secondary License-Secretary With Shorthand/Secretary Without	RELEVANT EDUCATION: License: PS Business & Office Area	RELEVANT EDUCATION: 2 years PS Education	RECENT RELEVANT OCCUPATIONAL EXP: 2 yrs/4000 hours ROX	RECENT RELEVANT OCCUPATIONAL EXP: 2 yrs/4000 hours ROX w/2000 hours in specialty	RECENT RELEVANT OCCUPATIONAL EXP: 3 yrs/6000 hours ROX	RECENT RELEVANT OCCUPATIONAL EXP: Internship Program Limitation (1)	RECENT RELEVANT OCCUPATIONAL EXP: 500 Hour Recency Clause not Applicable as Endorsement	SPECIAL COURSES OR REQUIREMENTS: PS Teacher Education Sequence	SPECIAL COURSES OR REQUIREMENTS: Office Management Workshop (2)	SPECIAL COURSES OR REQUIREMENTS: Model Office Materials-Methods	SPECIAL COURSES OR REQUIREMENTS: One Quarter Model Office Internship Or One Year Business Ed Teaching	SPECIAL COURSES OR REQUIREMENTS: Shorthand/Typing License Option (3)	SPECIAL COURSES OR REQUIREMENTS: Word Processing Workshops (4)	SPECIAL COURSES OR REQUIREMENTS: Verification of Typing Competency And Related Methods Course	PRIOR TO FIRST RENEWAL: Philosophy of Vocational Education	PRIOR TO FIRST RENEWAL: Coordination Techniques	PRIOR TO 5 YEAR LICENSE: Human Relations	PRIOR TO 5 YEAR LICENSE: Philosophy of Vocational Education
AGRICULTURE EDUCATION	A	X						X					X									X	X
Instructor: Ag Business, Natural Resources, Environmental Protection	B		X					X					X									X	X
	C						X			X			X									X	X
BUSINESS AND OFFICE EDUCATION	A			X				X			X		X				X					X	X
Instructor: Secretarial/Clerical Occupations	B		X					X			X		X				X					X	X
	C									X	X		X				X					X	X
Instructor: Specialized Secretarial/ Clerical Occupations	A			X					X		X		X				X					X	X
	B		X						X		X		X				X					X	X
	C									X	X		X				X					X	X
Instructor: Specialized as Identified (including but not limited to Banking, Accounting, Data Proc., Practical Business Management)	A	X						X			X		X									X	X
	B		X					X			X		X									X	X
	C									X	X		X									X	X
Model Office Instructor-Manager	A				X			X			X	X	X	X	X	X			X	X		X	
Word Processing Specialist	A				X			X			X	X						X		X		X	
Related Instructor Communications & Math	A	X						X			X		X									X	X
Internship Instructor	A					X		X			X	X	X							X	X	X	

VE: Vocational Education.

ROX: Recent, relevant occupational experience. Unless otherwise indicated, ROX means paid experience outside of education or teaching and includes at least 500 hours within the prior five years.

Deg: Degree. Unless otherwise indicated, "Degree" means a four-year baccalaureate degree from an accredited college or university.

Education Degree: Baccalaureate or higher degree in a recongized educational field including at least 27 quarter credits in education with six quarter credits of student teaching.

ELABORATION ON SPECIAL COURSES OR REQUIREMENTS

1. Only one-half of the required hours for licensure may be taken through an approved internship program.

2. Office management workshop of three quarter credits or 36 clock hours, or a variety of office management experience (§1.0780 V.) equal to at least one-half of the required ROX.

3. Shorthand and/or typing licensure requires verification of competency plus related methods course.

4. Word processing workshops of six quarter credits or 72 clock hours or equivalent industrial experience, covering both an orientation to word processing and the supervisor's role in a word processing center.

POST-SECONDARY LICENSURE CHART	OPTIONS	RELEVANT EDUCATION: Related Degree	Appropriate Education Degree	Appropriate Non-Education Degree	Health-Related PS Program	2 Years PS Education	Licensure/Registration by Appropriate Board	Practicing License/Registration (1)	Instructor License in Area (2)	RECENT RELEVANT OCCUPATIONAL EXP: 2 yrs/4000 hours ROX	2 1/4 yrs/4500 hours ROX	3 yrs/6000 hours ROX	3 yrs/6000 hours ROX w/2000 within prior 5 yrs.	2 yrs Teaching Experience	4 yrs/8000 hours ROX	Special Recency Requirement (3)	Related Hours Requirement (4)	SPECIAL COURSES OR REQUIREMENTS: PS Teacher Education Sequence	Distributive Education Methods	Distributive Education Curriculum	One additional VE Course	Renewals/Minimal Progress (5)	Technical Courses (6)	Coordination Techniques	Curriculum Course	PRIOR TO FIRST RENEWAL: Human Relations	PRIOR TO 5 YEAR LICENSE: Philosophy of Vocational Education
DISTRIBUTIVE EDUCATION Instructor/Instructor Coordinator	A	X								X						X	X		X	X	X	X	X	X			X		X
	B											X				X	X		X	X	X	X	X	X			X		X
HEALTH EDUCATION Instructor	A						X		X			X				X		X									X		X
Instructor-Coordinator	A	X					X		X			X				X		X						X			X		X
	B				X		X		X			X				X		X						X			X		X
SERVICE, HOSPITALITY, AND HOME ECONOMICS EDUCATION Instructor Occupational	A		X					X		X								X								X		X
	B			X				X		X								X								X		X
	C							X				X						X								X		X
Instructor-Coordinator Occupational	A							X	X					X											X	X		X
Instructor Comsumer Homemaking	A		X																							X		X
	B			X														X								X		X
INDUSTRIAL EDUCATION Instructor	A													X				X								X		X
	B					X					X							X								X		X
TECHNICAL EDUCATION Instructor	A					X							X					X								X		X

