

**STATE BOARD OF EDUCATION  
DEPARTMENT OF EDUCATION  
PARTNERSHIP DIVISION**

**Statement of Need and Reasonableness for the  
Proposed Rules Governing the Licensure  
of Secondary Vocational Education Personnel**

The statutory authority for the State Board of Education to promulgate these rules is contained in Minnesota Statutes Section 121.11 subd. 12 (1984) and Section 125.185 subd. 4 (1984).

**RULES AS PROPOSED**

**Minnesota Rules 3517.0010 to 3517.9700 Education: Secondary Vocational Licenses.**

Authority of the State Board of Education to promulgate these rules is found in Minnesota Statutes Section 121.11 subd. 12 (1984) which states:

The state board shall adopt and enforce rules, consistent with this code, appropriate for the administration and enforcement thereof. Notwithstanding the provisions of section 14.05, subdivision 4, the state board may grant a variance to its rules upon application by a school district for purposes of implementing experimental programs in learning or school management which attempt to make better use of community resources or available technology.

Authority is also found in Minnesota Statutes Section 125.185 subd. 4 (1984), pertaining to the Board of Teaching. That section states:

The Board shall develop and create rules for the licensure of public school teachers and interns, and from time to time it shall revise or supplement the rules for licensure of public school teachers subject to the provisions of chapter 14. It shall be the duty of the Board to establish rules for the approval of teacher education programs; provided these rules shall encourage teacher educators to obtain periodic classroom teaching experience. The Board shall also grant licenses to interns and to candidates for original licenses and receive recommendations from local committees as established by the Board for the renewal of teaching licenses, grant life licenses to those who qualify according to requirements established by the Board, and suspend or revoke licenses pursuant to sections 125.09 and 214.10. Notwithstanding any law or rule to the contrary, the Board shall not establish any expiration date for application for life licenses. With regard to vocational education teachers the Board of Teaching shall adopt and maintain as its rules the rules of the State Board of Education and the State Board of Vocational Technical Education.

**BACKGROUND INFORMATION**

The issue of rule revision was first addressed at a meeting of the State Board for Vocational Technical Education on Thursday, August 19, 1982, in Greenway A at the Hyatt Regency Hotel, 1300 Nicollet Mall, Minneapolis,

Minnesota. One of the agenda items at that meeting was a presentation by Russell Beier, Director of East Grand Forks Area Vocational Technical Institute, and Lyle Rahn, Director of Suburban Hennepin AVTI. Messrs. Rahn and Beier stated that the rules for licensure are extremely complex, reassignments of personnel are difficult if not impossible, and substitute teachers are a problem. They requested that the Division of Vocational-Technical Education be allowed to do a formal review of the rules.

Mr. Lou Smerling, a board member, moved to direct the Division of Vocational-Technical Education to conduct a formal review of existing licensure rules to address but not limited to the following issues:

1. The effects of vocational licensure within the bargaining units in K-14 districts;
2. The minimum qualifications of persons who have administrative responsibility and authority for vocational education decision making within K-14 districts;
3. The growing concern regarding the complexity of administering and monitoring the licensure rules;
4. The comparative relationship of postsecondary licensure in AVTIs with the procedures used by other postsecondary institutions to assure employment of qualified professional staff;
5. The implications of licensure requirements and their relationship to the governance issue; and
6. The ability of local districts to obtain qualified licensed substitutes and replacements.

The motion was seconded and carried unanimously. It was understood that this study would take about a year.

In 1983 with the advent of the formation of a new agency for postsecondary vocational education, it became apparent that the original concerns of the AVTI directors should be addressed by a committee from the new agency and that secondary vocational licensure should be considered by secondary staff. With that in mind, advisory and consulting groups from each program area were formed to review existing licensure rules and make recommendations for changes and additions.

During 1984, postsecondary and adult vocational education were separated from secondary vocational education. A new agency was formed, known as the State Board of Vocational Technical Education (SBVTE). Secondary Vocational Education remained in the Department of Education. Therefore both agencies needed separate rules.

There has not been a major revision of the rules since 1980. In meetings with staff from the Attorney General's and Revisor's offices, it was suggested that the new rules be written in a different format for greater readability. In the process of reorganizing the rule, sections were regrouped, and parts were moved. Most of the parts, although moved, retained their original concepts and were merely rewritten for clarity for the applicant and other

interested parties. All parts and portions of parts that refer to post-secondary and adult licensure have been deleted.

During the six years that this rule has been in effect, a number of problem areas have been identified by the Attorney General's office, applicants, administrators and the Personnel Licensing Section. The majority of the problem areas were related to clarity and interpretation of requirements within the categories of practice. Moving these requirements from charts to narrative and specifying all requirements should minimize these problems.

Not only were the problems related to clarity, but there was a need for more flexibility for current vocational teachers and standard licensed teachers to add a category of practice. A number of additions have been included that provide alternative opportunities for meeting the requirements, while ensuring that the applicant has minimum competencies to teach the program. Parts that provide flexibility are:

- 3517.3600 Reactivation of Lapsed Regular Vocational License
- 3517.4200 Alternative Forms of Occupational Experience
  - Subpart 2 Directed Work Experience
  - Subpart 4 Updating Industrial Experience
  - Subpart 5 Community-Based Training
  - Subpart 7 Funded Vocational Teaching
- 3517.6200 Secondary Vocational Limited License
- 3517.6500 Secondary Vocational Letter of Approval

The most common deficiency that a teacher who is seeking to add a category of practice has is the 500 hours of relevant recent experience. The above provisions allow a variety of alternatives for gaining this experience.

Minn. Rules pt. 3515.4100 (Committee Review) was identified by staff in the Attorney General's office as a section that was difficult to administrate in a fair and reasonable manner. With the above alternatives, the proposed rule has provided many options for teachers to gain the minimum competencies in an organized, fair, and measurable fashion; therefore the committee review option is not included in the proposed rule.

Minn. Rules pt. 3515.6600 (Vocational Program Counselor) has not been moved to the proposed rule in 3517 because although the license has been issued to eligible applicants, there has never been a secondary vocational program that utilized the license. Since no authority exists to issue licenses for nonexistent functions, it is reasonable to drop this category of practice.

In clarifying parts of the rule, some editing of words and titles was done to ensure consistency of practice. For example, in chapter 3515 the commissioner of education is referred to as the contact for various functions of licensure. Since these licensure responsibilities have always been delegated to the personnel licensing section, it is reasonable to identify this section as the contact for licensure functions in order to ensure that interested parties obtain direct information in an efficient manner.

The rule as proposed in parts 3517.0010-3517.0090 includes definitions and information about who must be licensed. Parts 3517.0100-3517.2140 contain the educational, technical and occupational requirements for specific categories of practice. Parts 3517.3000-3517.9700 are general education requirements, different types of licenses, and teacher education program approval.

It was generally felt that clients reading the rule first needed to know who must be licensed and what the process entailed, then specific categories of practice in which they might be licensed, and finally general information on renewals, restricted licenses and what activities are necessary for licensure.

At the present time, postsecondary licensure rules have not been adopted, and thus it was not possible to repeal 3515; therefore, it was necessary to have a new number (3517) to identify this chapter.

The Department of Education, Secondary Vocational Section, subsequently drafted proposed rules to clarify those that were unclear and to incorporate flexibility for teachers to obtain licenses.

A notice of Intent to Solicit Outside Opinion to draft rules appeared in the State Register on November 24, 1984. On December 8, 1986, the State Board of Education granted the authority to promulgate rules relating to Education; Secondary Vocational Licenses.

### **3517.0010 Definitions**

This part was moved from Minn. Rules pt. 3515.0100.

There were 30 definitions listed in chapter 3515 and there are 44 listed in 3517. Most definitions were retained as they were, some had simple word title changes (e.g., "approved teacher educator" to "teacher educator"), and a small number were eliminated. The definitions that are no longer listed were eliminated because they were unnecessary or redundant, applied only to postsecondary, no longer appeared in rule, or were included in the text of the rule.

Fifteen new definitions were added for clarification or expansion of existing rules and for the addition of new rules.

The following are new definitions:

Board, Category of Practice, Commissioner, Department, Dictionary of Occupational Titles, Directory of the American Association of State Colleges of Agriculture and Renewable Resources, Electromechanical Technology, Emphasis area, Endorsement, Home Economics Program Designee, Lapsed License, National Agriculture Occupations Competency Study, Occupational Outlook Handbook, Personnel Licensing Section, Regular five-year vocational license, Related areas, Teacher educator, Vocational education degree, Vocational program areas.

### **3517.0020 Scope**

This was moved from Minn. Rules pt. 3515.0200.

This part was clarified and expanded to provide a topical summary of the content of the various parts included in this chapter in order to assist the reader in finding the desired information.

### **3517.0030 Limited Validity**

This part is all new material. This part was added to clarify for applicants the validity of licenses in their corresponding category of practice.

**3517.0040 Secondary Vocational Teachers**

This was moved from Minn. Rules pt. 3515.4600.

**3517.0050 Secondary Vocational Teacher-Coordinator**

This was moved from Minn. Rules pt. 3515.4600.

**3517.0060 Secondary Special Needs Personnel**

This was moved from Minn. Rules pt. 3515.5500.

References to postsecondary teachers were deleted.

**3517.0070 Secondary Vocational Support Personnel**

This was moved from Minn. Rules pt. 3515.5700.

**3517.0071 Secondary Consultant**

This was moved from Minn. Rules pt. 3515.5900.

References to postsecondary and adult deleted.

**3517.0072 Secondary Part-Time Resource Specialist**

This was moved from Minn. Rules pt. 3515.5800.

**3517.0073 Secondary Employment Placement Specialist**

This was moved from Minn. Rules pt. 3515.6800.

**3517.0080 Secondary Administrative and Supervisory Personnel**

This was moved from Minn. Rules pts. 3515.8400, .8500, .8600, .8900, .9100 and .9200.

**Subpart 3.B.**

Effective July 1, 1987, the postsecondary vocational directors and assistant postsecondary directors' licensure will be governed by the State Board of Vocational Technical Education; therefore, there is no assurance that future changes relative to postsecondary director licensure will remain consistent with requirements for secondary directors' licensure requirements. Persons holding secondary directors' licenses must remain technically current regarding unique aspects of secondary vocational education including State Board of Education rule, state statute, federal requirements and policies concerning future direction. Therefore, it is reasonable to require that they be licensed as secondary local administrative personnel.

For the period of July 1, 1987, through June 30, 1988, persons holding postsecondary licensure and assigned verified secondary administrative responsibilities will be eligible for secondary vocational director licensure following formal application and payment of the appropriate licensure fee.

### **3517.0082 Forms, Fees, Evaluation and Validity**

This was moved from portions of Minn. Rules pt. 3515.0300.

This part added statements on availability of forms and the process of evaluation, and it clarified fees and corrections on licenses.

### **3517.0085 Required Signatures**

This was moved from portions of Minn. Rules pts. 3515.0500, .0600, .0700, .0800 and .0900.

This part combined portions of other parts on required signatures to clarify existing practices in issuing licenses.

### **3517.0090 Different Expiration Dates**

This part was added to clarify past practices in issuance of licenses.

## **Secondary Administrative and Supervisory Personnel**

### **3517.0100 and 3517.0120**

### **Overview of Secondary Administrative and Supervisory Personnel Categories of Practice**

This section begins the categories of practice with the licensure criteria for the Secondary Local Vocational Program Director and Supervisory Personnel. The concepts that made up the criteria for these two categories have been moved from Minn. Rules pts. 3515.8900, and .9200 to 3517.0100 and 3517.0120. The concepts in the proposed rule have been rewritten and reorganized for ease of interpretation and clarity.

Two new provisions have been made in the proposed rule for secondary local vocational program director. A series of courses will be required for an applicant who does not have a vocational degree so that the applicant gains the required competencies. An applicant may also use experience as a secondary special needs teacher-coordinator to meet the three-year vocational teaching experience requirement.

### **3517.0100 Secondary Local Vocational Program Director**

#### **Subpart 2. Education Criteria**

The proposed rule clarifies the acceptable vocational program area degrees, vocational education degrees, and technical area degrees that are appropriate to teach secondary vocational education. It is reasonable to accept both technical degrees and vocational education degrees, as the preparation is closely related to one or more of the specific areas of instruction offered in secondary vocational education programs.

#### **Subpart 3. Education Criteria for Non-Vocational or Non-Education Degrees**

It is reasonable to add this option because it provides flexibility in job assignments at the local level. It requires minimum competencies to assure that noneducation degree or nonvocational degree applicants obtain the appropriate competencies to effectively provide administrative leadership in secondary vocational education.

#### **Subpart 4. Technical Coursework or Competency**

The requirements for technical coursework or competency were moved from Minn. Rules pt. 3515.8900. The only addition was to allow service as a teacher-coordinator for handicapped and disadvantaged to apply toward the director's license. This is a reasonable addition because work experience vocational programs for handicapped and disadvantaged that require teacher-coordinator licensure are recognized in State Board of Education rules as secondary vocational education programs. Therefore, it is reasonable to assume that the teaching experience from this instructional area is comparable to teaching experience recognized in other approved secondary vocational education programs.

#### **Subpart 5. Occupational Experience Criteria**

Relevant work experience for secondary vocational director's license has been expanded to include any occupational experience appropriate to obtain secondary vocational teacher licensure. This breadth is reasonable because the employment experiences reflect the proper understanding of future employment opportunities pursued by students participating in secondary vocational education programs.

#### **Subpart 6. Validity**

This section clarifies past practice to more clearly indicate that secondary vocational education directors can serve as secondary vocational program supervisors of all occupational fields. This will eliminate future misunderstandings and facilitate efficient local staffing.

#### **Subpart 7. Renewal**

The concepts in this subpart were moved from Minn. Rules pt. 3515.8900. A new provision addresses the problem of an applicant who does not obtain employment as a director until the second year of a two-year license. Since the peer review occurs near the end of the first year of licensed service, it is both necessary and reasonable to allow a one-year extension for the applicant to remedy any deficiencies identified during the peer review. Allowing an additional year to expand competencies is reasonable because it is equitable and consistent with the time frame for applicants who were fortunate in obtaining employment in the first year. This also prevents a situation whereby an applicant who has not yet had the opportunity to develop skills in all the competency areas, because of the shortened time frame, from being denied a renewal license that would allow continued employment.

#### **3517.0120 Secondary Vocational Program or Special Needs Supervisor**

This was moved from Minn. Rules pts. 3515.9200 and .9400

This part contains concepts contained in chapter 3515 from both the secondary vocational program supervisor and the special needs supervisor sections. The criteria for the two were made consistent; therefore the two were combined in one part because their supervisory functions were comparable.

Supervisor of technical occupations was eliminated as an area because there are no secondary programs in this category.

The three years of experience as a vocational teacher-coordinator of work experience programs for handicapped and disadvantaged or support service manager or vocational evaluator were added as a provision to make the special needs supervisor consistent with other supervisory areas as they existed in the previous rule. The experience requirement is reasonable because it contains the same competencies required previously through special needs coursework, and it ensures familiarity with the special needs program areas to be supervised.

## **GENERAL STATEMENT OF NEED AND REASONABLENESS FOR CATEGORIES OF PRACTICE 3517.0200 to 3517.2140**

### **History of the Development of Categories of Practice.**

Minn. Rules pt. 3515.0100 to .9942, known as "State Board of Education Licensure for Personnel in Vocational Schools," is the original rule on vocational licensure criteria. Prior to July 1, 1980, when this rule became effective, vocational licensure criteria were in the Annual State Plan for Vocational-Technical Education. A general task force made up of business, industry, teachers, teacher educators and related professional associations reviewed and approved the State Plan annually before it was submitted and approved by the U.S. Department of Education.

In moving requirements for licensure from the State Plan to a rule, the general requirements for educational and occupational experience were reviewed and validated by program advisory committees. The charts contained in Minn. Rules pt. 3515.9910 to 3515.9942 listed these general requirements by vocational program areas. No attempt was made to list under a program area each license that had been issued. Some charts included examples of licenses for program areas.

After the rule became effective in July, 1980, each program area specialist developed a matrix (Exhibit A) listing all licenses that were being issued for current programs. The matrices, developed between 1980 and 1982, identified all current licensure titles and the programs for which they were valid. This was used as an administrative aid to ensure consistency in implementation. During the same time period, questions were raised by teachers and administrators as to what was meant by relevant occupational and educational experiences. Again, a listing of job titles or duties and baccalaureate degrees and technical courses was developed for each licensure category. These were updated as necessary to meet changing needs of industry. Exhibit C is an example from the Service and Trade and Industrial Occupations categories of practice.



## Overview of proposed rule

The proposed rules for the Categories of Practice (3517.0200 to 3517.2140) include requirements that have been moved from the charts contained in Minn. Rules pts. 3515.9910 - 3515.9913 and 3515.9940-3515.9942; information provided on the matrix (Exhibit A); relevant experience charts; and newly developed material.

Exhibit A lists all the titles for licenses that are presently being issued to applicants. All of these licenses relate to one of the vocational program areas on the licensure charts in chapter 3515. They list the general educational and occupational experience requirements from chapter 3515, plus the required occupational experience in specific job categories. The license and requirements that relate to secondary vocational programs on the charts in chapter 3515, the matrix (Exhibit A), and occupational experience descriptions have been updated, validated and organized into the categories of practice (3517.0200 to 3517.2140). All requirements have been written into rule because it is necessary to provide all interested parties with the information and to ensure a fair, consistent implementation.

The licensure titles reflect the programs that are in current operation in school districts and centers. Some programs are broad and the license title includes many components, i.e., health care careers or administrative support occupations as opposed to a narrow license, i.e., nursing assistant or data entry. Most programs that require the narrow license are in the Intermediate Districts where the same program exists at the postsecondary level.

The categories of practice are organized by vocational program areas. Within each program area, there are broad and narrow licensure categories. In general, each of the proposed broad categories of practice provides three different options by which an applicant may meet the requirements for licensure. The narrow categories usually have only one or two options. Exhibit B describes the three basic options.

Each category of practice starts with an introduction that identifies the program for which the license is required and usually states the number of options available for licensure.

- A. Educational criteria. When a baccalaureate degree is required, the majors that are necessary to provide the minimum knowledge base are listed. This is necessary and reasonable to provide the information to all interested parties and for consistency in implementation.

The requirements for an education degree, the secondary vocational teacher education sequence, the human relations requirement and philosophy of vocational education were moved from the charts in chapter 3515.

The requirement for a two-credit course in integrating the appropriate vocational student organization into the curriculum has been added to most program categories of practice to ensure that the applicant has a minimum knowledge base of leadership activities. This addition is reasonable because it is a required component

in each vocational program area as identified in Minn. Rules pts. 3505.2700 to .4000. Present education courses do not adequately address this component. This additional course has not been added to Agriculture and Marketing because it is an integral part of the degree requirements for that category of practice. It has also not been added to Special Needs because this category is not occupational specific. Special Needs students are involved in the student organization for their selected occupational area.