VE: Vocational Education.

ROX: Recent, relevant occupational experience. Unless otherwise indicated, ROX means paid experience outside of education or teaching and includes at least 500 hours within the prior five years.

Deg: Degree. Unless otherwise indicated, "Degree" means a four-year baccalaureate degree from an accredited college or university.

Education Degree: Baccalaureate or higher degree in a recognized educational field including at least 27 quarter credits in education with six quarter credits of student teaching.

ELABORATION ON SPECIAL COURSES OR REQUIREMENTS

1. Licensure, registration, or program certificate is required to teach in program areas where such is required to practice in the field.

2. Areas such as First Aid Instructor, or Cardio-Pulmonary Resuscitation (CPR) Instructor and vocational license for Instructor Coordinator.

3. In the general program: 1000 hours within the prior five years. In the specialized program: 1000 specialized hours within the prior five years.

4. In the general program: 1000 hours of retail experience. In the specialized program: 3000 hours in the specialized area.

5. The total six courses in this teacher education sequence shall be accomplished within a maximum period of three annual renewals, with a minimum progress of two courses annually.

6. Twenty-one quarter credits in technical areas, with a minimum of 24 clock hours or two quarter credits in each of the following: selling, management, advertising, visual merchandising, retailing, marketing, and economics. In the specialized program, relevant technical areas may be substituted. Excess ROX may be substituted for relevant technical area courses at the rate of one year for three quarter credits.

FULL-TIME ADULT LICENSURE CHART	OPTIONS	RELEVANT EDUCATION: Ag Ed Deg from Land Grant-College	RELEVANT EDUCATION: BS in Technical Ag (1)	RELEVANT EDUCATION: Related Education Degree	RELEVANT EDUCATION: Related Non-Education Degree (2)	RELEVANT EDUCATION: 2 years Related PS Education	RELEVANT EDUCATION: Bus Ed or Dist Ed Degree	RELEVANT EDUCATION: Voc Ed Degree in Home Ec Ed (3)	RELEVANT EDUCATION: Deg Options & Family Life Core (4)	RELEVANT EDUCATION: Ed Degree & Family Life Core (5)	RECENT RELEVANT OCCUPATIONAL EXP: 1 yr/2000 hours ROX	RECENT RELEVANT OCCUPATIONAL EXP: 2 yrs/4000 hours ROX	RECENT RELEVANT OCCUPATIONAL EXP: 3 yrs/6000 hours ROX	RECENT RELEVANT OCCUPATIONAL EXP: 3 yrs/6000 hours ROX-Dist Ed (6)	SPECIAL COURSES OR REQUIREMENTS: Small Business Management Workshop in First yr of Teaching	SPECIAL COURSES OR REQUIREMENTS: Vocational Teaching Methods	SPECIAL COURSES OR REQUIREMENTS: Approved VE Course	SPECIAL COURSES OR REQUIREMENTS: Technical Preparation (7)	SPECIAL COURSES OR REQUIREMENTS: 3 Credits in Adult Methods	SPECIAL COURSES OR REQUIREMENTS: PS Teacher Education Sequence	SPECIAL COURSES OR REQUIREMENTS: Schedule for DE Prof. Sequence (8)	PRIOR TO FIRST RENEWAL: Human Relations	PRIOR TO 5 YEAR LICENSURE: Philosophy of Vocational Education
AGRICULTURE EDUCATION Instructor	A	X									X												X	X
Ag Ed Emergency Provisional License	A		X									X											X	X
Ag Ed Veteran's Instructor	A	X									X												X	X
Ag Ed Veteran's Provisional	A		X									X											X	X
Ag Ed Specialty Instructor	A			X								X								X			X	X
	B				X							X								X			X	X
	C					X							X							X			X	X
DISTRIBUTIVE EDUCATION Adult Small Business Management Instructor	A						X							X		X							X	X
	B				X									X		X	X	X			X		X	X
	C					X								X		X	X	X			X		X	X
	D													X		X	X	X	X		X		X	X
HOME ECONOMICS EDUCATION Instructor Parent Education	A							X												X			X	X
	B								X											X	X		X	X
	C									X										X	X		X	X

* Family Life Core: (1) family structure and function, (2) parent education, (3) relationships within the family and relationships of the family and its members to society, (4) child development, and (5) curriculum, methods, and materials for family life education.

Provisional license for Parent Education Instructor under option C granted with a minimum of 18 quarter credits, with the balance of the 27 credits completed within two years.

VE: Vocational Education.

ROX: Recent, relevant occupational experience. Unless otherwise indicated, ROX means paid experience outside of education or teaching and includes at least 500 hours within the prior five years.

Deg: Degree. Unless otherwise indicated, "Degree" means a four-year baccalaureate degree from an accredited college or university.

Education Degree: Baccalaureate or higher degree in a recognized educational field including at least 27 quarter credits in education with six quarter credits of student teaching.

ELABORATION ON SPECIAL COURSES OR REQUIREMENTS

1. Maximum of five years to complete requirements for an agriculture education degree, at a minimum of six quarter credits per year on a prearranged program. The applicant shall have completed or be enrolled in courses worth six quarter credits at the time of licensure.

2. In distributive education, this would be a degree in an area such as business administration, economics, or accounting.

3. Vocational education degree in home economics education, inclusive of three quarter credits in each of the five areas in the family life core. *

4. A degree in early childhood education, family life, child development, or general home economics, inclusive of three quarter credits in each of the five areas in the family life core. *

5. Education degree plus 27 quarter hours in the family life core, with at least three quarter credits in each of the five areas. *

6. In distributive education, 6000 hours ROX must be in retailing, servicing, and/or manufacturing at the management level as owner, owner-manager, or manager, including 2000 hours within the prior five years.

7. Technical preparation includes: 48 clock hours in accounting, plus 24 clock hours in each of four areas chosen from: (1) business law, (2) consumerism, (3) credit and collections, (4) government regulations, (5) income tax, (6) inventory control, and (7) marketing. For fulfilling these requirements, excess management ROX may be substituted for relevant technical areas at the rate of one year for 24 clock hours.

8. The required schedule: completion of or pre-arrangement for workshop curriculum in small business management prior to initial licensure; human relations and one additional vocational education course during initial two year licensure; and one additional course per annual renewal.

SPECIAL NEEDS LICENSURE CHART

		RELEVANT EDUCATION							RECENT RELEVANT OCCUPATIONAL EXP				SPECIAL COURSES OR REQUIREMENTS												PRIOR TO FIRST RENEWAL	
	OPTIONS	Education Degree	Vocational Education Degree	Special Education Degree	Counseling Degree	Psychology Degree	Vocational Rehabilitation Degree				1 yr/2000 hours ROX	500 Hour Recency Clause Not Applicable		Support Service Course Sequence (1)	The Exceptional Child Teaching Students With Learning Problems	18 Hour Internship (2)	Techniques of Guidance and Counseling	Occupational Analysis	Vocational Tests and Measurement	Work Evaluation	Vocational Evaluator Course Sequence (3)	Philosophy of Vocational Education		Special Needs Provisional 5 MCAR §1.0792B.		Human Relations	6 Hours Special Needs Inservice (4)
SUPPORT SERVICE MANAGERS	A	X									X	X		X	X	X	X						X		S		X	X
	B		X								X	X		X	X	X	X						X		S		X	X
	C			X							X	X		X	X	X	X						X		S		X	X
	D				X						X	X		X	X	X	X						X		S		X	X
	E					X					X	X		X	X	X	X						X		S		X	X
	F						X				X	X		X	X	X	X						X		S		X	X
VOCATIONAL EVALUATOR	A	X									X	X						X	X	X	X		X		S		X	X
	B		X								X	X						X	X	X	X		X		S		X	X
	C			X							X	X						X	X	X	X		X		S		X	X
	D				X						X	X						X	X	X	X		X		S		X	X
	E					X					X	X						X	X	X	X		X		S		X	X
	F						X				X	X						X	X	X	X		X		S		X	X
	G	X									X	X										X	X		S		X	X
	H		X								X	X										X	X		S		X	X
	I			X							X	X										X	X		S		X	X
	J				X						X	X										X	X		S		X	X
	K					X					X	X										X	X		S		X	X
	L						X				X	X										X	X		S		X	X

S: Designates the requirements or schedule of requirements for applicants seeking a provisional license.

ROX: Recent, relevant occupational experience. Unless otherwise indicated, ROX means paid experience outside of education or teaching and includes at least 500 hours within the prior five years.

Deg: Degree. Unless otherwise indicated, "Degree" means a four-year baccalaureate degree from an accredited college or university.

Education Degree: Baccalaureate or higher degree in a recognized educational field including at least 27 quarter credits in education with six quarter credits of student teaching.

ELABORATION ON SPECIAL COURSES OR REQUIREMENTS

1. In addition to the general requirements, complete 12 quarter credits chosen from the following courses: Community Resources Including Corrections, Techniques of Counseling and Guidance, Chemical Dependency, Interpersonal Relations, Curriculum Development and Modification for Special Needs, Education of the Disadvantaged, and Special Learning Problems in Vocational Education.