- B. Technical coursework. Coursework is required for a category of practice when it has been determined that competencies not included in the educational criteria are necessary for a minimum knowledge base to teach the vocational program.
- C. Occupational experience. The required hours for each category of practice have been moved from the charts in chapter 3515 to this chapter. It is necessary and reasonable to continue to require differing hours of occupational experience to meet the unique requirements for technical knowledge within each of the categories of practice. Job titles or duties for each category of practice are listed in this rule to provide the applicant with the information and for consistency in implementation. The requirement for occupational experience is organized into emphasis and related areas. It is necessary and reasonable to organize the job titles or duties into emphasis areas that are jobs directly related to the occupations for which the students are being trained and into related areas which are jobs that are a minor part or of less significance in the program. Job title and duties for each category of practice have been verified by business and industry for relevance to the vocational program. The requirement for the percentage of hours in the emphasis area varies according to the knowledge base required to teach the program area. The job titles or tasks relate directly to the required components listed for each vocational program area in Chapter 3505. These programs all include exploration, entry level skills and preparation for advanced placement in postsecondary; however, the emphasis placed on these three objectives varies according to the needs of the occupational area. Therefore, it is necessary and reasonable to vary the percentage requirement for the emphasis area to relate to a specific vocational program area.

Each secondary vocational program area except consumer and homemaking has a teacher-coordinator category of practice. The duties for the teacher-coordinator are listed in 3517.0050. The requirements for teacher-coordinator have been moved from the licensure charts in chapter 3515 for each secondary vocational program area to the appropriate program area in 3517.

The teacher-coordinator in the vocational program area needs an expanded knowledge base and additional technical skills to supervise students in a work setting. Applicants in this category of practice will continue to be required to take coordination techniques. This requirement is moved from the licensure charts in chapter 3515 to the appropriate category of practice in 3517. It is reasonable to delete the additional three credits in cooperative education previously required in chapter 3515 because the essential components necessary for competency are included in coordination techniques.

## Agriculture Occupations

3517.0200 to .0260

### Overview of Secondary Agriculture Occupations Categories of Practice.

Agriculture Occupations categories of practice identify the licensure requirements for the vocational programs areas of Animal Care, Horticulture or Specialty Crops, Vocational Agriculture, and Teacher-Coordinator of Agriculture Occupations. The requirements were moved from the licensure chart contained in Minn. Rules pt. 3515.9910.

#### 3517.0200 Secondary Animal Care Occupations Teacher

#### 3517.0220 Secondary Horticulture or Specialty Crops Teacher

#### 3517.0240 Secondary Vocational Agriculture Teacher

Option one: All categories of practice include the following:

##### A. Educational criteria

Moved from licensure chart (Minn. Rules pt. 3515.9910) with a more definitive description of a Land Grant University or an institution including a College of Agriculture on its campus.

##### B. Technical coursework

Moved from licensure chart (Minn. Rules pt. 3515.9910).

##### C. Occupational Experience

(1) The work experience was moved from the licensure chart (Minn. Rules pt. 3515.9910).

(2) This proposed rule reduces the percentage of occupational experience in the emphasis areas from 50 percent to 40 percent.

This part is needed to reflect the additional hours of work experience satisfied by the technical and scientific course work required in the baccalaureate degree in Agriculture.

It is reasonable because the technological competencies necessary for these occupations are not readily attainable in the traditional family, self, or paid employment experience in the industry of agriculture.

(3) Emphasis areas

The emphasis areas encompass the minimal basic competencies necessary for the occupation as recommended by representatives of the industry.

- (4) The job titles listed as exceptions in the related emphasis area are necessary to provide the applicant information on which related occupations are not acceptable, as well as to provide consistency in implementation. The excepted references do not relate to the components as identified in Vocational Agriculture 3505.2700.

This part is reasonable since the cited reference is a readily available, comprehensive document validated by a national committee of business and industry representatives from agriculture.

- (5) This part is neither conceptually nor functionally different from current rule requiring 2,000 hours of work experience plus the baccalaureate degree.

The occupational experience required for this license need not be paid in the traditional wage or salary arrangement.

There is no evidence that being "paid" as opposed to some other forms of remuneration makes the experience any more real or rewarding or contributes any more to learning the fundamentals of agriculture occupations.

This part change is necessary since farms, ranches, and small agricultural businesses are generally considered family enterprises with no clearly defined organizational chart or distinct delineation between labor and management. In these cases, the family benefits as a unit rather than as individuals.

The historical precedence in the agricultural industry is that children born on farms or ranches, or participating in a business, have not been a part of the paid work force. They have been remunerated, "paid," through a well established system of barter. Barter between labor and management may be in exchange for perquisites in the form of college tuition, books, fees, room, board, spending money, capital assets, transportation, or other forms of distribution.

Experiences gained from working with a family business or enterprise are generally more comprehensive and all encompassing than those obtained by hourly or salaried employees.

Justification for the verification process:

This part is necessary because economic conditions and/or individual family characteristics (mores) preclude payment of wages to family members.

This is not to say that the children do not receive payment in kind (perquisites). It is an alternative to a formalized wage/salary arrangement.

This part is reasonable because the value of the perquisites may equal or exceed the amount of wages which could be realistically paid.

(6) Limited License

This part is necessary because proposed changes by the University of Minnesota and other institutions requiring a fifth year of study may preclude prospective applicants from completing the required paid employment experience within the five-year period. The rule is reasonable because the deficiency in the employment experience may be overcome by directed experience as defined in Minn. Rules pt. 3517.4200, subpart 2. The provisional license contained in licensure chart (Minn. Rules pt. 3515.9910) has been deleted. This change is needed because the limited license supersedes the provisional license. The rule change is reasonable because other alternatives are available to the applicant.

Subpart 2 (3517.0200 and .0220) Alternate License

It is necessary and reasonable to continue to accept a vocational agriculture license because this occupation is a component of the total program.

Subpart 2 (3517.0240) Validity

This has been a practice of the Personnel Licensing Section since vocational agriculture was moved to a separate vocational license in 1972. It is reasonable for the license to be valid to teach junior and senior high vocational agriculture because the requirements for the license exceed those for a non-vocational agriculture license. It is also a convenience for the teacher and the school district to have one license valid at both secondary levels.

**3517.0260 Secondary Teacher-Coordinator of Agriculture Occupations Cooperative Education Programs** (exclusive of Farm Cooperative Education).

A(2). This part was changed by deleting the requirement that non-University of Minnesota graduates must complete in Minnesota a three-credit practicum in agriculture occupations cooperative education and a three-credit course focusing on coordination techniques and supervision of agricultural cooperative education programs.

This part is necessary because compatible courses are now offered at Land Grant Universities and institutions with Colleges of Agriculture in surrounding states.

This part is reasonable because applicants will not be required to enroll in duplicate courses.

For Statement of Need and Reasonableness of parts A (3), (4), (5); B; and C, see 3517.0200 - .0240.

Subpart 2 License Validity

It is reasonable for this license to be valid in these two programs because the program requirements are the same. This proposed subpart has not been in rules, but has been in the Administrative Aid document (Exhibit A) since 1980.

## **SECONDARY BUSINESS OCCUPATIONS**

**(3517.0300 to 3517.0460)**

### **Overview of Secondary Business Occupations Categories of Practice.**

Business Occupations Categories of Practice identify the licensure requirements for the vocational program areas of accounting, administrative support, banking and finance, data entry, data processing, legal secretary, and medical secretary. The general education, technical coursework and occupational experience hour requirements for these broad categories of practice have been moved from the secondary licensure chart (Minn. Rules pt. 3515.9910).

The narrower categories of practice, business simulation and teacher coordinator, are areas related to the broad program areas which by tradition have been offered in some districts.

#### **3517.0300 Secondary Accounting Teacher**

#### **3517.0330 Banking and Finance Teacher**

#### **3517.0370 Data Entry Clerk Teacher**

#### **3517.0390 Data Processing Occupations Teacher**

The need and reasonableness statement for the above categories of practice are the same and will be discussed together. An applicant may choose from five different options to meet the requirements for licensure. The occupational experience varies from 2000 to 6000 hours depending on the educational and technical coursework required within an option.

### **Option One**

#### **A. Educational Criteria**

- (1) The requirement of a baccalaureate degree is necessary and reasonable because it ensures that the applicant has the minimum knowledge base, that all interested parties have access to the information and that there is consistency in the implementation of the rule.
- (2) A typing or keyboarding methods course has been a standard requirement of most business education degree programs. However, in some instances the course is grouped into a general business methods course. The high emphasis on keyboard use by all business personnel makes it necessary and reasonable that all vocational business teachers be specifically qualified to teach this vital aspect of the business program.

(3) Moved from Minn. Rules pt. 3515.9910.

(4) Moved from Minn. Rules pt. 3515.2100.

B. Technical Coursework

(1) Technical coursework is not required in this option.

C. Occupational Experience

(1) Moved from Minn. Rules pt. 3515.9910.

(2-4) It is necessary and reasonable to list the job tasks for each category of practice to ensure that the applicant will have had experiences that will provide the technical knowledge necessary for the program, that all interested persons have access to the information and that there is consistency in the implementation of the rule. It is reasonable to require a minimum specified percentage of the occupational experience to be in the emphasis areas in order to ensure familiarity with the occupational environment. This also increases insights into other occupations in the business cluster. Percentages in the occupational experiences vary from 50 percent to 66 2/3 percent due to the number of emphasis area job titles within a given category of practice. On the license chart (Minn. Rules pt. 3515.9910) there is a limitation on the amount of directed occupational experience. This limitation has been eliminated to offer more flexibility for applicants. Also, this provision is now consistent with other program areas.

(5) It is necessary and reasonable to limit the alternate methods of meeting the occupational experience requirement. Since the requirement is already a minimal level to acquire necessary competence, the actual work experience (1,000 in the emphasis area, 3,000 without technical coursework, and 2,000 with technical coursework) is necessary and reasonable to ensure quality instructors for the program. Therefore, substitute alternatives for this actual work experience which further reduce the actual work experience are not reasonable and are not necessary.

D. Limitations

(1) See Statement of Need and Reasonableness for 3517.6200, Limited License.

(2) It is not reasonable to allow a non-business licensed teacher to teach in this program area because it requires special technical skills and methods. Non-business licensed teachers cannot effectively teach the content of the program and will, therefore, adversely affect the overall quality of the program. The influx of computers and the applications used in the programs require special technical competence. Additionally, the licensure qualifications have been broadened to encompass many additional options through which to meet licensure require-

ments, and they are now more broad than those of other areas of practice; therefore, a greater majority of people will qualify for full license or for a limited license.

### Option Two

#### A. Educational Criteria

- (1) The requirement is the same as Option One. See A of that Option for Statement of Need and Reasonableness.

#### B. Technical Coursework

The technical coursework requirement of 13 quarter credits is necessary and reasonable because of the impact that technology has had in this program area. These courses will help ensure that teachers in the program area are competent in the use of computers and are knowledgeable about computer applications for the programs. Also, the occupational experience for this option has been reduced to compensate for this increased technology requirement. Advisory committees of business and current teachers in the categories of practice have validated the proposed requirement to ensure that applicants will have the minimum knowledge base required for each category of practice.

#### C. Occupational Experience

- (1) The work experience requirement for this option was lowered to 2,000 hours from 3,000 hours based on advisory committee recommendation that the technical coursework requirement is a reasonable, and for some teachers, a better and more appropriate option for acquiring the necessary technical skills and knowledge required for these categories of practice.

(2-5) The requirements are the same as Option 1. See C.2-5 for Statement of Need and Reasonableness.

#### D. Limitations

- (1-2) See Option 1, D.(1-2) for Statement of Need and Reasonableness.

### Option Three

#### A. Educational Criteria

- (1) See Option 1, A.(1) for Statement of Need and Reasonableness.
- (2) Moved from Minn. Rules pt. 3515.9910.
- (3) Moved from Minn. Rules pt. 3515.2100.

#### B. Technical Coursework.

See Option 2, B. for Statement of Need and Reasonableness.



### C. Occupational Experience

- (1) See Option 2, C.(1) for Statement of Need and Reasonableness.
- (2) It is necessary and reasonable to require that all 2,000 hours of work experience (one-year) for this option be in the emphasis area. The work requirement is limited, and the degree for this option is more narrow than that required in other options; therefore, this requirement will help to ensure that this noneducation degree applicant will have the technical expertise required for the category of practice.
- (3) See Option 1, C.(3) for Statement of Need and Reasonableness.
- (4) It is reasonable to require all of the occupational experience for this option to be acquired through actual work experience because of the limited occupational experience requirement (2,000 hours), to assure that the applicant has a sufficient breadth and depth of experience to relate to students.

### D. Limitations

- (1) It is reasonable to require that all of the occupational experience for this option be completed before initial licensure to assure that the applicant has a strong occupational background in the area of licensure. This degree requires a higher concentration of technical course work, therefore, a lower number of actual work experience hours is required. Also, all the work experience is required to be in the emphasis area. Also, it is reasonable to allow the applicant to delay completion of the technical coursework under 3517.6000, since this entire sequence may not have been accessible to them prior to initial licensure.
- (2) See Option 1, D.(2) for Statement of Need and Reasonableness.

## Option Four

### A. Educational Experience

- (1) See Option 1, A.(1) for Statement of Need and Reasonableness.
- (2) Moved from Minn. Rules pt. 3515.9910.
- (3) Moved from Minn. Rules pt. 3515.2100.

### B. Technical Coursework

See Option 1, B.(1) for Statement of Need and Reasonableness.

### C. Occupational Experience

- (1-4) See Option 3, C.(1-4) for Statement of Need and Reasonableness.

## Option Five

A. Educational Criteria.

Moved from Minn. Rules pt. 3515.9910.

B. Technical Coursework

See Option 1, B for Statement of Need and Reasonableness.

C. Occupational Experience.

Moved from Minn. Rules pt. 3515.9910.

D. Limitations.

See Option 1, D.(1-2).

Subpart 7. Replacing a Narrower License (3517.0300, Secondary Accounting Teacher; 3517.0330, Banking and Finance Teacher; and 3517.0390, Data Processing Occupations Teacher)

It is reasonable to issue this more broad-base license to instructors who currently hold more specific licenses in related program areas. Licensure criteria for these categories of practice have been expanded to accept a broader base of work experience, which includes work experience required for the narrower licenses.

**3517.0320 Administrative Support Occupations Teacher**

**Option One**

A. Educational Criteria.

- (1) See Option 1, A.(1), accounting teacher, 3517.0300, for Statement of Need and Reasonableness.
- (2) See Option 1, A.(2), accounting teacher, 3517.0300, for Statement of Need and Reasonableness.
- (3) See Option 1, A.(3), accounting teacher, 3517.0300, for Statement of Need and Reasonableness.
- (4) See Option 1, A.(4), accounting teacher, 3517.0300, for Statement of Need and Reasonableness.

B. Technical Coursework is not required in this option.

C. Occupational Experience

(1-5) See Option 1, C.(1-5), accounting teacher, 3517.0300, for Statement of Need and Reasonableness.

D. Limitation

(1-2) See Option 1, D.(1-2), accounting teacher, 3517.0300, for Statement of Need and Reasonableness.

## Option Two

### A. Educational Criteria

(1-4)See Option 2, A.(1-4), accounting teacher, 3517.0300, for Statement of Need and Reasonableness.

### B. Technical Coursework. See Option 2, B, accounting teacher, 3517.0300, for Statement of Need and Reasonableness.

### C. Occupational Experience

(1-5)See Option 2, C.(1-5), accounting teacher, 3517.0300, for Statement of Need and Reasonableness.

### D. Limitations

(1-2)See Option 2, D.(1-2), accounting teacher, 3517.0300, for Statement of Need and Reasonableness.

## Option Three

### A. Educational Criteria

(1,3-4)See Option 3, A.(1-3), accounting teacher, 3517.0300, for Statement of Need and Reasonableness.

(2) The accounting and administrative support skills procedures are methods courses which are included in the business education degree program, but not required in the office administration degree program. Requiring these methods courses is reasonable to provide a minimum competency for teaching this program area.

### B. Technical Coursework.

See Option 3, B, accounting teacher, 3517.0300, for Statement of Need and Reasonableness.

### C. Occupational Experience

(1-4)See Option 3, C.(1-4), accounting teacher 3517.0300, for Statement of Need and Reasonableness.

### D. Limitations

(1-2)See Option 1, D.(1-2), accounting teacher, 3517.0300, for Statement of Need and Reasonableness.

## Subpart 5 and 6. Replacing a Narrower License and other persons eligible

It is reasonable to issue this more broad-base license to instructors who currently hold more specific licenses in related program areas. Licensure criteria for this category of practice has been expanded to accept a broader base of work experience and includes work experience required for the narrower licenses.

### **3517.0410 Legal Secretarial Occupational Teacher**

### **3517.0430 Medical Secretarial Occupational Teacher**

The need and reasonableness statement for the above categories of practice are the same and will be discussed together.

#### **Option One**

##### **A. Educational Criteria**

- (1) See Option 1, A.(1), accounting teacher, 3517.0300, for Statement of Need and Reasonableness.
- (2) See Option 1, A.(2), accounting teacher, 3517.0300, for Statement of Need and Reasonableness.
- (3) See Option 1, A.(3), accounting teacher, 3517.0300, for Statement of Need and Reasonableness.
- (4) See Option 1, A.(4), accounting teacher, 3517.0300, for Statement of Need and Reasonableness.

##### **B. Technical Coursework**

See Option 1, B accounting teacher, 3517.0300, for Statement of Need and Reasonableness.

##### **C. Occupational Experience**

(1-4)See Option 1, C.(1-4), accounting teacher, 3517.0300, for Statement of Need and Reasonableness.

##### **D. Limitations**

(1-2)See Option 1, D.(1-2), accounting teacher, 3517.0300, for Statement of Need and Reasonableness.

#### **Option Two**

##### **A. Educational Criteria**

(1-4)See Option 2, A.(1-4), accounting teacher, 3517.0300, for Statement of Need and Reasonableness.

##### **B. Technical Coursework.**

See Option 2, B, accounting teacher, 3517.0300. for Statement of Need and Reasonableness.

##### **C. Occupational Experience**

(1-5)See Option 2, C.(1-5), accounting teacher, 3517.0300, for Statement of Need and Reasonableness.

D. Limitations

(1-2) See Option 2, D.(1-2), accounting teacher, 3517.0300, for Statement of Need and Reasonableness.