   To be eligible for the provisional license, applicants shall have completed all general course requirements, plus two-thirds of the credits required by the above sequence.

2. Internship consists of: 6 hours classroom observation
   6 hours student assessment
   6 hours curriculum modification

3. Complete a total of 180 clock hours of course content through workshops covering all of the following areas: The Exceptional Child, Techniques of Guidance and Counseling, Work Evaluation, Occupational Analysis, Vocational Tests and Measurement, Curriculum Development and Modification for Special Needs.

   To be eligible for the provisional license, applicants shall complete all general course requirements, plus two-thirds of the clock hours required by the above sequence.

4. As approved by the local education agency.

SPECIAL NEEDS LICENSURE CHART

		RELEVANT EDUCATION					RECENT RELEVANT OCCUPATIONAL EXP									SPECIAL COURSES OR REQUIREMENTS											PRIOR TO FIRST RENEWAL			
	OPTIONS	Education Degree	Vocational Education Degree	Special Education Licensure (1)	Counseling Degree	Degree With 12 or More Math Credits	1/2 yr/1000 hours ROX	1 yr/2000 hours ROX	1000 Hours Experience Teaching Students With Reading Problems	1000 Hours Experience Teaching Students With Math Problems	1000 Hours Teaching Students With Limited English Speaking Ability	500 Hour Recency Clause Not Applicable		Philosophy of Vocational Education	Coordination Techniques	Work-Experience Program Sequence (2)	18 Hour Internship (3)	Course in Teaching Students With Reading Problems	Course in Teaching Students With Math Problems	Course in Teaching Students With Limited English Speaking Ability	40 Hr. Internship Under Licensed Advisor	Bilingual/Bicultural in English/ Relevant Other Language	Vocational Advisor Course Seq. (4)		Special Needs Provisional 5 MCAR §1.0792B.	Human Relations	Philosophy of Vocational Education	6 Hours Special Needs Inservice (5)
INSTRUCTOR-COORDINATOR WORK EXPERIENCE PROGRAMS	A	X						X						X	X	X	X								S	X		X
	B		X					X						X	X	X	X								S	X		X
	C			X				X						X	X	X	X								S	X		X
	D				X			X						X	X	X	X								S	X		X
POST SECONDARY REMEDIAL RELATED MATH INSTRUCTOR	A	X					X			X		X														X	X	X
	B	X					X					X							X							X	X	X
	C					X	X			X		X														X	X	X
	D					X	X					X							X							X	X	X
POST SECONDARY REMEDIAL RELATED READING INSTRUCTOR	A	X					X		X			X														X	X	X
	B	X					X					X						X								X	X	X
BILINGUAL-BICULTURAL REMEDIAL RELATED READING INSTRUCTOR	A	X					X				X	X										X				X	X	X
REMEDIAL RELATED MATH INSTRUCTOR -POST-SECONDARY	B	X					X					X								X		X				X	X	X
POST-SECONDARY VOCATIONAL ADVISORS	A							X				X		X							X		X			X		X

S: Designates the requirements or schedule of requirements for applicants seeking a provisional license.

ROX: Recent, relevant occupational experience. Unless otherwise indicated, ROX means paid experience outside of education or teaching and includes at least 500 hours within the prior five years.

Deg: Degree. Unless otherwise indicated, "Degree" means a four-year baccalaureate degree from an accredited college or university.

Education Degree: Baccalaureate or higher degree in a recognized educational field including at least 27 quarter credits in education with six quarter credits of student teaching.

ELABORATION ON SPECIAL COURSES OR REQUIREMENTS

1. Required for Work Experience Handicapped. (EDU 122-B-4-d)

2. In addition to the general requirements, complete 18 quarter credits chosen from the following courses: The Exceptional Child, Teaching Students With Learning Problems, Community Resources Including Corrections, Techniques of Guidance and Counseling, Chemical Dependency, Interpersonal Relations, Curriculum Development and Modification for Special Needs, Education of Disadvantaged, and Special Learning Problems in Vocational Education.

   To be eligible for the provisional license, applicants shall have completed all general course requirements, plus two-thirds of the credits required by the above sequence.

3. Internship consists of: 6 hours classroom observation
   6 hours curriculum modification
   6 hours on-job training observation

4. Complete nine quarter credits chosen from the following courses: Counseling the Culturally Disadvantaged, Interpreting Personal Assessment Results, Understanding Human Behavior, and Career Development.

5. As approved by the local education agency.

SPECIAL NEEDS LICENSURE CHART

		RELEVANT EDUCATION								RECENT RELEVANT OCCUPATIONAL EXP				SPECIAL COURSES OR REQUIREMENTS							PRIOR TO FIRST RENEWAL		
	OPTIONS	Education Degree	Vocational Education Degree	Special Education Degree	Counseling Degree	Vocational Rehabilitation Degree	ESL-Related Degree (1)	National Registration		1/2 yr/1000 hours ROX	1 yr/2000 hours ROX	500 Hour Recency Clause Not Applicable	1000 Hours Teaching English to Students With Limited English Speaking Ability	Philosophy of Vocational Education	Second Language Teaching Methods Course	Recommended by Local Director	National Interpreter Training Consortium or Equivalent				Human Relations	Philosophy of Vocational Education	6 Clock Hours Special Needs Inservice (2)
SUPPLEMENTAL SUPPORT STAFF/TECHNICAL TUTOR	A															X					X	X	X
INTERPRETER FOR THE DEAF	A							X		X		X									X	X	X
	B									X		X					X				X	X	X
OCCUPATIONAL ENGLISH AS A SECOND LANGUAGE INSTRUCTOR	A						X			X		X	X								X	X	X
	B						X			X		X			X						X	X	X
	C	X								X		X	X								X	X	X
	D	X								X		X			X						X	X	X

ROX: Recent, relevant occupational experience. Unless otherwise indicated, ROX means paid experience outside of education or teaching and includes at least 500 hours within the prior five years.

Deg: Degree. Unless otherwise indicated, "Degree" means a four-year baccalaureate degree from an accredited college or university.

Education Degree: Baccalaureate or higher degree in a recognized educational field including at least 27 quarter credits in education with six quarter credits of student teaching.

ELABORATION ON SPECIAL COURSES OR REQUIREMENTS

1. English as a Second Language related degree in Linguistics, Foreign Language, or English.

2. As approved by the local education agency.

~~§1.0074--Procedure--licensure-of-staff.~~

~~A. Licensed-personnel-shall-meet-the-licensure-requirements-of-the-state plan-for-vocational-technical-education.~~

~~1. Licenses-become-valid-on-the-date-of-approval-by-the-state-board for-vocational-education.--For-a-local-education-agency-to-be-eligible-for aid,-staff-shall-be-vocationally-licensed-prior-to-payment-for-services-rendered. All-licenses-shall-bear-the-date-of-issue-and-shall-expire-the-specified-number of-years-from-July-1-nearest-such-date.~~

~~2. For-those-persons-meeting-stated-requirements-in-both-education-and occupational-experience,-an-initial-entry-license-shall-be-issued-for-a-period of-two-years.--Maximum-subsequent-licensure-shall-be-for-five-years.~~

~~3. A-permit-or-license-may-be-issued-according-to-the-vocational-teacher education-sequence-to-individuals-not-holding-a-vocational-education-degree when-state-plan-requirements-have-been-met.~~

~~4. To-be-considered,-complaints-or-requests-for-corrections-on-licenses shall-be-made-to-the-commissioner-of-education-within-ninety-days-of-issuance.~~

~~B. Renewal-of-license.~~

~~1. Renewal-applications-shall-not-be-accepted-prior-to-January-1-of the-year-of-expiration,-with-the-renewal-period-commencing-on-the-expiration date.~~

~~2. Renewal-of-the-two-year-license,-the-one-year-permit-or-renewal,-and the-three-year-adult-supplementary-license-shall-be-in-accordance-with-the State-Plan-for-Vocational-Technical-Education-and-shall-be-submitted-to-the commissioner-of-education-for-approval.--Renewal-of-licenses-issued-for-a maximum-of-five-years-shall-require-upgrading-activities-as-set-forth-in-the state-plan-for-vocational-technical-education-with-the-content-pre-approved-by the-local-vocational-license-committee-and-subsequently-approved-by-the-commissioner-of-education.--If-the-content-is-disapproved,-approval-may-be-sought from-the-commissioner-of-education.~~

~~3. Individuals-on-the-teacher-education-sequence-as-set-forth-in-the state-plan-may-request-renewals-of-one-year-until-total-qualifications-are achieved,-at-which-time-a-regular-five-year-license-may-be-approved.~~

~~4. Reactivation-of-lapsed-licenses-(expired-two-or-more-fiscal-years) requires-satisfaction-of-appropriate-current-state-plan-for-vocational-technical education-requirements.--Vocational-teacher-education-sequence-requirements stated-in-terms-of-clock-hours-may-also-be-met-with-equivalent-college-courses with-twelve-clock-hours-equal-to-one-quarter-credit.~~

~~5. Vocational-staff-shall-be-subject-to-the-continuing-education-structure as-outlined-in-the-Minnesota-State-Plan-for-Vocational-Technical-Education. Such-licensure,-except-for-authorized-local-administrators-as-defined-in §1.0070-B.,-shall-be-recommended-by-the-local-vocational-relicensure-committee. Vocational-staff-employed-in-school-districts-or-state-board-approved-vocational or-cooperative-centers-currently-employing-a-combination-of-individuals-with standard-and-vocational-licenses-shall-select-one-of-the-options-listed-below.~~

The selection of alternatives shall be made by a vote of these staff members currently using vocational licensure, and such election shall originally be supervised by the chairperson of the local continuing education committee established under Minnesota Statute 125.187, subd. 4.