**Option Three**

A. Educational Criteria

(1,3-4) See Option 3, A.(1,3-4), accounting teacher, 3517.0300, for Statement of Need and Reasonableness.

(2) The administrative support skills procedures is a methods course which is included in the business education degree program, but not required in the office administration degree program. Requiring this methods course is reasonable to provide a minimum competency for teaching this program area.

B. Technical Coursework.

See Option 3, B, accounting teacher, 3517.0300, for Statement of Need and Reasonableness.

C. Occupational Experience

(1-4) See Option 3, C.(1-4), accounting teacher 3517.0300, for Statement of Need and Reasonableness.

D. Limitations

(1-2) See Option 1, D.(1-2), accounting teacher, 3517.0300, for Statement of Need and Reasonableness.

**Option Four**

A. Educational Criteria

(1,3) See Option 5, A.(1,3), accounting teacher, 3517.0300, for Statement of Need and Reasonableness.

(2) See Option 1, A.(2), accounting teacher, 3517.0300, for Statement of Need and Reasonableness.

B. Technical Coursework.

See Option 5, accounting teacher 3517.0300, for Statement of Need and Reasonableness.

C. Occupational Experience

(1-4) See Option 5, C.(1-4), accounting teacher, 3517.0300, for Statement of Need and Reasonableness.

D. Limitations

(1-2) See Option 5, D.(1-2), accounting teacher, 3517.0300, for Statement of Need and Reasonableness.

#### Subpart 6. Replacing a Narrower License.

It is reasonable to issue this broad-base license to instructors who currently hold more specific licenses in related program areas. Licensure criteria for this category of practice has been expanded to accept a broader base of work experience and includes work experience required for the narrower licenses.

#### 3517.0350 Business Simulation Occupations Teacher

##### A. Educational Criteria

- (1) It is necessary and reasonable to require this license because the competencies are the basis of the business simulation program.
- (2) It is necessary and reasonable to require a special methods and materials of business simulation because of the unique nature and content of the course (an individualized electronic based work-flow). Also, some universities only offer a general methods course which may not specifically address the preparation needs of this license. This is necessary to ensure that the simulation will be relevant to the world of work.
- (3) Two credits in student organization methods is a necessary and reasonable requirement because the student organization is an integral part of an instructional program that addresses leadership skills, personal and social skills, citizenship, and motivation.
- (4) See 3517.0300, Option 1, A.(2) for Statement of Need and Reasonableness.
- (5) Moved from Minn. Rules pt. 3515.9910.
- (6) Moved from Minn. Rules pt. 3515.9910.

##### B. Technical Coursework

See Option 2, B, accounting teacher, 3517.0300, for Statement of Need and Reasonableness.

##### C. Occupational Experience

(1-3) Same as Option 2, C.(1-3), accounting teacher, 3517.0300, for Statement of Need and Reasonableness.

##### D. Limitations

- (1) It is reasonable to require that the applicant have a valid vocational administrative support teacher's license and methods

and materials of business simulation to assure teacher competence in teaching the work-flow and general business support competencies included in this course. It is also reasonable to allow the applicant to delay completion of other requirements to permit time to take technical courses or to acquire additional required work experience as these opportunities may not be readily accessible during the school year.

- (2) Same as Option 1, D.(1-2), accounting teacher, 3517.0300, for Statement of Need and Reasonableness.

#### Subpart 2. Renewing Model Office License

Current model office licenses will be converted to this license until July 1, 1989. Thereafter, this license will replace the older model office licenses, which will no longer be issued. This conversion is reasonable because the program objectives are comparable. The older model office license is being upgraded to include a high intensity of technical course work. Also, the title was upgraded to reflect change that is taking place in the business work place.

#### **3517.0460 Teacher-Coordinator of Business Occupations**

##### Subpart 1. Requirements.

###### A. Educational Criteria

- (1) It is necessary and reasonable to require the administrative support teacher's license because it includes the competencies needed in the business cooperative education program.
- (2) See Statement of Need and Reasonableness in general section for teacher-coordinator. (p. 10 ).
- (3) Two credits in student organization methods is a necessary and reasonable requirement because the student organization is an integral part of an instructional program that addresses leadership skills, personal and social skills, citizenship, and motivation.
- (4) The two-credit course in related curriculum development and classroom management will help teachers prepare for and become familiar with the cooperative education related class and the individualized instructional needs of the students in the program.
- (5) Philosophy of vocational education moved from Minn. Rules pt. 3515.9910.
- (6) Human Relations moved from Minn. Rules pt. 3515.9910.

###### B. Technical Coursework

No additional technical coursework is required for this license.

### C. Occupational Experience

- (1) (a) and (b) These parts provide two options for obtaining the recent experience, i.e., either actual paid work experience or a college-directed updating experience. This requirement is reasonable because it ensures familiarity with the world of work in which the teacher-coordinator will place students. Allowing an updating seminar to substitute for paid work facilitates redirection of teachers who are currently in the classroom, particularly in nonmetro areas where part-time paid jobs may be difficult to obtain.
- (2) This part states the kind of paid work experience that will apply in C.(1) in order to avoid misunderstanding and to ensure consistent implementation of the rule.
- (3) This part states which of the alternate kinds of work experience are not considered acceptable to accumulate the required occupational experience in order to avoid misunderstanding and to ensure consistent implementation of the rule.

### D. Limitations

- (1) The limited license replaces the previous provisional license in Minn. Rules pt. 3515.4700. See Statement of Need and Reasonableness for the Limited License, 3517.6200. It is reasonable to allow the limited license for this category. The limited license will allow an instructor one year in which to meet full licensure requirements. It is reasonable to require an applicant to take coordination techniques before being granted a limited license, because of the differences in teaching methodology for this type of course, compared with teaching in the classroom.
- (2) A letter of approval is not included because it is not reasonable to allow a non-business licensed teacher to teach in this program area which requires special technical skills and methods. Non-business licensed teachers cannot effectively teach the content of the program and will, therefore, adversely affect the overall quality of the program. The influx of computers and the applications used in the programs requires special technical competence. Additionally, the licensure qualifications have been broadened to encompass many additional options through which to meet licensure requirements, and are now more broad than those of other areas of practice; therefore, a greater majority of people will qualify for full license or for a limited license.

## **SECONDARY CONSUMER AND HOMEMAKING EDUCATION OCCUPATIONS**

**(3517.0500 to 3517.0520)**

### **Overview of Secondary Consumer and Homemaking Categories of Practice**



Consumer and homemaking categories of practice prepare individuals for their roles as homemakers, consumers, parents and family members. Only option one from Attachment B is used in this program area because the competencies necessary to teach this program can best be gained through formal coursework. In an area where work is not paid in money and not done under supervision, it is impossible to ensure that a minimum level of competency will be gained without formal technical coursework.

This vocational program area has only two categories of practice, the secondary consumer and homemaking teacher and the secondary consumer and homemaking/family life teacher. The second license builds on the first license and makes it possible for the licensee to teach a broader program. This is a change from 3515.9911, where family life is a separate license. It was necessary to combine family life with consumer and homemaking because there are no teaching jobs for people narrowly licensed to teach only family life. Therefore, it is reasonable to drop the family life and combine the requirement with the consumer and homemaking license, because it provides one license that makes the applicant eligible to teach all components of the vocational homemaking program. All Minnesota Home Economics teacher preparation programs prepare students to meet the licensure requirements for this category of practice. Since 1981 one licensure code has been issued to applicants who meet the consumer and homemaking and family life requirements of Minn. Rules pt. 3515.9911.

The license for nutrition specialist from the licensure chart 3515.9911 has not been transferred to 3517 because there are no programs presently in operation that require this license. It is necessary and reasonable to identify requirements only for licenses that lead to a teaching position.

### **3517.0500 Secondary Consumer and Homemaking Teacher**

#### **A. Education Criteria**

All education criteria were moved from the licensure chart (Minn. Rules pt. 3515.9911.)

It is reasonable to require a two-credit student organization curriculum course as a new requirement because it is not part of the baccalaureate degree in home economics. See General Statement of Need and Reasonableness for Categories of Practice, Education Criteria (A) for an explanation of the need to have competency in this area.

#### **B. Technical Coursework**

The credit hours and required components have been moved from Minn. Rules pt. 3515.9911 subp. 3.A.

#### **C. Occupational Experience**

Remains the same as in Minn. Rules pt. 3515.9911.

#### **D. It is reasonable to allow a limited license in hardship cases because it allows isolated communities that do not have a fully licensed teacher to continue the program. There is a surplus**

of fully licensed teachers in this category of practice in all but the most isolated areas of the state. This exception will, however, fill a special need for a few districts.

## Subpart 2 License Validity

- (A) This has been a practice of the Personnel Licensing Section since vocational consumer and homemaking was moved to a separate vocational license in 1972. It is reasonable for the consumer and homemaking license to be valid to teach junior and senior high home economics because the requirements for this license exceed those for a non-vocational home economics license. Thus, this license provides a more highly qualified teacher. It is also a convenience for the teacher and school district to have this one license valid at both secondary levels.
- (B) The teaching of family life is a very sensitive area and requires special courses. The requirement for special preparation to teach family life is consistent with the Board of Teaching Rules, Minn. Rules pt. 8700.5100, Teachers of Family Life Education.

## 3517.0520 Secondary Consumer and Homemaking/Family Life Education Teacher

### A. Educational Criteria

- (1) It is necessary and reasonable to require this license because the licensee will be eligible to teach the consumer and homemaking program as well as the family life component.
- (2) Moved from Minn. Rules pt. 3515.9911, subp. 3.B(5).
- (3) It is reasonable to require a two-credit student organization curriculum course as a new requirement because it is not part of the baccalaureate degree in home economics. See General Statement of Need and Reasonableness for Categories of Practice, Education Criteria (A) for an explanation of the need to have competency in this area. (p. 9).
- (4) This requirement was moved from the chart (Minn. Rules pt. 3515.9911).
- (5) This requirement was moved from the chart (Minn. Rules pt. 3515.9911.)
- (6) Moved from Minn. Rules pt. 3515.9911, subp. 3.E.

### B. Technical Coursework

Moved from Minn. Rules pt. 3515.9911, subp. 3.B(1)-(4).

The credit requirement in chapter 3515 was 27 credits. The requirement remains the same because the 3-credit curriculum methods and materials of family life was subtracted from the 27 credits when this component was moved to 3517.0520 subp. 1.A(2). The minimum of three credits remains the same as in chapter 3515,

but it was necessary to add a maximum of nine quarter credits to ensure that applicants have a reasonable distribution of coursework. It was necessary and reasonable to combine two components from Chapter 3515, (family structure and function, and relationships within the family and relationship of the family and its members to society) because these components are generally combined in one or more college courses. Combining the components makes it easier for the applicant and Personnel Licensing Section to document that the requirements are met.

The limited license (formerly provisional) was moved from the chart (Minn. Rules pt. 3515.9911.)

C. Occupational Experience

This requirement is the same as Minn. Rules pt. 3515.9911.

- D. It is reasonable to allow a limited license in hardship cases because it allows isolated communities that do not have a fully licensed teacher to continue the program. There is a surplus of fully licensed teachers in this category of practice in all but the most isolated areas of the state. This exception will, however, fill a special need for a few districts.

**Subpart 2 License Validity**

The requirements for this category of practice are very comprehensive and exceed the requirements for a home economics license and a consumer and homemaking license. Therefore, it is reasonable for this license to be valid in the other program areas.

**Secondary Environmental Health Occupations**

**(3517.0600 - 3517.0620)**

**Overview of Secondary Environmental Health Occupations Categories of Practice**

The Secondary Environmental Health Occupations Category of Practice identifies the licensure requirements for the vocational program area of Environmental Health Occupations. The general education and occupational experience hour requirements for this category of practice were moved from the secondary licensure chart (Minn. Rules pt. 3515.9912) under Health Occupations Education. The educational and occupational experience requirements for this category have been in policy. It is necessary and reasonable to write the policy into rule because the programs have been approved and are operating in districts. The program is listed on the matrix, Exhibit A. It is necessary and reasonable to separate Environmental Health Occupations from the other Health Occupations Education programs because it focuses on air and water plus chemical analysis, which is quite different from the health care programs.

**3517.0600 Secondary Environmental Health Occupations Teacher**

**Option One**

## A. Educational Criteria

- (1) The listed baccalaureate degrees are necessary and reasonable because they ensure that the applicant has the minimum knowledge base, that all interested parties have access to the information, and that there is consistency in the implementation of the rules.
- (2) Requirements for the secondary vocational teacher education sequence (3517.3150) were moved from Minn. Rules pt. 3515.1400 where they were part of the Health Occupations Education program.
- (3) It is reasonable to require a two-credit student organization curriculum course as a new requirement because it is not part of the baccalaureate degrees listed in A(1). See General Statement of Need and Reasonableness for Categories of Practice, Education Criteria (A) for an explanation of the need to have competency in this area. (p. 9 ).
- (4) The human relations program requirement was moved from Minn. Rules pt. 3515.2100 where they were part of the Health Occupations program.

## B. Technical Coursework

No additional technical coursework has been required in previous rule for Environmental Health Occupations Education.

## C. Occupational Experience

- (1) Moved from Minn. Rules pt. 3515.9912. This area was one of the Health Occupations licenses. This was identified in Exhibit A.
- (2-3) It is necessary and reasonable to list the job titles for each category of practice to ensure that the applicant will have had experiences that will provide the technical knowledge of the program, that all interested parties have access to the information, and that there is consistency in the implementation of the rules. The advisory committee for this category of practice validated these titles and duties. One hundred percent of the occupational experience is required in the emphasis area because of the highly technical nature of the experiences in this category of practice.
- (4) See Statement of Need and Reasonableness for 3517.6000, Limited License.

## Option Two

This option differs from Option 1 in that completion of a technical training program replaces the baccalaureate degree and more hours of occupational experience are required.

A. Educational criteria

- (1) It is reasonable to require that applicants successfully complete the technical program that prepared the applicants to be employed in their occupations. The occupations listed have been validated by the advisory committee for the category of practice.

(2-4) See Statement of Need and Reasonableness for Option 1, A (2-4).

B. Technical Coursework

- (1) See Statement of Need and Reasonableness for Option 1, B.

C. Occupational Experience

- (1) It is necessary and reasonable to require 6000 hours of occupational experience to ensure a minimum knowledge base of the program area when less time is spent in a formal training program than in Option 1.

(2-3) See Statement of Need and Reasonableness for Option 1, C (2-3).

**3517.0620 Secondary Teacher-Coordinator of Environmental Health Cooperative Education**

A person licensed in this category of practice is qualified to place and supervise students in paid jobs to develop competencies in the Environmental Health program area. The criteria for this category of practice were moved from Minn. Rules pt. 3515.9912. See the General Statement of Need and Reasonableness for Categories of Practice 3517.0200 - 3517.2140 regarding deletion of the second course in cooperative education. (p. 10 ).

**Secondary Health Occupations**

**(3517.0700 - 3517.0890)**

**Overview of Secondary Health Occupations Categories of Practice**

The Secondary Health Occupations Categories of Practice identify the licensure requirements for the vocational program areas of dental assisting, dental laboratory technician, emergency medical technician, health care career exploration, health unit coordinator (ward clerk), home health aide, medical laboratory technician, nursing assistant, orthotics/prosthetics technician, and pharmacy technician. The general education and occupational experience hour requirements for these categories of practice have been moved from the secondary licensure chart (Minn. Rules pt. 3515.9912) under Health Occupations Education. The requirements for these categories have been in policy. It is necessary and reasonable to write the policies into rule because the programs have been approved and are operating in districts. The programs are listed on the matrix, Exhibit A.

Teacher-Coordinator in Health Occupations (3517.0890) was moved from the licensure chart (Minn. Rules pt. 3515.9912.)

Health care career exploration is a broad program and will be discussed first.

### 3517.0760 Secondary Health Care Career Exploration Teacher

#### Option One

##### A. Education criteria

- (1) The listed baccalaureate degrees are necessary and reasonable because they ensure that the applicant has the minimum knowledge base, that all interested parties have access to the information, and that there is consistency in the implementation of the rule.
- (2) Requirements for the secondary vocational teacher education sequence (3517.3150) were moved from Minn. Rules pt. 3515.1400.
- (3) It is reasonable to require a two-credit student organization curriculum course as a new requirement because it is not part of the baccalaureate degrees listed in A(1). See General Statement of Need and Reasonableness for Categories of Practice, Education Criteria (A) for an explanation of the need to have competency in this area.
- (4) The human relations program requirement was moved from Minn. Rules pt. 3515.2100.

##### B. Technical Coursework

No additional technical coursework has been required in previous rule for Health Occupations Education.

##### C. Occupational Experience

- (1) Moved from Minn. Rules pt. 3515.9912
- (2-4) It is necessary and reasonable to list the job title for each category of practice to ensure that the applicant will have had experiences that will provide technical knowledge of the program, that all interested parties have access to the information, and that there is consistency in the implementation of the rule. The advisory committee for the categories of practice validated the job titles and duties and made a determination that the job was in the emphasis or related area. It is reasonable to require a minimum of two-thirds of the occupational experience to be in the emphasis area and to allow up to one-third in the related area because this program is broad-based and explores many occupations within the program cluster.
- (5) See Statement of Need and Reasonableness for 3517.6000, Limited License.

#### Option Two

This option differs from Option 1 in that a two-year technical program replaces the baccalaureate degree and more hours of occupational experience are required.

A. Educational Criteria

- (1) It is reasonable to require that the applicant has successfully completed the technical program that prepared the applicant to be employed in his or her occupation. The occupations listed have been validated by the advisory committee for the category of practice.

(2-4) See Statement of Need and Reasonableness for Option 1, A, (2-4).

B. Technical Coursework

- (1) See Statement of Need and Reasonableness for Option 1, B.

C. Occupational Experience

- (1) It is necessary and reasonable to require 6000 hours of occupational experience to ensure a minimum knowledge base of the program area when less time is spent in a formal training program than in Option 1.

(2-5) See Option 1, C.

**Subpart 4 Alternative License**

When the requirements are equivalent, it is reasonable to allow that license to be used as an alternative rather than to require the applicant to apply for a new category of practice license.

**3517.0700 Secondary Dental Assisting Teacher**

**3517.0740 Secondary Emergency Medical Technician Teacher**

**3517.0780 Secondary Health Unit Coordinator (Ward Clerk) Teacher**

**3517.0820 Secondary Medical Laboratory Technician Teacher**

**3517.0880 Secondary Pharmacy Technician Teacher**

These above listed narrowly focused categories of practice have only one option for licensure, with certification or professional licensure in their occupational area as the basic educational requirement.

A. Educational criteria

- (1) It is reasonable to require that the applicant has successfully completed a technical training program that prepared the applicant for the occupation, with the appropriate certification or professional license required to be employed in the occupational area.