a. Vocational staff may select the existing local relicensure committee, except that five vocationally licensed vocational staff members currently practicing full time on a valid vocational license, as elected in secret ballot by the district or state board approved vocational or cooperative center vocationally licensed staff, shall be the teaching faculty members of the committee whenever issues of vocational licensure arise.

b. A separate local vocational relicensure committee may be formed by the election of five vocationally licensed staff currently practicing full time on a valid vocational license.--The committee will be elected by the staff who are currently using vocational licensure in the district or state approved vocational or cooperative center.--The committee shall also have one representative from administration and one from the residents of the district or center.--The administrator is to be elected by the licensed administrators of the district or center.--The resident shall be designated by the local school board, but may not be an employee of the district or center.--School board members are not considered to be employees of the district.--This option shall be limited to those school districts or state board approved vocational or cooperative centers utilizing twenty five (25) or more vocational licensees.

c. Vocational staff in two or more districts or state board approved vocational or cooperative centers situated in close proximity may operate under the provisions of either option (a) or (b) with regard to the composition of the local vocational committee and method of identification of committee members.

In the event that a local relicensure committee cannot be established before July 1, 1978, relicensure may be recommended by the local vocational administrator until December 31, 1978.

d. Vocational teachers may be subject to the local continuing education/relicensure committee as currently established, when such teachers teach in a district which employs less than five vocational teachers or which is geographically isolated so it cannot feasibly cooperate with another district.

C. A limited permit for a maximum of 30 days may be approved through the commissioner of education in order to meet an emergency need for a short-term instructor/substitute.--An emergency need is defined as:

1. A medical emergency of an instructor, or

2. Hiring on such short notice that it is impossible to gather and submit credentials for approval of licensing prior to the starting date.

D. Individuals may petition the commissioner of education for an examination as approved in the state plan.--In such cases the commissioner of education shall appoint an examining committee.--The committee shall include at least three members who are recognized as representative of and knowledgeable about the position and/or occupation for which the license is to be issued.--In the case of local personnel, one member must be a vocational educator and one person in a position of similar employment as that of the applicant.--A fourth member shall be a lay member, if available.--In addition to an interview, the committee may

require a written examination or a performance examination or both and shall submit its recommendation in writing to the commissioner of education.

E. No unsuccessful candidates for licensure or relicensure by the committee review route shall be allowed to be reexamined until one year has elapsed since previous examination. A candidate questioning an adverse recommendation from a committee shall have a maximum of 30 days from the date of notice to submit a written review of the areas over which there is disagreement with the committee's recommendation to the commissioner of education which shall be reviewed by the state board for vocational education.

F. When emerging occupations or innovative experimental or exemplary programs create new instructional positions which are not governed by the licensing criteria in the state plan for vocational technical education, the commissioner of education may recommend the issuance of a license for the instructional staff of that program.

STATE BOARD FOR VOCATIONAL EDUCATION
DEPARTMENT OF EDUCATION

In the Matter of the Proposed
Adoption of Rules of the State
Board of Education (State
Board for Vocational Education)
Governing Licensure of
Vocational Education
Personnel and the Repeal
of Rule 5 MCAR §1.0074

NOTICE OF HEARING

NOTICE is hereby given that a public hearing will be held in the above-entitled matter in the State Office Building, Auditorium Room 83, Wabasha Street (between Aurora and Fuller), St. Paul, Minnesota 55155, on Friday, October 26 and Saturday, October 27, 1979, commencing at 9:00 A.M. and continuing until all interested or affected persons have had an opportunity to participate.

All representatives of associations or other interested groups and all interested or affected persons will have an opportunity to be heard concerning the adoption of the proposed rules captioned above by submitting either oral or written data, statements or arguments. Statements or briefs may be submitted by mail without personally appearing at the hearing to, Mr. Peter C. Erickson, Office of Hearing Examiners, at Room 300, 1745 University Avenue, St. Paul, Minnesota 55104, telephone (612) 296-8118. For those wishing to submit written statements or exhibits, it is requested that at least three (3) copies be furnished. In addition, it is suggested to save time and avoid duplication, that those persons, organizations or associations having a common viewpoint or interest in these proceedings join together where possible and present a single statement on behalf of such interests. All such statements will be entered into and become part of the record. The conduct of the hearing will be governed by the rules of the Office of Hearing Examiners.

Notice is hereby given that 25 days prior to the hearing a statement of need and reasonableness will be available for review at the agency and at the Office of Hearing Examiners. This statement of need and reasonableness will include a summary of all of the evidence which will be presented by the agency at the hearing, justifying both the need for and the reasonableness of the proposed rule/rules. Copies of the statement of need and reasonableness may be obtained from the Office of Hearing Examiners at a minimal charge.

After the public hearing, written material may be submitted to the Hearing Examiner and recorded in the hearing record for five working days, or for a longer period not to exceed 20 calendar days if so ordered by the hearing examiner.