- (2) Moved from Minn. Rules pt. 3515.1400.
- (3) It is reasonable to require a two-credit student organization curriculum course as a new requirement because it is not part of the technical training program. See General Statement of Need and Reasonableness for Categories of Practice, Education Criteria (A) for an explanation of the need to have competency in this area. (p. 9 ).
- (4) Moved from Minn. Rules pt. 3515.2100.

B. Technical Coursework

No additional technical coursework has been required in previous rule for Health Occupations Education.

C. Occupational Experience

- (1-4) It is reasonable to require 6000 hours of occupational experience in the specific area in which they are certified or licensed, because these are very specialized, skilled areas.
- (5) See Statement of Need and Reasonableness for 3517.6000, Limited License.

**3517.0720 Dental Laboratory Technician**

This narrowly focused category of practice has only one option for licensure, with certification and degree in the occupational area as the basic education requirements.

A. Educational criteria

- (1-2) See Statement of Need and Reasonableness for 3517.0700, A (1-2).
- (3) Moved from Minn. Rules pt. 3515.1400.
- (4) It is reasonable to require a two-credit student organization curriculum course as a new requirement because it is not part of the certification or degree requirements. See General Statement of Need and Reasonableness for Categories of Practice, Education Criteria (A) for an explanation of the need to have competency in this area.
- (5) Moved from Minn. Rules pt. 3515.2100.

B. See 3517.0700, B, for Statement of Need and Reasonableness.

C. (1-5) See 3517.0700 for Statement of Need and Reasonableness.

**3517.0800 Home Health Aide Teacher**

**3517.0840 Nursing Assisting Teacher**

**Subpart 1**



These two narrowly focused categories of practice have only one option for licensure, with professional licensure in their occupational area as the basic educational requirement. See Statement of Need and Reasonableness for 3517.0700, A, B, and C.

**Subpart 2 Alternative license**

See the Statement of Need and Reasonableness for 3517.0760 subp. 4.

**3517.0860 Secondary Orthotics/Prosthetics Technician Teacher**

This narrowly focused category of practice has only one option for licensure, with certification in their occupational area as the basic educational requirement.

A. Educational criteria

(1-2) See Statement of Need and Reasonableness for 3517.0700, A, (1) & (2).

(3) It is reasonable to require a two-credit student organization curriculum course as a new requirement because it is not part of the certification education requirement. See General Statement of Need and Reasonableness for Categories of Practice, Education Criteria (A) (p. 9) for an explanation of the need to have competency in this area.

(4) The human relations requirement was moved from Minn. Rules pt. 3515.1400.

(5) It is necessary and reasonable to allow this substitution, as it is consistent with the policies of the American Board of Certification of Orthotics and Prosthetics.

B. See Statement of Need and Reasonableness for 3517.0700.

C. (1) It is necessary and reasonable to require 2000 hours of occupational experience as this ensures a minimum knowledge base of the program area.

(2-5) See Statement of Need and Reasonableness for 3517.0700, C(2-5).

(6) It is necessary and reasonable to allow this substitution of a competency-based occupational exam in lieu of the occupational experience because it is consistent with the policies of the certification board for Orthotics and Prosthetics. This Board considers the formal training program which prepares the trainee to stand for a test as equivalent to two years of occupational experience.

**3517.0890 Secondary Teacher-Coordinator of Health Occupations Cooperative Education**

A person licensed in this category of practice is qualified to place and supervise students in paid jobs in order to develop competencies in the Health Occupations program areas. Criteria for this category of practice

were moved from Minn. Rules pt. 3515.9912. See the General Statement of Need and Reasonableness for Categories of Practice 3517.0200 - 3517.2140 (p. 10) related to deletion of the second course in cooperative education.

## Secondary Marketing Occupations

(3517.0900 - 3517.0920)

### Overview of Secondary Marketing Occupations Categories of Practice

Marketing categories of practice identify the licensure requirements for the vocational program area of marketing. The general education, technical coursework and occupational experience hour requirements for this category of practice have been moved from the secondary licensure chart (Minn. Rules pt. 3515.9912). The name of this category of practice has been changed from Distributive Education to Marketing because it is more descriptive and is consistent with the terminology used by the United States Office of Education.

#### 3517.0900 Secondary Marketing Teacher

##### A. Educational criteria

- (1) The listed degrees are necessary and reasonable because each includes technical preparation that ensures that the applicant has the minimum knowledge base. Listing the degrees ensures that all interested parties have access to the information and that there is consistency in the implementation of the rule.
- (2) Requirements for the secondary vocational marketing teacher were moved from the secondary licensure chart (Minn. Rules pt. 3515.9912). The course requirements ensure that the applicant has an understanding of the specific vocational area of instruction and is familiar with the philosophy of vocational education. In consultation with an advisory committee of industry, current licensed teachers in the category of practice and teacher educators the following changes were adopted. The requirement for a course in distributive education curriculum has been eliminated to meet the updated trend in the course offering due to the fact that the distributive education curriculum course is now offered within the marketing education (distributive education) methods course. The previous requirement of one course in organization/administration of Vocational Education has been dropped due to the fact that the content of the course is now part of the marketing education (distributive education) methods and philosophy of vocational education. In addition the organization/administration of Vocational Education course is altered to prepare the individual pursuing an administrative degree, therefore, no longer meets the specific needs of an instructor in the marketing occupational area. The requirement of distributive education student teaching or one year previous teaching experience is a requirement of the educational degree program in marketing education. The business administration

and marketing degree applicants are required to have the teacher internship which is necessary and reasonable to ensure the applicant receives the proper experience and that there is consistency in the implementation of the rule.

- (3) The human relations program requirement was moved from Minn. Rules pt. 3515.9912.

#### B. Technical coursework

- (1) It is reasonable to require that the applicant has successfully completed the listed technical program because it directly relates to the secondary vocational program to be taught. The programs listed have been validated by the advisory committee for the category of practice.
- (2) This provision was in prior rule (Minn Rule pt. 3515.9912). It is reasonable to accept excess occupational experience as a substitute for technical coursework because the knowledge obtained through occupational experience is comparable to the skills learned in technical coursework.
- (3) See Statement of Need and Reasonableness for Minn. Rules pt. 3517.6200 (Limited License). This change brings marketing consistent with other vocational areas.

#### C. Occupational Experience

- (1) Moved from Minn. Rules pt. 3515.9912
- (2-4) It is necessary and reasonable to list the job titles for each category of practice to ensure that the applicant will have had experience that provides the technical knowledge of the program, that all interested parties have access to the information and that there is consistency in the implementation of the rule. The advisory committee for the category of practice validated the job titles and duties and made a determination that the job was in the emphasis or related area. It is reasonable to require a minimum of 50 percent of the occupational experience in the emphasis area and to allow up to 50 percent in the related area because this program is broad-based and explores many occupations within the program cluster. The requirement of 4000 hours of occupational experience, which existed in prior rule, is necessary to assure the experience necessary to teach. This figure is consistent with national norms.
- (5) See Statement of Need and Reasonableness for 3517.6200, Limited License.

#### Subpart 2. License Validity

It is reasonable for this license to be valid in the programs listed because the program requirements are the same. This proposed subpart has not been in rule, but has been in the administrative aid document since 1980.

### Subpart 3. Converting a Narrower License

This subpart puts into rule the policy under which the holder of a valid secondary vocational program teaching license in the distributive education categories of practice may have the license converted to the broad category of practice now known as marketing. It was necessary and reasonable to make this change because with declining school populations, single-focus marketing occupations programs are not offered by school districts. Districts need the flexibility to have a teacher licensed to teach a broader category of courses.

The model store category of practice has been eliminated because it is now taught as a part of the marketing program and is no longer a separate program in this Category of Practice.

### **3517.0920 Secondary Teacher Coordinator of Marketing Occupations Cooperative Education**

#### Subpart 1

##### A. Educational criteria

(1) Moved from Minn. Rules pt. 3515.9912.

(2) Moved from Minn. Rules pt. 3515.9912.

##### B. Technical Coursework

See Statement of Need and Reasonableness for 3517.0900, B.(1) and (2).

##### C. Occupational Experience

See Statement of Need and Reasonableness for 3517.0900 C. (1)-(4).

#### Subpart 2.

See Statement of Need and Reasonableness for 3517.0900, Subpart 2.

### **Performing Arts Occupations**

**(3517.1000)**

### **Overview of Secondary Performing Arts Occupations Categories of Practice**

Performing Arts Categories of Practice identify the licensure requirements for the vocational program area of Performing Arts. The general education, technical coursework and occupational experience hour requirements for this Category of Practice have been moved from the secondary licensure chart (Minn. Rules pt. 3515.9913) which was listed under "Other Vocational Clusters."

### **3517.1000 Secondary Performing Arts Occupation Teacher**

## Option 1

### A. Educational criteria

- (1) The listed degrees are necessary and reasonable because each ensures that the applicant has the minimum knowledge base. Listing the degrees ensures that all interested parties have access to the information and that there is consistency in the implementation of the rule.
- (2) Requirements for the secondary vocational Performing Arts were moved from the secondary licensure chart (Minn. Rules pt. 3515.9913). The course requirements ensure that the applicant has an understanding of the specific vocational area of instruction and is familiar with the philosophy of vocational education. In consultation with an advisory committee of industry, current licensed teachers in the category of practice and teacher educators, the following changes were adopted. Vocational marketing education (distributive education) methods/curriculum course and the philosophy of vocational education were added. These are necessary and reasonable changes to ensure that the applicant receives the proper experience and that there is consistency in implementation of the rule.
- (3) The human relations program requirement was moved from Minn. Rules pt. 3515.9912.

### B. Technical coursework

It is reasonable to require that the applicant has successfully completed technical coursework because it directly relates to the secondary vocational program to be taught.

### C. Occupational experience

- (1) Moved from Minn. Rules pt. 3515.9913.
- (2-3) It is necessary and reasonable to require Performing Arts experience for this Category of Practice to ensure that the applicant will have had experience that provides the technical knowledge of the program, that all interested parties have access to the information and that there is consistency in the implementation of the rule.

The advisory committee for the Category of Practice validated the duties and made a determination that the job was in the emphasis area. It is reasonable to require 100 percent of the occupational experience in the emphasis area because this program is based specifically on Performing Arts.

- (4) See Statement of Need and Reasonableness for 3517.6200 (Limited License).

## Option 2

A. Educational Criteria

- (1) See Statement of Need and Reasonableness for subpart 2, Option 1, A. (2) and (3).

B. Technical Coursework

No technical coursework is required in this option because the additional hours of occupational experience provide comparable competencies.

C. Occupational Experience

- (1) Moved from Minn. Rules pt. 3515.9913
- (2-3) See Statement of Need and Reasonableness for subpart 2, Option 1, C. (2) and (3).

**Secondary Public Affairs/Community Service Occupations**

**(3517.1100 - 3517.1120)**

**Overview of Secondary Public Affairs/Community Service Occupations Categories of Practice**

The Secondary Public Affairs/Community Service Occupations Category of Practice identifies the licensure requirements for the vocational program of Public Affairs/Community Service Occupations. The general education and occupational experience hour requirements for this category of practice were moved from the secondary licensure chart (Minn. Rules pt. 3515.9912) under Community Service Occupations Education. The general education and occupational experience requirements for this category have been in policy. It is necessary and reasonable to write the policy into rule because the programs have been approved and are operating in districts. The program is listed on the matrix, Exhibit A.

**3517.1100 Secondary Public Affairs/Community Service Occupations Teacher**

**Option One**

A. Educational criteria

- (1) The listed baccalaureate degrees are necessary and reasonable because they ensure that the applicant has a minimum knowledge base, that all interested parties have access to the information, and that there is consistency in the implementation of the rules.
- (2) Moved from Minn. Rules pt. 3515.1400.
- (3) It is reasonable to require a two-credit student organization curriculum course as a new requirement because it is not part of the baccalaureate degrees listed in A(1). See General

Statement of Need and Reasonableness for Categories of Practice, Educational Criteria, (A) for an explanation of the need to have competency in this area. (p. 9 ).

(4) Moved from Minn. Rules pt. 3515.2100.

B. Technical Coursework

No additional technical coursework was required in previous rule.

C. Occupational Experience.

(1) Moved from Minn. Rules pt. 3515.9912.

(2-4)The advisory committee for this category of practice validated the job titles and duties listed in part 3. No related occupational areas are included because the emphasis areas are broad enough to give the applicant sufficient occupational opportunities. It is necessary and reasonable to list the job titles for each category of practice to ensure that the applicant will have had experiences that will provide the technical knowledge of the program, that all interested parties have access to this information and that there is consistency in the implementation of the rules.

(5) See Need and Reasonableness Statement for 3517.6000, Limited License.

### Option Two

This option differs from Option 1 in that completion of a technical training program replaces the baccalaureate degree and more hours of occupational experience are required.

A. Educational Criteria

(1) It is reasonable to require that the applicant has successfully completed the technical program that is a minimum educational requirement for employment in their occupational area. The occupations listed have been validated by the advisory committee for this category of practice.

(2-4)See Option 1, A (2-4) for Statement of Need and Reasonableness.

B. Technical Coursework

(1) See Option 1, B for Statement of Need and Reasonableness.

C. Occupational Experience

(1) It is necessary and reasonable to require 6000 hours of occupational experience to ensure a minimum knowledge base of the program area when less time is spent in a formal training program than in Option 1.

(2-3)See Statement of Need and Reasonableness for Option 1, C, (2-4).

**3517.1120 Secondary Teacher-Coordinator in Public Affairs/Community Service Occupations Cooperative Education**

A person licensed in this category of practice is qualified to place and supervise students in paid jobs in order to develop competencies in the Public Affairs/Community Service program area. The criteria for this category of practice were moved from Minn. Rules pt. 3515.9912. See General Statement of Need and Reasonableness for Categories of Practice (3517.0200 - 3517.2140) related to deletion of the second course in cooperative education (p. 10).

**SERVICE OCCUPATIONS**

**(3517.1200 to 3517.1440)**

**Overview of Secondary Service Occupations Categories of Practice.**

The Service Occupations Categories of Practice identify the licensure requirements for the vocational program areas of child care/guidance and education; fashion/apparel/textiles; foods; grooming services; housing; and tourism. The general education, technical coursework and occupational experience hour requirements for these broad categories of practice have been moved from the secondary licensure chart (Minn. Rules pt. 3515.9913.)

The narrower categories of practice (building care/maintenance; cosmetology; dry cleaning; and upholstery) are areas related to the broad program areas which by tradition have been offered in some districts. The requirements for these categories have been in policy. It is necessary and reasonable to write the policies into rule because the programs have been approved and are operating in districts.

Childhood Education Aide, which is a support staff category of practice, was moved from Minn. Rules pt. 3515.6200 to 3517.1240.

Waiter/Waitress is a new category of practice that is a component of the foods occupations program.

Teacher-Coordinator in Service Occupations (Minn. Rules pt. 3517.1440) was moved from the licensure chart (Minn. Rules pt. 3515.9913.)

The broad categories of practice will be discussed first.

**3517.1220 Secondary Child Care/Guidance and Education Occupations Teacher**

**3517.1300 Secondary Fashion/Apparel/Textiles Occupations Teacher**

**3517.1320 Secondary Foods Occupations Teacher**

**3517.1340 Secondary Grooming Service Occupations Teacher**

**3517.1360 Secondary Housing Occupations Teacher**



## 3517.1380 Secondary Tourism Occupations Teacher

The need and reasonableness statements for the above categories of practice are the same and will be discussed together.

### Option One

#### A. Educational criteria

- (1) The listed baccalaureate degrees are necessary and reasonable because they ensure that the applicant has a minimum knowledge base.
- (2) Requirements for the secondary vocational teacher education sequence (3517.3150) were moved from Minn. Rules pt. 3515.1400. It is reasonable to exempt the applicant from the one course (Introduction to Vocational Teaching) in the teacher education sequence because the methods and materials course for service occupations includes the same objectives plus specific objectives related to service occupations. When the baccalaureate degree is in home economics education, it is necessary and reasonable to exempt the applicant from the teacher education sequence because all objectives of these courses are included in a vocational education major.
- (3) The requirement for methods and materials for Service Occupations (qualifying workshop in occupation) was moved from the charts (Minn. Rules pt. 3515.9913.)
- (4) It is reasonable to require a two-credit student organization curriculum course as a new requirement because it is not part of the baccalaureate degree. See General Statement of Need and Reasonableness for Categories of Practice, Educational Criteria (A) for an explanation of the need to have competency in this area.
- (5) Moved from Minn. Rules pt. 3515.2100.

#### B. Technical Coursework (college approved credit component)

- (1) The technical coursework requirement was moved from Minn. Rules pt. 3515.9913. The credit and hour requirements have been lowered from 24/288 to 18/228 because this is an adequate amount of time to provide the competencies needed for the program. It is reasonable to have the option to meet the coursework requirement through workshop clock hours because industry-run inservice provides current technical content that is not always available through a university program. The requirement for the minimum of two credits in each area has previously been written in the administrative aid (Exhibit D) and provides minimum competencies in each area. The listing of courses/topics is presently in the administrative aid and have been implemented consistently since 1980. An advisory committee of industry, current licensed teachers in the category of practice, and teacher educators have updated and validated

the proposed requirements to ensure that the applicant will have the minimum knowledge base for the category of practice.

- (2) Moved from Minn. Rules pt. 3515.9913.
- (3) See Statement of Need and Reasonableness for 3517.6200, Limited License.

#### C. Occupational Experience

- (1) Moved from Minn. Rules pt. 3515.9913.
- (2-4) It is necessary and reasonable to list the job titles for each category of practice to ensure that the applicant will have had experiences that provide the technical knowledge of the program, that all interested parties have access to the information, and that there is consistency in the implementation of the rule. The advisory committee for the categories of practice validated the job titles and duties and made a determination that the job was in the emphasis or related area. It is reasonable to require a minimum of 50 percent of the occupational experience in the emphasis area and to allow up to 50 percent in the related area because these programs are broad-based and explore many occupations within the program cluster.
- (5) (3517.1220 only) This program prepares students to work as support staff in early childhood education programs, therefore, occupational experience in educational settings as identified in subitems (3) and (4) is relevant and necessary as a requirement.
- (6) For 3517.1220 only and (5) for .1300 to .1380 see Statement of Need and Reasonableness for 3517.6200, Limited License.

#### Option Two

This option differs from Option 1 in that a technical program replaces the baccalaureate degree and more hours of occupational experience are required.