NOTICE: Any person may request notification of the date on which the hearing examiner's report will be available, after which date the agency may not take any final action on the rules for a period of five working days. Any person may request notification of the date on which the hearing record has been submitted (or resubmitted) to the Attorney General by the agency. If you desire to be so notified, you may so indicate at the hearing. After the hearing you may request notification by sending a written request to the hearing examiner (in the case of the hearing examiner's report) or to the agency (in the case of the agency's submission or resubmission to the Attorney General).

The Board proposes to adopt rules of the State Board of Education Governing Licensure of vocational Education Personnel and the Repeal of Rule 5 MCAR §1.0074. NOTICE: The proposed rules are subject to change as a result of the rule hearing process. The agency therefore strongly urges those who are potentially affected in any manner by the substance of the proposed rules to participate in the rule hearing process.

A copy of the proposed rules is attached hereto. One free copy may be obtained by writing to the State Board for Vocational Education, Room 541, Capitol Square Building, St. Paul, Minnesota 55101. Additional copies will be available at the door on the date of the hearing.

The Board's statutory authority to promulgate the proposed rules is contained in Minnesota Statutes §125.185, Subdivision 4 (1978).

Under Minnesota Statutes, §10A.01, Subdivision 11 (1978), as amended by Laws of Minnesota 1979, Chapter 59, section 3, a lobbyist must register with the State Ethical Practices Board within five (5) days after he commences lobbying. According to the statute:

Lobbyist means any individual:

(a) Engaged for pay or other consideration, or authorized by another individual or association to spend money, who spends more than five hours in any month or more than $250, not including his own travel expenses and membership dues, in any year, for the purpose of attempting to influence legislative or administrative action by communicating or urging others to communicate with public officials; or

(b) Who spends more than $250, not including his own traveling expenses and membership dues, in any year for the purpose of attempting to influence legislative or administrative action by communicating or urging others to communicate with public officials.

Lobbyist does not include any:

(a) Public official or employee of the state or any of its political subdivisions or public bodies acting in his official capacity;

(b) Party or his representative appearing in a proceeding before a state board, commission or agency of the executive branch unless the board, commission or agency is taking administrative action;

(c) Individual wholly engaged in selling goods or services to be paid for by public funds;

(d) New media or their employees or agents while engaged in the publishing or broadcasting of news items, editorial comments or paid advertisements which directly or indirectly urge official action;

(e) Paid expert witness whose testimony is requested by the body before which he is appearing, but only to the extent of preparing or delivering testimony; or

(f) Stockholder of a family farm corporation as defined in section 500.24, subdivision 1, who does not spend over $250, excluding his own travel expenses, in any year in communicating with public officials; or

(g) Party or his representative appearing to present a claim to the legislature and communicating to legislators only by the filing of a claim form and supporting documents and by appearing at public hearings on the claim.

Questions regarding only lobbying should be directed to the State Ethical Practices Board, Room 41, State Office Building, Wabasha Street, St. Paul, Minnesota 55155; telephone (612) 296-5615.

STATE OF MINNESOTA
STATE BOARD FOR VOCATIONAL EDUCATION

Date 8/6, 1979

HOWARD B. CASMEY, Secretary

STATE OF MINNESOTA
DEPARTMENT OF EDUCATION

STATE BOARD FOR VOCATIONAL EDUCATION
DIVISION OF VOCATIONAL-TECHNICAL
EDUCATION

ORDER FOR HEARING

IN THE MATTER OF: The Proposed
Adoption of Rules of the State
Board for Vocational Education
Governing Licensure of Vocational
Education Personnel and the
Repeal of Rule 5 MCAR §1.0074

IT IS HEREBY ORDERED that a public hearing on the above - captioned rules be held in the State Office Building, Auditorium Room 83, St. Paul, Minnesota on Friday, October 26 and Saturday, October 27, commencing at 9:00 A.M. and continuing until all persons have had an opportunity to be heard.

IT IS FURTHER ORDERED that a Notice of Hearing be mailed to all persons or representatives of associations or other interested groups who have registered their names with the Secretary of State for that purpose.

IT IS FURTHER ORDERED that the Notice of Hearing be published in the State Register.

STATE OF MINNESOTA
STATE BOARD FOR VOCATIONAL EDUCATION

Secretary

Date: 8/6/79

STATE OF MINNESOTA

DEPARTMENT OF EDUCATION

STATE BOARD FOR VOCATIONAL EDUCATION

DIVISION OF VOCATIONAL TECHNICAL EDUCATION

In the Matter of the Proposed Adoption of Rules of the State Board of Education (State Board for Vocational Education) Governing Licensure of Vocational Education Personnel and the Repeal of Rule 5 MCAR § 1.0074

STATEMENT OF COMPLIANCE WITH MANUAL OF RULE MAKING PROCEDURES

I, Special Assistant Attorney General Charles T. Mottl, do hereby declare that I have examined the proposed rules and all related documents and that, based upon them and my personal familiarity with the applicable procedures, the Manual of Rule Making Procedures has been followed. Any exceptions are noted below.