##### A. Educational Criteria

- (1) It is reasonable to require that the applicant has successfully completed the technical program that directly relates to the secondary vocational program. The programs listed have been validated by the advisory committee for the category of practice.
- (2-4) See Statement of Need and Reasonableness for Option 1, A, (2-4).
- (5) See Statement of Need and Reasonableness for Option 1, A, (5).

##### B. Technical Coursework

(1-3)See Statement of Need and Reasonableness for Option 1, B, (1-3).

C. Occupational Experience

(1) It is necessary and reasonable to require 4000 hours of occupational experience to ensure a minimum knowledge base of the program area when less time is spent in a formal training program than in Option 1.

(2-4)See Option 1, C.(2-4).

(5) (3517.1220 only) This program prepares students to work as support staff in early childhood education programs, therefore occupational experience in educational settings as identified in subitems (3) and (4) is relevant and necessary as a requirement.

**Option Three**

A. Educational Criteria

(1-2)Moved from Minn. Rules pt. 3515.9913.

(3) It is reasonable to require a two-credit student organization curriculum course as a new requirement because it is not part of the baccalaureate degree. See General Statement of Need and Reasonableness for Categories of Practice, Educational Criteria (A) for an explanation of the need to have competency in this area. (p. 9 ).

(4) Moved from Minn. Rules pt. 3515.9913.

B. Technical Coursework

Not required because of the extent of the occupational experience. This provision remains the same as in Minn. Rules pt. 3515.9913.

C. Occupational Experience

(1) Moved from Minn. Rules pt. 3515.9913.

(2-4)Because the majority of the requirements for this applicant are met with the occupational experience, it is reasonable to require that 100 percent be in the emphasis area.

(5) (3517.1220 only) This program prepares students to work as support staff in early childhood education programs, therefore occupational experience in educational settings as identified in subitems (3) and (4) is relevant and necessary as a requirement.

**3517.1200 Secondary Building Care and Maintenance Occupations Teacher**

Subpart 1.

This narrowly focused category of practice has only one option for licensure, which is the same as Option 3 in the broad categories of practice. The requirements for this category have been in the administrative aid (Exhibit A and C). It is reasonable to only have Option 3 for this category because there is not a baccalaureate degree or postsecondary program that provides the knowledge base. See the Statement of Need and Reasonableness for 3517.1220, Option 3, A, B and C. (1-4).

#### Subpart 2. Alternative License.

It is necessary and reasonable to use the broad housing occupations license as an alternative for this category of practice because building care and maintenance is a component of the larger program. The housing license requires technical coursework and occupational experience in this category of practice.

#### Subpart 3. Converting a narrower license.

The building care and maintenance license and the housekeeping aide license are listed in the matrix (Exhibit A) and have been issued to secondary teachers. The job duties for these two licenses are essentially the same. "Building maintenance" is a more general job description, while the title "housekeeping aide" is used in specific industries. Thus, it is reasonable to convert the housekeeping aide license to the more general license title of "building care and maintenance."

### **3517.1240 Secondary Childhood Education Aide (Support Staff)**

This category of practice has been merged with childhood education instructor to simplify the rule and to eliminate confusion for the applicant. The title "aide" was used because this is a support staff position. The requirements from Minn. Rules pt. 3515.6100 (childhood education instructor) and Minn. Rules pt. 3515.6200 (childhood education aide) have been merged into 3517.1240.

#### Subpart 1. Requirements

The duties for Chapter 3515.6100 and .6200 were the same and have been moved to this category of practice. Applicants are given two options to meet requirements:

##### A. Education Requirements

(1-3) Moved from Minn. Rules pt. 3515.6100

or

##### C. Occupational Experience

(1, 5 & 6) Moved from Minn. Rules pt. 3515.6200.

(2, 3 & 4) Job titles and duties are listed to provide the applicant with the needed information. The job titles are reasonable because they are the same as the program area in which the aide is working.

## Subpart 2. Alternative License

It is reasonable to accept the broad child care/guidance and education license (3517.1220) because the requirement for this license includes all criteria in A and C of this category of practice plus technical coursework.

## Subpart 3. Converting a merged license

It is necessary and reasonable to convert the childhood education instructor license to this category of practice because the requirements have been added as an alternative option to this license.

## 3517.1260 Secondary Cosmetology Occupations Teacher

This narrowly focused category of practice has two options to meet licensure requirements. Option 1 is the same as Option 1 in the broad categories of practice (3517.1220 - 3517.1380) and Option 2 is the same as Option 3 of those broad categories.

### Option 1 (Subpart 2)

#### A. Educational Criteria

(1, 3, 4, and 5) The requirements are the same as the broad categories of practice. See Statement of Need and Reasonableness for Option 1 broad categories of practice. (3517.1220, .1300 - .1380).

(2) It is necessary and reasonable to require current Minnesota licensure as a cosmetology teacher because Minn. Rules pt. 2640.7800 require this license in order for the hours a student spends in the program to count toward a cosmetologist license which is issued by the Department of Commerce.

(6) Moved from Minn. Rules pt. 3515.2100.

#### B. Technical Coursework

It is reasonable not to require technical coursework because the current licensure as a cosmetology teacher ensures that the applicant has the technical competency.

#### C. Occupational Experience

It is reasonable to require 100 percent of the experience as a cosmetologist because this is a very specialized, skilled area where there are no related areas that would add to the competencies needed for the program.

### Option 2

This is essentially the same as Option 3 in the broad categories of practice.

A. Educational Criteria

(1) See 3517.1260 Option 1.A.(2) for Statement of Need and Reasonableness.

(2-5) See Statement of Need and Reasonableness for 3517.1220, Option 3, A, (1-4).

B. Technical Coursework - See Need and Reasonableness Statement for 3517.1260, Option 1, B.

C. Occupational Experience

See Statement of Need and Reasonableness 3517.1260, Option 1, C.

**3517.1280 Secondary Dry Cleaning Occupations Teacher**

**3517.1400 Secondary Upholstery Occupations Teacher**

These two narrowly focused categories of practice have only one option for licensure because the knowledge base is acquired in the workplace, not through formal educational training. Therefore, Option 3 from Exhibit B with its emphasis on occupational experience is the only available option for these categories of practice. See Statement of Need and Reasonableness for 3517.1300 - .1380, Option 3, A, B, and C.

**3517.1420 Secondary Waiter or Waitress Occupations Teacher**

This category of practice is a new licensure area. Waiter or waitress training has been an ongoing component of the foods occupations program, but it is necessary and reasonable to add this as a separate narrowly focused license because of the demand to add a specialized teacher to a full foods occupations program or to accommodate special needs programs. This addition also provides flexibility for districts in assigning staff.

**Option 1**

A. (Educational Criteria), and B. (Technical Coursework)

This option has identical requirements to Option 1.A and B. of 3517.1320, Foods Occupations Teacher. These requirements are reasonable because this license will be used to teach the waiter/waitress component of the broad food occupations program.

C. Occupational Experience

(1) The hour requirements are the same as all Option 1 requirements in the broad categories of practice. (3517.1320, and .1300 to .1380). See Statement of Need and Reasonableness for those sections.

(2) (3) It is reasonable and necessary to require all the experience to be as a waiter or waitress because this program trains students only for this occupation.

#### Subpart 4 Alternative License

It is necessary and reasonable to continue to accept a food occupations license because this occupation is a component of the total program.

#### Option 2

##### A. (Educational Criteria), and B. (Technical Coursework)

This option is identical to Option 3 in the broad category of practice 3517.1320 Foods Occupations Teacher. These requirements are necessary and reasonable because this license will be used to teach the waiter/waitress component of the broad program.

##### C. Occupational Experience

- (1) The hour requirements are the same as all Option 3, C, (1) requirements in the broad categories of practice (3517.1320 and .1300-.1380) See Statement of Need and Reasonableness for those sections.
- (2) (3) It is reasonable and necessary to require all the experience to be as a waiter or waitress because this program trains students only for this occupation.

#### 3517.1440 Secondary Teacher-Coordinator in Service Occupations Cooperative Education Programs

A person licensed in this category of practice is qualified to place and supervise students in paid jobs to develop competencies in one of the service occupational program areas identified in Minn. Rules pt. 3505.4000. This is a method of instruction that requires a knowledge base and employment competencies from all service occupations categories of practice.

##### A. Educational Criteria

- (1) Moved from Minn. Rules pt. 3515.9913.
- (2) Moved from Minn. Rules pt. 3515.9913.
- (3) This coursework was required in Minn. Rules pt. 3515.9913 for a teacher-coordinator as part of the requirement to be licensed as a teacher in one of the service program areas.
- (4) See Statement of Need and Reasonableness for 3517.1220, and .1300 to .1380, Option 1.A.(4).
- (5) Moved from Minn. Rules pt. 3515.9913.
- (6) Moved from Minn. Rules pt. 3515.9913. See the General Statement of Need and Reasonableness for the categories of practice (3517.0200 - .1540) (p. 10 ) related to deletion of the second course in cooperative education.

##### B. It is reasonable not to require technical coursework in this category

of practice because students receive their technical competencies through actual employment under the supervision of a training sponsor (employer).

### C. Occupational Experience

- (1) Moved from Minn. Rules pt. 3515.9913.
- (2) Minn. Rules pt. 3515.9913 required occupational experience to be in a minimum of two areas. Because licensure was required in a teacher category of practice for service occupations, the applicant automatically had 1500 hours in one area. The proposed rule drops the requirement for licensure in one of the other service occupations categories of practice because this requirement forced the applicant to have a narrow occupational experience background. Since this teacher supervises students in all the service occupations, it is necessary and reasonable to require the applicant to have occupational experience in two or more areas, with a minimum of 500 hours in at least two of the areas to ensure a broad occupational experience background for students in the service occupations cooperative education program.
- (3) See Statement of Need and Reasonableness for 3517.6200, Limited License.

### Subpart 2. License Validity

It is reasonable for this license to be valid in the three programs because the program requirements are the same. This proposed subpart has not been in rule, but has been in the administrative aid document (Exhibit A) since 1980.

### Subpart 3. Converting a narrower license

This conversion codifies a 5-year policy of issuing the service occupations teacher-coordinator license. It was necessary and reasonable to make this change because with declining school populations, single-focus service occupations cooperative programs are not offered by school districts. Districts need the flexibility to have a teacher licensed to place and supervise students in all service occupations areas. Broadening the occupational experience has made it reasonable for the teacher to supervise all service occupational areas.

## SPECIAL NEEDS PERSONNEL

(3517.1500-3517.1600)

### Overview of Special Needs Categories of Practice

Special Needs Categories of Practice identify the licensure requirements for the secondary vocational program and service providers to special needs students. The special needs licensures are in three categories:



## I. Program Providers

- A. Teacher-Coordinator of Work Experience for the Disadvantaged
- B. Teacher-Coordinator of Work Experience for the Handicapped

## II. Support Service Providers

- A. Support Service Facilitator
- B. Vocational Evaluator
- C. Interpreter for the Deaf in a Vocational Program

## III. Support Staff Vocational Supplemental Support/Technical Tutor

The general education, technical coursework and occupational experience hour requirements for these categories of practice have been moved from the secondary licensure chart (Minn. Rules pt. 3515.9942).

### **3517.1500 Teacher-Coordinator of Work Experience Programs for the Disadvantaged**

The previous Special Needs Work Experience Teacher-Coordinator license has been divided into Work Experience/Disadvantaged and Work Experience/Handicapped because of the special populations each position serves. This division is necessary and reasonable to ensure that teachers of special populations have appropriate educational and employment experience.

#### **Subpart 1**

##### A. Educational Criteria

- (1) A baccalaureate degree is necessary and reasonable because it ensures that the applicant has the minimum knowledge and competence base to provide a quality program to disadvantaged students at the secondary level. It is reasonable to omit the noneducation counseling degree previously provided for in Minn. Rules pt. 3515.9941, subp. 1, because there is a need to ensure competencies in education.

(2-4) Requirements moved from Minn. Rules pt. 3515.9941.

##### B. Technical Coursework

- (1) A directed independent study was added to accommodate persons who are geographically isolated from teacher education institutions and to ensure appropriate, relevant experience that would apply to the day-to-day operation of the work experience program. Since the proposed directed independent study addresses both current employment environments and operation of the special needs work experience programs, it is reasonable for it to replace the recent 500 hours of occupational experience and the 18-hour internship that was previously spent in ongoing special needs work experience programs. Since many of the available courses in coordination techniques are designed for cooperative education programs that do not include special needs students, it is necessary and reasonable to require this directed independent study as a supplement in order

to ensure the inclusion of program techniques specifically developed for special needs students.

The two-year timeline immediately before the license is issued is reasonable to ensure the recency and relevance of the independent study in a changing society.

- (2) The previous 18 quarter credits of technical coursework were revised for clarity and to ensure more breadth and diversity in special needs educational experiences. Requiring three credits in exceptional characteristics is reasonable and needed in order to ensure a basic understanding of the nature of the special needs student.
- (3) The use of a limited license replaces the special needs provisional license in Minn. Rules pt.3515.5600. This option is now consistent with all other categories of practice. See the Statement of Need and Reasonableness, Limited License (3517.6200).

Delay of the directed independent study is precluded because current knowledge regarding the work environment and operation of work programs for special needs students is necessary to appropriately place students on work sites.

#### C. Occupational Experience

This section was moved from Minn. Rules pt.3515.9942 and rewritten to assure that teachers of special populations have employment experiences in relevant vocational fields as described in parts 3517.0200 to 3517.1440 and 3517.1800 to 3517.2140.

Because the directed independent study in business or industry is broad-based and because the teacher-coordinator does not teach one specific occupation, it is reasonable to delete the recency stipulation from the occupational experience requirements. Accepting the occupational experience from any of the emphasis or related areas leading to vocational teacher licensure allows a wide variety of backgrounds, yet it ensures that the prospective teacher-coordinator will be familiar with at least one of the occupations included in vocational programs and will have insight into the purpose and mission of vocational education.

#### Subpart 2

It is reasonable for applicants now holding a valid secondary vocational license as teacher-coordinator of Disadvantaged and Handicapped to be eligible to convert that single license to the two new licenses of Teacher-Coordinator of Work Experience Programs for Disadvantaged and Teacher-Coordinator of Work Experience Programs for Handicapped because they have, through past practice, provided work experience programs to both special needs populations.

#### 3517.1520 Teacher-Coordinator of Work Experience Programs for the Handicapped

#### Subpart 1

## A. Educational Criteria

- (1) The listed baccalaureate degree and a valid Minnesota vocational license in any teaching special education field that includes secondary level of students are necessary and reasonable because they ensure that the applicant has the minimum knowledge and competence base to provide a quality program to handicapped. It is reasonable to omit the noneducation counseling degree previously provided for in Minn. Rules pt. 3515.9941, subp. 1, because there is a need to ensure competencies in education.

(2-4) Requirements moved from Minn. Rules pt. 3515.9941.

## B. Technical Coursework

- (1) Coursework required to obtain special education licensure is reasonable to ensure a knowledge base to serve handicapped students in a vocational environment.
- (2) A directed independent study was added to update applicants in current work environments and conditions and to replace the 500 hours of recent occupational experience. This directed independent study will help ensure that teacher-coordinators will be current on work environments and conditions. This replaces the 18-hour internship spent in other work experience programs. The two-year timeline immediately before the license is issued is reasonable to ensure the recency and relevance of the directed independent study in a changing society.
- (3) Three credits in Utilization of County, Community and Family Service Resources (working with parents, advisory committees, social service agencies, corrections, etc.) is reasonable to ensure the teacher-coordinator is familiar with other service agencies to ensure that interagency transition activities occur for the handicapped students.

The limited license in 3517.6200 replaces the previous Special Needs provisional license. Delay of the directed independent study is precluded because current knowledge regarding the work environment and the operation of special needs work programs is necessary to appropriately place students on work sites.

## C. Occupational Experience

The 2000-hour requirement was moved from the secondary licensure chart (Minn. Rules pt. 3515.9942). Because the directed independent study in business or industry is broad-based and because the teacher-coordinator does not teach one specific occupation, it is reasonable to delete the recency stipulation from the occupational experience requirements. Accepting the occupational experience from any of the emphasis or related areas leading to vocational teacher licensure allows a wide variety of backgrounds, yet it ensures that the prospective teacher-coordinator will be familiar with

at least one of the occupations included in vocational programs and will have insight into the purpose and mission of vocational education.

## **Subpart 2**

It is reasonable for applicants now holding a valid secondary vocational license as Teacher-Coordinator of Disadvantaged and Handicapped to be eligible to convert that single license to the two new licenses of Teacher-Coordinator of Work Experience Programs for Disadvantaged and Teacher-Coordinator of Work Experience Programs for Handicapped because they have, through past practice, provided work experience programs to both special needs populations.

### **3517.1540 Interpreter for the Deaf in a Vocational Program**

#### **A. Educational Criteria**

(1) Partial or comprehensive certification as an interpreter with the National Registry of Interpreters for the Deaf is reasonable to ensure standardization of skills to be an effective interpreter.

(2-3) Requirements moved from Minn. Rules pt. 3515.9942.

#### **B. Technical Coursework**

The National Interpreter Training Consortium or equivalent has been deleted because such training is no longer available, so it is therefore reasonable not to require it as a licensure criteria.

#### **C. Occupational Experience**

It is reasonable to delete the occupational experience requirements because a person holding a license in this category of practice is a support staff person to the vocational instructor. The interpreter merely articulates languages between students and teacher and vice versa.

### **3517.1560 Support Service Facilitator**

The title of "Support Service Facilitator" has been changed from "Support Service Manager" in order to clarify that it is a nonadministrative function. The facilitator title is reasonable as it more clearly describes the function of this licensure.

#### **A. Educational Criteria**

Current requirements as specified for an entrance license as a vocational teacher-coordinator for the handicapped is reasonable to ensure a base knowledge of business and industry employment needs and practices. It is reasonable to omit the noneducational counseling degree, psychology degree and vocational rehabilitation degree previously provided for in Minn. Rules pt. 3515.9940, subp. 1, because there is a need to ensure competencies in education.

## B. Technical Coursework

- (1) Coursework to obtain the special education licensure for teacher-coordinator license is reasonable to ensure a knowledge base to appropriately identify and facilitate support services to handicapped students in vocational education programs.
- (2) A directed independent study replaces the usual 500 hours of recent occupational experience. See the Statement of Need and Reasonableness for 3517.1520, subp. 1, B (2).
- (3-5) The specialized coursework in these sections has been stated to more clearly identify relevant preparation and yet provide flexibility of choice for prospective licensees. The Support Service Facilitator needs to be able to interpret tests, utilize community resources, and modify equipment because these functions comprise a significant part of the facilitator's day-to-day duties and responsibilities.
- (6) The limited license in 3517.6200 replaces the previous special needs provisional license.