Charles T. Mottl

Special Assistant Attorney General

Dated: 4/28/80

State of Minnesota
Department of Education

State Board for Vocational Education
Division of Vocational-Technical

IN THE MATTER OF: The proposed adoption of rules of the state board for vocational education governing the licensure of vocational education personnel and the repeal of rule 5 MCAR § 1.0074

Affidavit of Mailing

Harold E. Klecker, being first duly sworn, deposes and says:

That on the 20th day of September, 1979, at the City of St. Paul, County of Ramsey, State of Minnesota, he served the attached Notice of Hearing by depositing in the United States mail at said City of St. Paul, a true and correct copy thereof, properly enveloped, with postage prepaid, to all persons and associations at the addresses listed on the attached Certificate of the Secretary of State.

Harold E Klecker

Subscribed and sworn to before me
this 20th day of September,
1979.

Betty King
Notary Public

Dakota, County, Minnesota

My Commission expires 6-13-83.

BETTY L. KING
Notary Public, Dakota Co. MN
My Commission Expires
June 13, 1983

State of Minnesota
Department of Education

State Board for Vocational Education
Division of Vocational-Technical

IN THE MATTER OF: The proposed adoption of rules of the state board for vocational education governing the licensure of vocational education personnel and the repeal of rule 5 MCAR § 1.0074

Certificate of Delivery
Secretary of State List

I hereby certify that the attached 326 labels 9 sheets constitute the complete list of persons, associations, and other interested groups who as of 10:40 o'clock AM, this 18th day of September, 1979, have requested pursuant to Minn. Stat. § 15.0412, subd. 4, (1978) that their names be placed on file with the Secretary of State for the purpose of receiving notice of public hearing on proposed rules on the subject captioned above.

SECRETARY OF STATE

Joan Anderson Growe

By Donna Scott

State of Minnesota
Department of Education

State Board for Vocational Education
Division of Vocational-Technical

IN THE MATTER OF: The proposed adoption of rules of the state board for vocational education governing the licensure of vocational education personnel and the repeal of rule 5 MCAR § 1.0074

Affidavit of Receipt of Secretary of State's List

Harold Klecker, being duly sworn on oath deposes and says:

1) That he is an employee of the Department of Education of the State of Minnesota.

2) That on the 14th day of September, he went to the Secretary of State's office for the State of Minnesota and requested a current list of all representatives of associations or other interested groups or persons who had registered their names with the Secretary of State for the purpose of obtaining notices of public hearings relating to the promulgation of rules pursuant to Minn. Stat. § 15.0412.

3) That on the 18th day of September, in response to the above request, the Secretary of State provided he with such a list, a copy of which is attached hereto and incorporated by reference.

Further affiant sayeth not.

Harold E Klecker

Subscribed and sworn to before me
this 18th day of Sept,
1979.

Betty King
Notary Public

Dakota, County, Minnesota

My Commission expires 6-13-83.

BETTY L. KING
Notary Public, Dakota Co. MN
My Commission Expires

EDU-80-001-PE

STATE OF MINNESOTA
OFFICE OF HEARING EXAMINERS

FOR THE DEPARTMENT OF EDUCATION

IN THE MATTER OF THE PROPOSED ADOPTION OF RULES OF THE STATE BOARD OF EDUCATION (STATE BOARD FOR VOCATIONAL EDUCATION) GOVERNING LICENSURE OF VOCATIONAL EDUCATION PERSONNEL AND THE REPEAL) OF RULE 5 MCAR § 1.0074.	ORDER OF THE CHIEF HEARING EXAMINER

WHEREAS, a hearing was held on October 26 and 27, 1980, before Peter C. Erickson, a Hearing Examiner of the State Office of Hearing Examiners, on the above-entitled matter in compliance with Minn. Stat. § 15.0412, subd. 4; and

WHEREAS, the Report of the Hearing Examiner made pursuant to Minn. Stat. § 15.052, subd. 3, was issued to the Department of Education (hereinafter "Department") on January 11, 1980; and

WHEREAS, the Department has now determined to adopt rules pursuant to Minn. Stat. § 15.0412, subd. 4; and

WHEREAS, the Department has submitted said rules to the Chief Hearing Examiner for review pursuant to Minn. Stat. § 15.052, subd. 4, and 9 MCAR § 2.110; and

WHEREAS, the Chief Hearing Examiner finds that the final proposed rules are not substantially different from those proposed at the public hearing and that the Department has met all requirements of Minn. Stat. § 15.0412, subd. 4.

NOW, THEREFORE, upon receipt of this Order, the Department has the responsibility of submitting the complete hearing record and the rules as adopted by the Department to the Attorney General, notifying all persons who requested to be informed that the hearing record has been submitted to the Attorney General, and publishing in the State Register, all pursuant to Minn. Stat. § 15.0412, subd. 4.

Dated this 24th day of April, 1980.

DUANE R. HARVES
Chief Hearing Examiner