## C. Occupational Experience

- (1) See Statement of Need and Reasonableness for 3517.1500, C.
- (2) See Statement of Need and Reasonableness for 3517.6200, (Limited License).

### **3517.1580 Vocational Supplemental Support Staff/Technical Tutor**

Moved from Minn. Rules pt. 3515.9942.

### **3517.1600 Vocational Evaluator**

#### A. Educational Criteria

- (1) The listed degrees are necessary and reasonable because they ensure that the applicant has a minimum knowledge base, that all interested parties have access to the information, and that there is consistency in the implementation of the rule. Eliminating the previous option of a psychology degree as an option is reasonable because that degree program provided no background in either vocational education or rehabilitation. Similarly, elimination of an elementary education degree as an option is reasonable because vocational evaluation occurs at the secondary education level.
- (2) The requirement for special education licensure was added to ensure that those applicants with a secondary education degree have a knowledge base of the functional abilities of handicapped students.
- (3) The philosophy of vocational education course is stated as a renewal requirement rather than as a prerequisite for the

entrance license because this philosophical base is not absolutely essential for an effective evaluation process. However, it is necessary to ensure that the person in this category of practice has developed a philosophy of vocational education to understand the mission of secondary vocational education. Allowing it to be a renewal requirement enables a local district to provide the needed evaluation service while the applicant completes the course.

**B. Technical Coursework**

- (1) (a-c) These courses are reasonable to ensure evaluators possess the base knowledge to evaluate students in vocational interests, aptitudes, and skills and to appropriately recommend educational programs to meet students' career goals.
- (2) (a-c) These courses are needed and reasonable to ensure that evaluators possess a knowledge base of the functionality of special needs students.
- (3) A college supervised experience was added and is needed and reasonable to ensure that evaluators possess current and recent experience in the field and to gain state-of-the-art experiences directly related to the provision of vocational evaluation services.

The limited license in 3517.6200 replaces the previous special needs provisional license. Delay of the coursework in exceptional characteristics is precluded because knowledge in this field is critical in providing evaluation services to these clients.

**C. Occupational Experience**

- (1) Accepting the occupational experience from any of the emphasis or related areas leading to vocational teacher licensure allows a wide variety of backgrounds, yet it ensures that the applicant will be familiar with at least one of the occupations included in vocational programs and will have insight into the employment purpose and mission of vocational education. The recent occupational experience requirement is waived because this is not a teaching position and because the supervised internship provides the recency in a supervised setting.
- (2) The limited license in 3517.6200 replaces the previous special needs provisional license.

**3517.1700 Secondary Employment Placement Specialist**

The license title was changed from Secondary Placement Specialist to Secondary Employment Placement Specialist for clarity and to make it more descriptive.

**A. Educational Criteria**

These criteria were moved from Minn. Rules pt. 3515.6800.

## B. Technical Coursework

- (1) A directed independent study was added to accommodate persons who are geographically isolated from teacher education institutions and to ensure appropriate, relevant experience that would apply to the day-to-day duties of the employment specialist. The two-year timeline immediately before the license is to be issued is reasonable to ensure the recency and relevancy of the independent study in a changing society.

## C. Occupational Experience

- (1-4) The 4000-hour requirement was moved from Minn. Rules pt. 3515.6800. To be consistent with other categories of practice, the employment was specified in terms of emphasis and related areas, with the emphasis area being job placement, as was required in 3515.6800. Accepting the related occupational experience from any of the emphasis or related areas leading to vocational teacher licensure allows a wide variety of backgrounds, yet it ensures that the prospective employment placement specialist will be familiar with at least one of the occupations included in vocational programs and will have insight into the purpose and mission of vocational education.
- (5) See the Statement of Need and Reasonableness for Limited License (3517.6200).

## TRADE AND INDUSTRIAL OCCUPATIONS

(3517.1800 - 3517.2140)

### Overview of Secondary Trade and Industrial Occupations Categories of Practice

For the purpose of writing need and reasonableness statements for Trade and Industrial Occupations, these categories of practice have been divided into three groups. Group 1 contains categories of practice that are unchanged. Group 2 represents categories of practice where narrow licensure areas have been consolidated into broader categories of practice. Group 3 represents new categories of practice that have been established in response to technological change and emerging occupations.

#### Group 1

Categories of Practice in this group identify the licensure requirements for the vocational program areas of auto body repair, auto/truck dismantling, aviation occupations, electronics occupations, jewelry goldsmithing and silversmithing, parts sales and service, truck/bus driving, and teacher-coordinator of trade and industrial occupations. The general education, technical coursework, and occupational experience hour requirements for these categories of practice have been moved from the secondary licensure chart (Minn. Rules pt. 3515.9913). These requirements appear under the title "Industrial Education," which was the term used to describe all courses in the Trade and Industrial Education area at the time this material was written.

## Group 2

These categories of practice have historically been offered under narrower titles. The new broad titles and the narrow titles they replace are as follows:

<u>New Titles</u>	<u>Previous Titles</u>
Broadcast/Media	Radio Broadcast/Secondary, Radio and Television Production
Communication/Media	Communication/Media Technician, Graphic Arts, Commercial Art, Commercial Photography
Construction Occupations	Cabinetmaking, Construction Occupations/Finishing Trades, Construction Occupations General, Construction Occupations/Masonry Trades, Construction Occupations/Mechanical Trades, Construction Occupations/Planning and Management, Energy Occupations, Mobile Home Maintenance
Drafting	Construction Occupations/Planning and Management, Mechanical Drafting
Electromechanical Technology	Automated Packaging Equipment Maintenance, Major Appliance, Office Machine Repair and Servicing, Vending Machine Repair, and Heating/Air Conditioning/Refrigeration
Mechanical Technology	Fluid Power Mechanics, Industrial Equipment Maintenance and Repair, and Quality Control Technician
Metal/Material Processing	Machine Shop, Manufacturing Technology, Metal Repairing/Refinishing/Welding, Metals Fabrication, Sheet Metal Working/Fabrication, Welding Occupations
Vehicle Services	Auto Mechanics, Recreational Vehicle, Service Station Occupations, Small Engine Repair, Truck/Diesel Mechanics, Forest Products Harvesting Equipment Repair

## Group 3

Additional categories of practice of new programs not previously offered as a separate program include control technology, industrial design technology, and principles of technology.

The Group 1 categories of practice will be discussed first.

**3517.1800 Secondary Auto Body Repair Occupations Teacher**



3517.1820 Secondary Auto/Truck Dismantling Occupations Instructor

3517.1960 Secondary Electronics Occupations Teacher

3517.2000 Secondary Jewelry Goldsmithing and Silversmithing

3517.2060 Secondary Parts Sales and Service Occupations Teacher

3517.2100 Secondary Truck/Bus Driving Occupations Teacher

The need and reasonableness statements for the above categories of practice are similar and will be discussed together.

### Option 1

#### A. Educational Criteria

(1) The listed baccalaureate degrees are necessary and reasonable because they ensure that the applicant has the minimum knowledge base, that all interested parties have access to the information, and that there is consistency in the implementation of the rule.

(2) Requirements for the secondary vocational teacher education sequence (3517.3150) were moved from Minn. Rules pt. 3515.1400.

When the baccalaureate degree is in industrial arts or industrial education, it is reasonable to exempt the applicant from the teacher education sequence because all objectives of these courses are included in the courses taken to earn a degree in industrial arts or industrial education.

(3) Two credits in student organization methods is necessary and reasonable because the student organization is an integral part of an instructional program that addresses leadership skills, personal and social skills, citizenship, and motivation.

(4) The human relations requirement was moved from Minn. Rules pt. 3515.2100.

#### B. Technical coursework

Moved from Minn. Rules pt. 3515.9911.

#### C. Occupational Experience

(1) Moved from Minn. Rules pt. 3515.9911.

(2-5) It is necessary and reasonable to list the job titles for each category of practice to ensure that the applicant will have had experiences that will provide technical knowledge of the program, that all interested parties will have access to the information, and that there is consistency in the implementation of the rule. The advisory committee for the categories of practice validated the job titles and duties

and made a determination that the job was in the emphasis or related areas. It is reasonable to require a minimum specified percentage of the occupational experience to be in the emphasis areas in order to ensure familiarity with the occupational environment. Percentages in the occupational experiences vary from 50 percent to 66 2/3 percent due to the number of emphasis area elements within a given category of practice. It is reasonable to vary these amounts because some emphasis areas have four component elements and require a minimum of 300 hours in each of the component areas while other categories of practice have only three emphasis area elements and require 50 percent with 400 hours in each of the three component areas. Some categories of practice have a very small number of job titles listed in the emphasis and related areas. This is due to the limited scope of that particular category of practice. Because the programs are exploratory, i.e. they introduce students to a wide variety of experiences within that occupation, it is reasonable to allow a portion of experience to be in related areas. It is reasonable to allow college coursework and technical workshops to replace part of the required work experience because they are often more technologically current than work experience in a setting where technological change has not yet been incorporated into the workplace. For example, machining, automotives, and graphic image generation are emerging so rapidly that it is difficult to obtain an employment experience that is as valid and technically current as necessary for the specialized knowledge that teachers require.

- (6) See Statement of Need and Reasonableness for 3517.6200, Limited License.

## Option 2

This option differs from option 1 in that a technical program (minimum of 18 months) replaces the baccalaureate degree.

### A. Educational Criteria

- (1) It is necessary and reasonable to require the secondary vocational teacher education sequence because no coursework or preparation in these areas is included as part of the technical training program.
- (2) Two credits in student organization methods is necessary and reasonable because the student organization is an integral part of an instructional program that addresses leadership skills, personal and social skills, citizenship and motivation.
- (3) The human relations requirement was moved from Minn. Rules pt. 3515.2100.

### B. Technical Coursework

It is reasonable to require that the applicant has successfully completed the listed technical program because it directly relates

to the secondary vocational program to be taught and because it replaces the baccalaureate degree. The programs listed have been validated by the advisory committee for the category of practice as being necessary and appropriate.

### C. Occupational Experience

(1) The 3000-hour occupational experience requirement was moved from the secondary licensure chart (Minn. Rules pt. 3515.9913.)

(2-4) It is necessary and reasonable to list the job titles for each category of practice to ensure that the applicant will have had experiences that will provide technical knowledge of the program, that all interested parties will have access to the information, and that there is consistency in the implementation of the rule. The advisory committee for the categories of practice validated the job titles and duties and made a determination that the job was in the emphasis or related areas. It is reasonable to require a minimum specified percentage of the occupational experience to be in the emphasis areas in order to ensure familiarity with the occupational environment. Percentages in the occupational experiences vary from 50 percent to 66 2/3 percent due to the number of emphasis area elements within a given category of practice. It is reasonable to vary these amounts because some emphasis areas have four component elements and require a minimum of 300 hours in each of the component areas while other categories of practice have only three emphasis area elements and require 50 percent with 400 hours in each of the three component areas. Some categories of practice have a very small number of job titles listed in the emphasis and related areas. This is due to the limited scope of that particular category of practice. Because the programs are exploratory, i.e. they introduce students to a wide variety of experiences within that occupation, it is reasonable to allow a portion of experience to be in related areas. It is reasonable to allow college coursework and technical workshops to replace part of the required work experience because they are often more technologically current than work experience in a setting where technological change has not yet been incorporated into the workplace. For example, machining, automotives, and graphic image generation are emerging so rapidly that it is difficult to obtain an employment experience that is as valid and technically current as necessary for the specialized knowledge that teachers require.

### Option 3

#### A. Educational Criteria

(1-3) See Statement of Need and Reasonableness for Option 2, A, (1)-(3).

#### B. Technical Coursework

This option does not require technical coursework because the

longer occupational experience required provides experiences on the job which compensate for a lack of formal technical training.

C. Occupational Experience

(1) Moved from the secondary licensure chart (Minn. Rules pt. 3515.9913.

(2-4) It is necessary and reasonable to list the job titles for each category of practice to ensure that the applicant will have had experiences that will provide technical knowledge of the program, that all interested parties will have access to the information, and that there is consistency in the implementation of the rule. The advisory committee for the categories of practice validated the job titles and duties and made a determination that the job was in the emphasis or related areas. It is reasonable to require a minimum specified percentage of the occupational experience to be in the emphasis area in order to ensure familiarity with the occupational environment. Percentages in the occupational experience vary from 50 percent to 66 2/3 percent due to the number of emphasis area elements within a given category of practice. It is reasonable to vary these amounts because some emphasis areas have four component elements and require a minimum of 300 hours in each of the component areas while other categories of practice have only three emphasis area elements and require 50 percent with 400 hours in each of the three component areas. Some categories of practice have a very small number of job titles listed in the emphasis and related areas. This is due to the limited scope of that particular category of practice. Because the programs are exploratory, i.e., they introduce students to a wide variety of experiences within that occupation, it is reasonable to allow a portion of experience to be in related areas. It is reasonable to allow college coursework and technical workshops to replace part of the required work experience because they are often more technologically current than work experience in a setting where technological change has not yet been incorporated into the workplace. For example, machining, automotives, and graphic image generation are emerging so rapidly that it is difficult to obtain an employment experience that is as valid and technically current as necessary for the specialized knowledge that teachers require.

**3517.1840 Secondary Aviation Occupations Teacher**

**Option 1**

A. Educational Criteria

(1) The listed baccalaureate degrees are necessary and reasonable because they ensure that the applicant has the minimum knowledge base, that all interested parties have access to the information, and that there is consistency in the implementation of the rule.

(2) Requirements for the secondary vocational teacher education

sequence (3517.3150) were moved from Minn. Rules pt. 3515.1400. When the baccalaureate degree is in industrial arts or industrial education, it is reasonable to exempt the applicant from the teacher education sequence because all objectives of these courses are included in the courses taken to earn a degree in industrial arts or industrial education.

- (3) Two credits in student organizations methods is necessary and reasonable because the student organization is an integral part of an instructional program that addresses leadership skills, personal and social skills, citizenship and motivation.
- (4) The human relations requirement was moved from Minn. Rules pt. 3515.2100.
- (5) It is necessary and reasonable to require FAA licensing because it reflects a basic level of knowledge and skill essential for teaching about aviation occupations.

B. Technical Coursework

See 3517.1800, Option 1, B.

C. Occupational Experience

- (1) Moved from Minn. Rules pt. 3515.9911.

(2-5) It is necessary and reasonable to list the job titles for each category of practice to ensure that the applicant will have had experiences that will provide technical knowledge of the program, that all interested parties will have access to the information, and that there is consistency in the implementation of the rule. The advisory committee for the categories of practice validated the job titles and duties and made a determination that the job was in the emphasis or related areas. It is reasonable to require a minimum specified percentage of the occupational experience to be in the emphasis areas in order to ensure familiarity with the occupational environment. Percentages in the occupational experiences vary from 50 percent to 66 2/3 percent due to the number of emphasis area elements within a given category of practice. It is reasonable to vary these amounts because some emphasis areas have four component elements and require a minimum of 300 hours in each of the component areas while other categories of practice have only three emphasis area elements and require 50 percent with 400 hours in each of the three component areas. Some categories of practice have a very small number of job titles listed in the emphasis and related areas. This is due to the limited scope of that particular category of practice. Because the programs are exploratory, i.e., they introduce students to a wide variety of experiences within that occupation, it is reasonable to allow a portion of experience to be in related areas. It is reasonable to allow college coursework and technical workshops to replace part of the required work experience because they are often more technologically current than work experience

in a setting where technological change has not yet been incorporated into the workplace. For example, machining, automotives, and graphic image generation are emerging so rapidly that it is difficult to obtain an employment experience that is as valid and technically current as necessary for the specialized knowledge that teachers require.

- (6) Applicants are allowed to apply instructional experience with students toward their 300 hours in emphasis area elements because ground school and flight instructor are in the emphasis area listing.
- (7) See Statement of Need and Reasonableness for 3517.6200, Limited License.

## Option 2

### A. Educational Criteria

- (1-3) See Statement of Need and Reasonableness for 3517.1800, Option 2, A, (1-3).
- (4) See Statement of Need and Reasonableness for 3517.1840, Option 1, A, (5).

### B. Technical Coursework

See Statement of Need and Reasonableness for 3517.1800, Option 2, B.

### C. Occupational Experience

- See Statement of Need and Reasonableness for 3517.1800, Option 2, C, (1-4).
- (5) See Statement of Need and Reasonableness for 3517.1840, Option 1, C, (6).

## Option 3

### A. Educational Criteria

- (1-3) See Statement of Need and Reasonableness for Option 2, A, (1-3).
- (4) See Statement of Need and Reasonableness for 3517.1840, Option 1, A, (5).

### B. Technical Coursework

See Statement of Need and Reasonableness for 3517.1800, Option 3, B.

### C. Occupational Experience

See Statement of Need and Reasonableness for 3517.1800, Option 3, C, (1-4).

- (5) See Statement of Need and Reasonableness for 3517.1840, Option 1, C, (6).

**3517.2140 Secondary Teacher-Coordinator of Trade and Industrial Cooperative Education Programs**

A. Educational Criteria

- (1) Moved from Minn. Rules pt. 3515.9911.
- (2) Moved from Minn. Rules pt. 3515.9911.
- (3) Moved from Minn. Rules pt. 3515.9911.
- (4) See Statement of Need and Reasonableness for 3517.1800, Option 1, A (3).
- (5) Moved from Minn. Rules pt. 3515.9911.
- (6) Moved from Minn. Rules pt. 3515.9911.

B. Technical Coursework

It is reasonable not to require technical coursework in this Category of Practice because students receive their technical competencies through actual employment under the supervision of a training sponsor (employer).

C. Occupational Experience

See Statement of Need and Reasonableness for 3517.1800, Option 1, C, (1-5).

D. License Validity

It is reasonable for this license to be valid in these two programs because the program requirements are the same. This proposed subpart has not been in rule, but has been in the administrative aid document (Exhibit A) since 1980.

Group 2 Categories of Practice

The following categories of practice represent a consolidation of numerous narrow, specialized categories of practice previously taught as separate programs. The over-specialization inherent in these narrow categories of practice has been deemed inappropriate by the Trade and Industrial licensure advisory committee for the majority of secondary level students because of changing occupational trends. The new categories allow for better student exploration of careers and postsecondary educational options.

Exploring a broad range of occupations allows students to assess personal aptitudes and interests in terms of future careers. A "broad base of technical skills" has been identified by Minnesota industry and various studies as desirable for entry-level employment and retraining during times of change and the emergence of new occupational areas.

### 3517.1860 Secondary Broadcast/Media Occupations Teacher

This category of practice includes the two former narrow categories of practice of radio broadcasting and secondary radio and television production, previously included in Minn. Rules pt. 3515.9911, Industrial Education Licensure chart. The new title reflects changing technology in this occupational area and was supported by an advisory committee of knowledgeable personnel.

Subpart 1. An advisory committee of knowledgeable personnel recommended that all graphic communication, media production, radio broadcasting, television production programs be divided into two areas: Broadcast/Media, when material is broadcast or disseminated electronically and Communication/Media, when material is disseminated via printed material. The electronic generation of print material, graphics and other material to be disseminated (either electronically or in print) has caused many changes in these occupational areas, and at the secondary level, specialization beyond the two areas broadcast/media and communication/media was not recommended.

Subpart 2. It is reasonable to provide a time period for converting a narrow license to a broader category of practice license. The approximately 5-year time period allowed coincides with the 5-year period for which a license is typically issued. No matter where teachers happen to fall into this renewal cycle, they will have a minimum of five years to meet criteria for converting their license to a broader category of practice. A "core" of competencies has been identified which is common to this occupational area and these competencies are reflected in the emphasis area(s) identified.

- A. Depending on the educational qualifications of the applicant, the corresponding occupational experience must be completed, as listed in subpart 3, 4, or 5.
- B. It is reasonable to require occupational competence in emphasis areas before license conversion because the emphasis area has been identified as the "core" of that occupation, i.e., the principal responsibilities in that occupation require a knowledge of those components. It is also reasonable to gain competence in prescribed emphasis areas by a combination of occupational experience or technical training because information necessary for satisfactory technical performance can be learned on the job or through formalized training.

#### Subpart 3 - Option 1

##### A. Educational Criteria

See 3517.1800, Option 1, A (1-4) for need and reasonableness statement.

##### B. Technical Coursework

See 3517.1800, Option 1, B for need and reasonableness statement.

##### C. Occupational Experience

See 3517.1800, Option 1, C, (1-5) for need and reasonableness statement.



- (6) See Statement of Need and Reasonableness for 3517.6200, Limited License.

Subpart 4 - Option 2

See 3517.1800, Option 2, A, (1-3) Option 2, b, and Option 2, C, (1-4) for need and reasonableness statement.

Subpart 5 - Option 3

See 3517.1800, Option 3, A (1-3) Option 3, B, and Option 3, C, (1-4) for need and reasonableness statement.

**3517.1880 Secondary Communication/Media Occupations Teacher**

This category of practice includes the former narrow categories of practice Graphic Arts, Commercial Art, and Commercial Photography. For additional rationale for combining these areas see 3517.1860, Subpart 1.

Subpart 1

See 3517.1860, subpart 1 for need and reasonableness.

Subpart 2

See 3517.1860, subpart 2, for need and reasonableness.

Subpart 3

See 3517.1860, subpart 3, for need and reasonableness.

Subpart 4

See 3517.1860, subpart 4, for need and reasonableness.

Subpart 5

See 3517.1860, subpart 5, for need and reasonableness.

**3517.1900 Secondary Construction Occupations Teacher**

This new category of practice replaces the former categories of practice Cabinetmaking, Construction Occupations/Finishing Trades, Construction Occupations/General, Construction Occupations/Masonry Trades, Construction Occupations/Mechanical Trades, Construction Occupations/Planning and Management, Energy Occupations, and Mobile Home Maintenance. These program areas are generally referenced in licensure chart (Minn. Rules pt. 3515.9911), which included only examples for the Trade and Industrial program area. Specific program areas were in policy and included in the matrix developed in 1980. The consolidation of these narrow areas allows an instructor to teach about most major phases of the construction industry; however, it also allows the instructor to spend more time on specialized areas as identified as being more important by local advisory committees or localized employment opportunities. Since many of these trades require postsecondary training or participation in an apprenticeship, student exploration of the tasks involved

in a variety of construction trades will contribute to an informed choice of occupation.

Subpart 1

See 3517.1860, subpart 1, for need and reasonableness.

Subpart 2

See 3517.1860, subpart 2, for need and reasonableness.

Subpart 3

See 3517.1860, subpart 3, for need and reasonableness.

Subpart 4

See 3517.1860, subpart 4, for need and reasonableness.

Subpart 5

See 3517.1860, subpart 5, for need and reasonableness.

**3517.1930 Secondary Drafting Occupations Teacher**

This category includes the former narrow categories of practice Construction Occupations Planning and Management and Mechanical Drafting. These program areas are generally referenced in licensure chart 3515.9911, which included only examples for the Trade and Industrial program area. Specific program areas were in policy and included in a matrix developed in 1980. This change represents an attempt to allow school districts to offer a broader program with existing staff.

Subpart 1

See 3517.1860, subpart 1, for need and reasonableness.

Subpart 2

See 3517.1860, subpart 2, for need and reasonableness.

Subpart 3

See 3517.1860, subpart 3, for need and reasonableness.

Subpart 4

See 3517.1860, subpart 4, for need and reasonableness.

Subpart 5

See 3517.1860, subpart 5, for need and reasonableness.

**3517.1940 Secondary Electromechanical Technology Occupations Teacher**

This category of practice includes the former narrow categories of practice automated packaging equipment maintenance, major appliance, office machine repair and servicing, vending machine repair, and heating/air conditioning/refrigeration. These program areas are generally referenced in licensure chart 3515.9911, which included only examples for the Trade and Industrial program area. Specific program areas were in policy and included in the matrix developed in 1980. The new title reflects a core of knowledge which crosses these fields and allows schools to offer a broader program.

Subpart 1

See 3517.1860, subpart 1, for need and reasonableness.

Subpart 2

See 3517.1860, subpart 2, for need and reasonableness.

Subpart 3

The requirements are the same as those in 3517.1860, subpart 3, except for B, which is a necessary and reasonable addition because of changing technology. This field makes extensive use of computer controlled mechanical and fluidic devices, and this minimum amount of formal training is a reasonable requirement to assure competence as an instructor.

Subpart 4

See 3517.1860, subpart 4, for need and reasonableness.

Subpart 5

See 3517.1860, subpart 5, for need and reasonableness.

**3517.2020 Secondary Mechanical Technology Occupations Teacher**

This category of practice includes the former narrow categories of Fluid Power Mechanics, Industrial Equipment Maintenance and Repair, and Quantity/Quality Control Technician. These program areas are generally referenced in licensure chart (Minn. Rules pt. 3515.9911), which included only examples for the Trade and Industrial program area. Specific program areas were in policy and included in a matrix developed in 1980. This new combined license will allow school districts to offer a broader program with existing staff.

Subpart 1

See 3517.1860, subpart 1, for need and reasonableness.

Subpart 2

See 3517.1860, subpart 2, for need and reasonableness.

Subpart 3

See 3517,1860, subpart 3, for need and reasonableness.

#### Subpart 4

See 3517.1860, subpart 4, for need and reasonableness.

#### Subpart 5

See 3517.1860, subpart 5, for need and reasonableness.

### **3517.2040 Secondary Metal/Material Processing**

This category of practice includes the former categories of practice Machine Shop, Manufacturing Technology, Metal Repairing/Refinishing/Welding, Metals Fabrication, Sheet Metal Working/Fabrication and Welding Occupations. These program areas are generally referenced in licensure chart (Minn. Rules pt. 3515.9911), which included only examples for the Trade and Industrial program area. Specific program areas were in policy and included in the matrix developed in 1980. This change represents an attempt to allow school districts to offer a broader program with existing staff.

#### Subpart 1

See 3517.1860, subpart 1, for need and reasonableness.

#### Subpart 2

See 3517.1860, subpart 2, for need and reasonableness.

#### Subpart 3

The requirements are the same as for 3517.1860, subpart 3, except for B, technical coursework, which is a reasonable addition because of the changing technology in this field. The computer is being used extensively for machine control and for many other purposes in this category of practice, and this minimum amount of formal training is a reasonable requirement to assure competence as an instructor.

#### Subpart 4

See 3517.1860, subpart 4, for need and reasonableness.

#### Subpart 5

See 3517.1860, subpart 5, for need and reasonableness, except for B technical coursework, which is a reasonable addition because of the changing technology.

### **3517.2120 Secondary Vehicle Services Occupations Instructor**

This category of practice includes the former narrow categories of practice

Auto Mechanics, Recreational Vehicle Repair, Service Station Occupations, Small Engine Repair, Truck/Diesel Mechanics, and Forest Products Harvesting Equipment Repair. These program areas are generally referenced in licensure chart 3515.9911, which included only examples for the Trade and Industrial program area. Specific program areas were in policy, and included in a matrix developed in 1980. There is a "core" of knowledge which crosses these fields and which represents a significant part of the secondary school program content. This change also represents an attempt to allow school districts to offer a broader program with existing staff.

#### Subpart 1

See 3517.1860, subpart 1, for need and reasonableness.

#### Subpart 2

See 3517.1860, subpart 2, for need and reasonableness.

#### Subpart 3

The requirements are the same as for 3517.1860, subpart 3, except for B, technical coursework, which is a reasonable addition because of the changing technology.

#### Subpart 4

See 3517.1860, subpart 4, for need and reasonableness, except for B, technical coursework, which is a reasonable addition because of the changing technology.

#### Subpart 5

See 3517.1860, subpart 5, for need and reasonableness, except for B, technical coursework, which is a reasonable addition because of the changing technology.

#### Group 3 Categories of Practice

These categories of practice are new and have been developed to address new and emerging occupations. They make heavy applications of electronics, computerized control, integrated technical systems, and physical science applications.

#### **3517.1920 Secondary Control Technology Occupations Teacher**

##### A. Educational Criteria

- (1-2) The listed baccalaureate degrees are necessary and reasonable because they ensure that the applicant has the minimum knowledge base, that all interested parties have access to the information, and that there is consistency in the implementation of the rule. The additional requirement that the applicant hold a current vocational license in a Trade and Industrial category of practice is reasonable because it ensures familiarity with the mission and objectives of Secondary Vocational Trade

& Industrial Education. It additionally ensures the ability to apply these technologies in industrial settings.

(3) See 3517.1800, Option 1, A, (2).

(4) See 3517.1800, Option 1, A, (3).

(5) The additional required three credits in technology are needed to provide information about the technology involved in this new program.

(6) See 3517.1800, Option 1, A, (4).

B. Technical Coursework

Specialized technical coursework is needed and reasonable because of the nature of the content which heavily emphasizes controlling electromechanical systems using micro processors and associated technology.

C. Occupational Experience

The occupational experience required to obtain the initial license provides the knowledge of the work place environment, and the technical coursework in A.(5) and in B provides the specialized skills necessary for this new and emerging category of practice. The occupational experience was not readily accessible in the job market.

**3517.1980 Secondary Industrial Design Technology Teacher**

A. Educational Criteria

(1-4) See 3517.1920 for statement of need and reasonableness.

(5) The three credits in industrial design technology education relates to industrial design and is needed to provide information involved in this new program.

(6) See 3517.1920.

B. Technical Coursework

Specialized technical coursework is needed and reasonable because of the content, which heavily emphasizes problem solving, technical report writing, the application of computer aided drafting, and electromechanical technology.

C. Occupational Experience

See 3517.1920, C for need and reasonableness.

**3517.2080 Secondary Principles of Technology Teachers**

A. Educational Criteria

(1-6) See Need and Reasonableness Statement for 3517.1920, A(1-6).  
The only change is that the required technology course relates to principles of technology.

B. Technical Coursework

No additional technical coursework is required because the critical content for this program is included in the principles of technology course specified in A.

C. Occupational Experience

See Statement of Need and Reasonableness for 3517.1800, C, (1-5).

**3517.3000 QUALIFICATIONS FOR LICENSURE**

Moved from Minn. Rules pt. 3515.0300 and .0400.

**3517.3050 ENTRANCE LICENSES: ALL REQUIREMENTS MET**

The concepts in this section were moved from Minn. Rules pts. 3515.0500, .0600, and .0700. In order to clarify the meaning of "relevant upgrading activities" that are required to move from a two-year entrance license to a continuing five-year license, a statement was added to define them as "at least six clock hours of activities that upgrade competencies or develop additional skills in the category of practice." This clarification was necessary to inform newly licensed teachers and to ensure equitable, consistent interpretation of the rule.

Since the individual who is renewing a two-year license was fully qualified to obtain the entrance license two years before, and since the applicant will henceforth fall under the five-year continuing education requirements, the six clock hour requirement is a reasonable minimum to maintain currency in the category of practice.

**3517.3100 ENTRANCE LICENSES: TEACHER EDUCATION SEQUENCE**

Moved from Minn. Rules pt. 3515.1500.

**3517.3150 TEACHER EDUCATION SEQUENCE FOR EDUCATION REQUIREMENTS**

Moved from Minn. Rules pts. 3515.1400, .1500, .1600, and .1700. In **Subpart 2**, the teaching internship, which was previously in addition to the core because postsecondary licenses did not require it, has now been incorporated into the core as an integral part. Since it is part of the basic preparation for teaching needed by the teacher with a noneducation background, it is reasonable for it to appear as part of the core.

The criteria for determining equivalency to core courses have been stated in order to ensure equitable and consistent determination of essentially equivalent courses. Requiring that a substitution be at least 75 percent equivalent ensures that most of the critical content will be included, yet it allows a degree of flexibility among institutions.

This percentage is reasonable because it is comparable to acceptable variations currently existing in courses of the same title as they are taught at various colleges. It is also reasonable because 75 percent has typically been considered a "passing score" in educational endeavors. Since broad objectives are now stated in rule, it is possible and reasonable to compare content in order to determine the degree of equivalency.

#### **3517.3170 BROAD COURSE OBJECTIVES, VOCATIONAL TEACHER EDUCATION CORE.**

This new section is included in the rules in order to explain to prospective teachers the required educational preparation, as well as to guide institutions offering the courses. These objectives have been used as guidelines for at least ten years, but they were not previously included in rules. In 1986 the course objectives were reviewed and refined by a committee (See Exhibit E for membership) and now include proposed title changes.

To ensure course identification, both the present and proposed titles have been given. These objectives need to be stated to ensure comparable content among the collegiate offerings and to establish a basis for program approval during the periodic institutional audit.

#### **3517.3200 SUBSTITUTIONS FOR COURSES IN TEACHER EDUCATION CORE**

Moved from Minn. Rules pts. 3515.1900 and .2000.

#### **3517.3250 ENTRANCE LICENSES: COURSES IN TEACHER EDUCATION SEQUENCE**

Moved from Minn. Rules pts. 3515.1500 and .1600.

#### **3517.3300 RENEWAL LICENSE IN TEACHER EDUCATION SEQUENCE**

The "sequence" portion of this section was moved from Minn. Rules pt. 3515.1600. **Subparts 3 and 4** have been added to allow minor variations in the sequence of completing the core, especially for non-metro teachers who have limited access to the core courses and occasionally find it literally impossible to complete a specific course during a particular year. These additions provide for emergencies and hardships, yet they ensure orderly completion of the core within a specified time frame.

#### **3517.3350 FIRST FIVE-YEAR LICENSE IN TEACHER EDUCATION SEQUENCE**

Moved from Minn. Rules pt. 3515.1700.

#### **3517.3400 NONVOCATIONAL DEGREE IN EDUCATION**

Moved from Minn. Rules pt. 3515.1700.

#### **3517.3420 COURSE EQUIVALENTS**

This section is stated as a clarification of past practice that allows out-of-state institutions to seek course equivalencies.



### **3517.3450 EQUIVALENCY FOR COURSES OUTSIDE TEACHER EDUCATION CORE**

This section clarifies past practice by stating who can determine course equivalencies, and it provides the criteria on which a proposed equivalency is to be judged. Designating the state program specialists, department chairs, and vocational service coordinators as resource people for the licensing section is reasonable because these individuals are knowledgeable professionals who are involved in program evaluation and/or vocational coursework. Stating the procedure and the criteria ensures equitable and consistent evaluation according to a given standard. See also 3517.3150.

### **3517.3500 HUMAN RELATIONS REQUIREMENT**

Moved from Minn. Rules pt. 3515.2100 and reworded for clarity.

### **3517.3550 RENEWED REGULAR FIVE-YEAR VOCATIONAL CONTINUING LICENSE FOR NONADMINISTRATIVE, NONSUPERVISORY PERSONNEL**

Moved from Minn. Rules pt. 3515.2200.

### **3517.3600 REACTIVATION OF LAPSED SECONDARY VOCATIONAL LICENSE**

**Subpart 1** clarifies past practice by indicating in general terms what an applicant must do to reinstate a license that expired at least one fiscal year previously.

**Subpart 2** is a new provision that allows reinstatement of a lapsed category of practice for one fiscal year if an applicant has been offered employment contingent on holding the license. One year is a reasonable period of time, since it provides needed staffing for the ensuing school year and allows time for the applicant to obtain the upgrading that is expected of all active vocational staff. It also provides an interim period for the hiring school to make other staffing arrangements, if necessary.

**Subpart 3** allows recent teaching experience in a comparable program to substitute for the recent occupational experience required to reactivate a license. This provision is needed to provide a means of reentry for teachers who have been teaching the same content in another state or at a different student level, or who have taught in the category of practice within the past five years before letting the license lapse.

Although the classroom setting is not equivalent to the occupational setting in business or industry, comparable successful teaching does provide knowledge of the program content. Since the applicant must have the required total occupational experience on file, there is assurance that significant contact with the occupational environment has been experienced at some time. Progression into the continuing education cycle will thereafter provide further updating experiences. This section is reasonable because it clearly indicates for potential applicants the hours and conditions involved in this reinstatement option.

**Subpart 4** is a new section that clarifies past practice. It allows an obsolete secondary license code to be reinstated without recent occupational experience if a program requiring the license is subsequently established, provided that the teacher has continued to hold the comparable postsecondary license in the interim. Since authority exists to issue licenses for use in current corresponding secondary programs only, it is reasonable to provide a means for reinstatement if conditions change and a program in which the license can be used becomes operational. Continuous possession of the postsecondary license ensures that the teacher has been involved in relevant continuing education to remain up to date in the field being taught. This subpart is needed to inform potential applicants of the added option.

#### **3517.3620 NEW INSTRUCTIONAL POSITIONS**

This section was moved from Minn. Rules pt. 3515.1100 and rewritten to clarify conditions relating to its use. The clarification is needed to communicate the process involved and to provide the basis on which interim licensure requirements will be formulated.

It is reasonable to require consultation with representatives in the program field in order to ensure that there is a need for the innovative program and that program content does relate to that need. Issuance of the interim letter of approval facilitates efficient and responsive start up of a new program, while allowing time for the complex public hearing process needed to promulgate a new licensure rule.

The expanded content in this section is needed to establish the one-year time frame for establishment of the corresponding license and to clarify that a person issued such a letter of approval must meet the licensure requirements when they are incorporated into rule.

#### **3517.3650 ENDORSEMENTS**

Moved from Minn. Rules pt. 3515.1800.

#### **3517.3800 PROCEDURE FOR VOLUNTARY SURRENDER OF TEACHING LICENSE**

This is a new addition to the secondary vocational licensure rule. It is necessary and reasonable to add this procedure to ensure that vocational teachers are provided the same options that are available to teachers licensed under Board of Teaching Rules. This part is the same as Minn. Rules pt. 8700.0501.

#### **3517.4000 OCCUPATIONAL EXPERIENCE**

Moved from Minn. Rules pt. 3515.1200 and Minn. Rules pt. 3515.1300.

This section has been rewritten to be consistent with the definition in this chapter and to clearly identify the kinds of experiences that can be used to meet different aspects of the occupational experience requirements. The definition is stated in terms of emphasis and related occupational areas as they are used in the categories of practice.

**Subpart 2** clarifies past practice in regard to relevant occupational

experiences for staff not teaching an occupational program. Inclusion of all employment that is permissible for licensure in any of the occupational programs is reasonable because it allows a wide variety of work backgrounds, yet it ensures that these staff members will have had contact with, and insight into, the occupational environment related to vocational programs that will be administered or supported.

**Subpart 3** clarifies past practice by explaining how occupational experience is verified under various circumstances. It is necessary and reasonable to specify the procedure and to make reference to statutes related to fraud in order to avoid any misunderstanding and to ensure legitimacy of the experience. It is reasonable to obtain verification from previous employers, since they are the parties most familiar with the type, extent, and productivity of the applicant's past work experience. In order to avoid denying a license to a person who has accumulated adequate appropriate work experience but cannot verify it because the employer is unavailable, it is reasonable to provide an alternate means of validation after reasonable attempts have been made to follow the typical procedure. The person's actual supervisor would be a reasonable substitute for the actual employer inasmuch as (s)he would be aware of the applicant's work history and performance. A co-worker's testimony supplemented by tax or social security records verifying paid employment by the stated employer would be reasonable as a last attempt to verify the experience since the formal nature of the records would add credibility and substantiation to the statement by a peer worker.

**Subpart 4** has been moved from Minn. Rules pt. 3515.1300. This section has been expanded to indicate that military experience may be used only for hours in the related areas, since emphasis-area employment must provide exposure to current typical civilian work settings that students will be entering. Because these licensure rules now include a limited license and a letter of approval, the provisional license mentioned in the previous rule need not appear in this section. Documents needed for verification have been more clearly identified, since the DD Form 214 in itself often does not contain the information needed for evaluation of the experience.

#### **3517.4100 SELF-EMPLOYMENT EXPERIENCE**

This section was moved from Minn. Rules pt. 3515.1300 and expanded to provide clarity. In order to avoid misunderstanding, it is necessary to more fully explain how to verify the existence of bona fide paid self-employment, as well as to clarify which experience is defined as self-employment. In order to ensure relevancy of the occupational experience to program objectives, it is necessary to obtain verification that work hours accumulated while one was self-employed are comparable to those one would accumulate in the work role the students will enter as employees. Since a self-employed person is self-supervised, the accuracy of the employment description must be documented through business records validating the type and amount of experience. It is necessary that the verification be in a format that provides adequate information to evaluate the experience according to competencies needed to teach the program components. The described process reflects past practice.

## 3517.4200 ALTERNATE FORMS OF OCCUPATIONAL EXPERIENCE

This section was moved from Minn. Rules pt. 3515.1300 and expanded to provide clarity.

**Subpart 1** indicates who can use the alternate experiences and states that all of the given options apply unless their use is restricted within a specific category of practice or option thereof.

**Subpart 2** includes a new provision that allows internships completed through colleges outside of Minnesota to be used toward licensure requirements. Since the programs must meet the same criteria as comparable Minnesota internships, it is reasonable to provide this additional option. Also included for the first time are the criteria for approval of directed occupational experience internships. Stating the criteria ensures consistent interpretation and provides assurance that the internship will provide relevant experiences that support the basic purpose of the work experience requirements. The criteria were recently developed by a committee of professionals currently involved in offering the internships (see Exhibit E for membership). The criteria are reasonable because they ensure that the internship will be structured to meet the student's needs, that the directed employment will meet licensure requirements, that supervision by a qualified teacher educator (including site visitation) will be provided, and that the ratio of hours to credits will meet a minimum standard. The given ratio reflects standards currently used by most institutions offering the internship.

**Subpart 3.** This section was moved from Minn. Rules pt. 3515.1300, with the addition of the time frame during which the competency based exam will be valid, as well as a definition of "successful completion." The additions were needed to ensure consistent interpretation and implementation of the rule. Using criteria based upon an established standard is a reasonable means of specifying a passing score.

**Subpart 4.** This section was moved from Minn. Rules pt. 3515.1300, with several additions made in order to enhance opportunity and ensure quality. Acceptable updating sites were expanded to include a formal technical training setting, and criteria for the experience were developed by a committee of involved professionals (see Exhibit E for membership). The criteria include components designed to ensure that the student will receive a relevant, individualized updating experience, that it will be directed by an approved teacher educator, and that such offerings in various colleges will be comparable.

These criteria are needed to ensure that the experience will result in a knowledge base equivalent to that expected from the recent paid work experience for which it substitutes.

The two options are reasonable because they allow a choice between a college offering and an equivalent clock hour experience. Both options clearly state how the experience is preapproved (the credit offering through the regular program approval process and the clock hour experience by program experts). To avoid misunderstanding and ensure consistency, the ratio of credits or clock hours to occupational experience hours is clearly stated.

**Subpart 5** provides an additional means of developing an up-to-date perspective on the occupational environment for the program to be taught. This option allows an unpaid "shadowing" experience in the occupational setting to substitute for the usual 500 hours of paid occupational experience within the prior five years. The substitution is reasonable because it includes quality control. It must be individually preplanned and preapproved by program experts and must provide actual contact with the traditional setting for the occupation to be taught. To avoid misunderstanding and provide consistency, the ratio of training to occupational experience hours is clearly stated. Since it is not actual paid work experience and is less structured than the other options, the number of hours required for the substitution is more demanding.

Limiting this substitution to only 500 hours of the total work experience ensures that most of the required work will have been accumulated in the traditional setting and in the typical occupational role that the students are preparing to enter. To ensure consistency and quality, it is reasonable to require preapproval of this experience.

Material in **Subpart 6**, which allows vocational administrative experience to substitute for the recent 500 work hours for administrative or supervisory licenses, exists in current licensure rules (Minn. Rules pt. 3515.1300 subp. 4) with slightly different terminology.

**Subpart 7** is a new provision allowing Minnesota AVTI teaching to substitute for the recent 500 hours of paid occupational experience in certain cases. This experience is a reasonable option because of the depth of the content taught at the AVTI, as well as the close affiliation with current business/industrial work settings and allied advisory committees, which ensure contact with up-to-date procedures, equipment, and employment practices. To prevent misunderstanding and to ensure consistency of implementation, the time frame and ratio of teaching hours to recent work hours have been clearly stated. This option is needed to allow postsecondary teachers to add secondary level licensure when part of their assignment is to teach secondary students in the same category of practice. Since AVTI teachers are typically on contract most of the year, they are not free to obtain summer employment to meet a repeated recent work experience requirement to endorse secondary level.

**Subpart 8** reflects the current situation in most categories of practice in regard to adding a teacher-coordinator license to a classroom teaching license. The requirements are reasonable since the recent work is waived only if some degree of currency has been maintained through recent teaching experience, and because adequate appropriate total work experience to ensure familiarity with the occupational environment is on file.

#### **3517.6000 SECONDARY PART-TIME RESOURCE SPECIALIST**

Moved from Minn. Rules pt. 3515.5800

#### **3517.6100 SECONDARY SHORT-CALL SUBSTITUTE LICENSE**

This section was moved from Minn. Rules pt. 3515.0900 and .1000 with only editorial changes. Included is clarification that one-fourth of full time computes out to 270 clock hours as the maximum annual amount a person can teach on a substitute license.

### **3517.6200 SECONDARY VOCATIONAL LIMITED LICENSE**

The provision in this section was moved from Minn. Rules pt. 3515.4700, where it was termed a "provisional license." The content has been expanded to include a definition of "hardship" in order to clearly identify the circumstances under which the limited license may be used. Under the limited license, an individual is allowed to delay a portion of the prerequisites for a specified period of time in cases where a vocational program may be jeopardized because of the absence of a fully licensed teacher.

The stated conditions are reasonable because they require the requesting school to verify that normal recruitment efforts have been made and that no licensed teacher will be replaced by a person with a limited license. Other quality factors include the necessity for a baccalaureate degree and at least two-thirds of the required occupational experience and special coursework. It is reasonable to require that the applicant attain full qualifications within two years in order to avoid long-term operation with an underqualified teacher.

The provisions of the limited license are needed to ensure that a school will not be forced to close a vocational program in a hardship case, which would reduce student access and opportunity. In addition, it allows redirection of existing staff by making it possible for them to be assigned to a vacant vocational position (frequently a part-time assignment) and complete full requirements within the specified time frame.

Issuance of a limited license in the fall, typically before school commences, provides a school year plus a summer to complete one-half of the remaining requirements, as specified in the provisional agreement.

Issuance of a limited license in January or later would provide only five or fewer months plus summer to complete one-half of the remaining requirements. Provision of additional time when a license is issued after January is reasonable in order to avoid a situation in which an emergency limited license might be issued late in the school year and the holder must complete one-half of the remaining requirements in an unreasonably short time.

The provision for two successive licensure periods of approximately one year each is reasonable because it ensures that the teacher is developing additional competencies in a planned, orderly manner in order to reach full qualifications. Review for renewal at the end of the first year also verifies that a hardship situation still exists so that a limited license holder will not replace an available fully licensed teacher.

The limited nature of the license and the requirements for two-thirds prior completion are reasonable because an applicant who lacks more qualifications than can be developed during two successive one-year licensure periods probably does not possess minimum competencies to provide effective vocational education to the students.

### **3517.6300 REACTIVATION OF A LAPSED LIMITED LICENSE.**

This section is needed to inform teachers and administrators what will be required if a limited license is allowed to lapse after the first one-year period. It is reasonable to require current reactivation criteria at the time of renewal, since future licensure rules may have different provisions and/or limitations when vocational programs and program delivery systems have been changed.

### **3517.6500 LETTER OF APPROVAL**

All new material. This section is needed to ensure continuation of a viable vocational program for an interim period in a hardship case when no appropriately licensed teacher is available, and no available teacher is eligible for a limited license under 3517.6200.

Since programmatic conditions and availability of teachers may vary in the different service areas, it is reasonable to allow the advisory group of each vocational discipline to decide whether to include or exclude the letter of approval when constructing the licensure options.

The content of this section parallels a similar long-time provision in nonvocational licensure rules, where it has been utilized successfully to alleviate extreme hardship cases.

The given definitions of "hardship" are necessary in order to limit the use of this emergency measure to legitimate distress cases. The procedure for documenting need is reasonable because it requires verification that all other possible solutions have been explored and that no licensed teacher is being replaced by an individual authorized by a letter of approval.

A basic level of educational competency has been assured by requiring that the applicant hold a prior teaching license in a related content area, as determined in consultation with the state vocational specialist. The specialist is an appropriate person to make this evaluation since he or she is the person most familiar with the program and program needs, and who is responsible for the program's success.

Requiring review of the applicant's credentials by the occupational advisory committee as an additional safeguard is reasonable because that group is most closely involved with the objectives and content of the program. As a representative group, they are knowledgeable about what interim teachers absolutely must know if they are to ensure program continuation on a temporary basis until a qualified teacher can be found.

Limiting the letter of approval to only the school year involved and allowing only one renewal is reasonable in order to avoid misuse of this provision and to ensure that maximum efforts will be made to obtain a qualified teacher who can provide quality instruction consistent with program objectives.

### **3517.7000 RENEWED REGULAR FIVE-YEAR VOCATIONAL LICENSE FOR NONADMINISTRATIVE, NONSUPERVISORY PERSONNEL**

This section was moved from Minn. Rules pt. 3515.2200.

### 3517.7100 PREAPPROVAL OF ACTIVITIES FOR LICENSE RENEWAL

Moved from Minn. Rules pt. 3515.2800.

### 3517.7200 TYPES OF ACTIVITIES NECESSARY FOR LICENSE RENEWAL

Moved from Minn. Rules pt. 3515.2900 and Minn. Rules pt. 3515.3100.

**Subpart 4** lists the types of activities that may be used to meet the 108 clock hour requirement.

- 4.A. In regard to use of occupational experience for renewal clock hours, this subpart clarifies that occupational experience must be individually preapproved, since the occupational environment must be directly related in order to develop new competencies in the category of practice being renewed. It is reasonable to state that repeated occupational experience is to be viewed in terms of diminishing returns because repetition of any experience, whether occupational or coursework, will typically reinforce what one already knows rather than produce new or updated knowledge reflective of the intent of continuing education.
- 4.B. No change in credit course allocation.
- 4.C. Clarifies that AVTI courses are included in this clock hour category.
- 4.D. No change in educational workshop hourly allocation.
- 4.E. No change in hourly allocation for leaves.
- 4.F. Clarifies that regional, statewide, or national curriculum development design activities are to be evaluated according to criteria used for organized technical research in 4.H. This criterion is reasonable because the "learning" aspect of the experience occurs during the research for updated information to include in the curriculum, not during the manual process of articulating past knowledge.
- 4.G. Clarifies that hours may not be applied from a teacher's own advisory committee, because that committee is a required, integral part of every vocational program, with participation expected as a normal part of the vocational teacher's paid responsibilities.
- 4.H. Concepts in this section on organized technical research are unchanged from the previous rule. An addition clarifies that the allowable hours are for the accumulation of new knowledge during the research process, rather than being viewed as a "reward" for the effort expended in producing the end result. This stipulation is reasonable because the expressed purpose of vocational continuing education is to increase competencies in the content of the program or in delivery methods. The means of documenting research projects is also stated in order to inform applicants



and local committees and to ensure consistent implementation of the rule.

- 4.I. Allocation of clock hours for service on a state evaluation team has been adjusted to eliminate the discrepancy between clock hours awarded for service on a North Central Evaluation team and those received for service on a secondary vocational evaluation team. Equitable assigning of clock hours will enhance the selection of evaluators and will provide vocational teachers with 16 clock hours for licensure that can be used in a 5-year period. The allocation of 8 clock hours per day for vocational teachers is consistent with the number of hours generally spent in an on-site evaluation of a vocational program. These activities generally take 10 to 12 hours per day and include a review of instructional materials, class observation, student, teacher and advisory committee interviews, employer contacts and the final written report. Although the evaluators were originally chosen because they already possess expertise in the program area to be evaluated, the additional contacts experienced during the evaluation process nevertheless provide allowable updating from various perspectives.

#### **3517.7300 REEVALUATION PROCEDURE**

Moved from Minn. Rules pt. 3515.3000.

#### **3517.8000 FORMATION OF LOCAL VOCATIONAL RELICENSURE COMMITTEE**

Moved from Minn. Rules pt. 3515.2300.

#### **3517.8100 STRUCTURE OF LOCAL VOCATIONAL RELICENSURE COMMITTEE**

Moved from Minn. Rules pt. 3515.2400.

An amendment to the earlier rule provides for a secondary vocational relicensure committee separate from the AVTI relicensure committee. This change is necessary because postsecondary licensure is under the jurisdiction of a different agency, which will be rewriting the relicensure rules to apply to the AVTI's. Since there is no way to know what the criteria may be for postsecondary relicensure, it is necessary to ensure continuation of the current system for secondary vocational staff.

Another minor amendment allows option A committee membership to include a different administrator and community person from those who are appointed to the nonvocational committee in the district. This change is reasonable because it is sometimes a burden for the administrator and community representative to serve on both the vocational and the nonvocational committees. In this way, the vocational staff can utilize individuals chosen for their expertise in vocational education to complement the teaching members on the committee.

#### **3517.8200 LOCAL VOCATIONAL RELICENSURE COMMITTEE JURISDICTION**

Moved from Minn. Rules pt. 3515.2500.

**3517.8300 AFFILIATION WITH LOCAL VOCATIONAL RELICENSURE COMMITTEE**

Moved from Minn. Rules pt. 3515.2600.

**3517.8400 DUTIES OF LOCAL VOCATIONAL RELICENSURE COMMITTEE**

Moved from Minn. Rules pt. 3515.2700.

**3517.8500 RENEWED FIVE-YEAR VOCATIONAL LICENSES FOR ADMINISTRATORS AND SUPERVISORS**

Moved from Minn. Rules pt. 3515.7700 and .7800.

**3517.8600 CONTINUING EDUCATION FOR DIRECTORS AND SUPERVISORS**

Moved from Minn. Rules pts. 3515.7900 - .8300.

**3517.9000 WHAT PROGRAMS NEED APPROVAL**

Moved from Minn. Rules pt. 3515.3300. This section has been rephrased to reflect past practice and to indicate that the program approval process is to be followed if the initiating institution seeks assurance that its offerings will meet requirements included in licensure rules. This amendment to allow optional bypass of the program approval process is reasonable because many of the licensure requirements in the vocational rule include technical coursework that can be completed from providers other than teacher preparing institutions. Since a strict interpretation of the previous rule would have disallowed any technical coursework taken from community colleges, departments at the universities other than the education department (such as business administration), AVTI's, or private institutions (such as those involved in medical preparation), this amendment is necessary and reasonable.

**3517.9100 APPROVAL PROCEDURE**

Moved from Minn. Rules pt. 3515.3400.

**3517.9200 VARIATIONS IN CURRICULAR DESIGN**

Moved from Minn. Rules pt. 3515.3500.

**3517.9300 CONDITIONAL APPROVAL**

Moved from Minn. Rules pt. 3515.3600.

**3517.9400 REVOCATION OR SUSPENSION OF APPROVAL**

Moved from Minn. Rules pt. 3515.3700.

**3517.9500 DISAPPROVAL**

Moved from Minn. Rules pt. 3515.3800.

**3517.9600 EVALUATION PROCEDURE AND SUBSEQUENT AUDITS**

Moved from Minn. Rules pt. 3515.3900.

**3517.9700 REEVALUATION PROCEDURE**

Moved from Minn. Rules pt. 3515.4000.

**FISCAL STATEMENT**

The State Board of Education estimates that there will be no cost to local school districts in the state in order to implement the proposed rule. Payment of the processing fee to become licensed or to renew a license continues to be the responsibility of the applicant.

Changes in the requirements for present categories of practice apply only to the first time applicant. Where categories of practice have been converted to a new license, a procedure has been identified in the proposed rule allowing the applicant to add the new licensure code at the time of renewal. Therefore, the cost to the applicant will only be the normal processing fee.

**Small Business**

These proposed rules will not impact small business.