

**STATE BOARD OF EDUCATION
DEPARTMENT OF EDUCATION
PARTNERSHIPS DIVISION**

**Statement of Need and Reasonableness for the Changes/Corrections of
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 (1986) and Section 125.185 subd. 4 (Supp. 1987).

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 (1986) 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 (Supp. 1987), pertaining to the Board of Teaching. That section states in part:

The Board shall adopt rules to license public school teachers and interns subject to Chapter 14.

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

Minnesota Rule Chapter 3517 became effective on July 8, 1987, five working days after the final publication of the adopted rule in the State Register on June 29, 1987.

Almost before the ink was dry, errors, typos, and the need for technical changes and clarifications were noted by the Personnel Licensing Section, administrators and State staff.

In September, 1987, State staff began to assemble, rewrite and execute the necessary editorial corrections to give the chapter more clarity and make it easier to read.

A notice of Intent to Adopt a Rule Without a Public Hearing was published in the Minnesota State Register on February 8, 1988, for non-controversial rule changes/corrections.

3517.0350 Secondary Business Simulation Occupations Teacher

Subpart 1, Item B.

The number of credits and clock hours was changed to reflect the provision for formal training in each of the five types of computer software. This amendment is reasonable because the new numbers correlate the number of total credits or clock hours with the total of the five component credit/clock hour requirements.

Formal training, using computer software for both data base and relational data bases, was combined into a requirement for relational data base management. This change was needed and reasonable because recent software developments make it possible for teachers to utilize relational data bases without having extensive, introductory data base instruction.

Subpart 2

The conversion date for model office programs to business simulation occupations programs was extended to July 1, 1990. These changes are being made to reflect the current technology in office environments. The changing licensure requirements as a result of this conversion will expand the knowledge base of the teacher so that they can prepare students to adequately meet the office needs of the next century. Since only state approved programs are eligible for vocational funding (3505.2400), the language was expanded as a reminder that after July 1, 1990, model office programs will no longer be eligible for vocational funding. State staff leadership is needed to effectively bring about the conversion of the model office program to a business simulation program. However, because of a vacancy in the relevant state staff position, an additional year was necessary to provide the leadership for this transition.

3517.0520 Secondary Consumer and Homemaking/Family Life Education Teacher

Subpart 1, Item A, subitem 3

This part was changed with the addition of the following sentence: "Teachers adding this category of practice to a valid five-year Consumer and Homemaking license are exempt from the two-credit course in integrating the vocational student organization into the curriculum." A large percentage of teachers holding a valid five-year Consumer - Homemaking license have had actual experience of two years or more as a student organization advisor. Two years of experience as a student organization advisor is a reasonable substitution for this two-credit course.

Subpart 1, Item B

The original intent for including maximum numbers of quarter credits in family life courses was to distribute the credits more evenly among the course offerings. In practice, this maximum number criteria created a rigid and inflexible burden. In cooperation with teacher educators, it was decided to delete the maximums and make more flexibility by naming only a maximum of nine credits in the development of human

sexuality. In addition, the minimum number of credits for relationships within the family et al, was increased to nine quarter credits. This left a remainder of six quarter credits which may be in the area of child development. By changing the maximum number of credits and defining the areas included, the original intent of even distribution of credits is more reasonably attained.

3517.1240 Secondary Childhood Education Aide (Support Staff)

Subpart 1

The words "plus item A, subitem (2) and (3)" were added for clarification of the original intent.

3517.1500 Secondary Teacher-Coordinator of Work Experience Programs for the Disadvantaged

Subpart 1, Item B, subitem (1) and
Subpart 1, Item C, subitem (1);

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

Subpart 1, Item B, subitem (2) and
Subpart 1, Item C, subitem (1);

3517.1560 Secondary Support Service Facilitator

Item B, subitem (2) and
Item C, subitem (1);

3517.1600 Secondary Vocational Evaluator

Item C, subitem (1);

It was necessary in seven separate areas of the four sections identified above to delete the words "the usual 500 hours of recent occupational experience" in order to prevent misinterpretation. This language was expanded and replaced with the words "need for the recency of 500 hours in the total of 200 hours of required paid employment."

When these rules were written, the original intent was that the directed independent study course (which was to provide recent exposure to the world of work and the operation of programs) would replace only the recency of the 500 hours as part of the total of 2000 hours of required paid employment.

The original language was open to misinterpretation by readers because they thought it reduced the 2000 hours of work experience to 1500 hours, and thus clarification was needed.

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

Item A, subitem (1)

This part was changed by deleting the word "secondary" in the educational major requirement. The word was unintentionally included, as a baccalaureate in any educational field provides the basic educational background for this license. The requirement for secondary licensure in a special education field (which is also included in

these criteria) fulfills the need for secondary exposure and provides reasonable opportunity for all teachers seeking licensure to serve special needs students.

3517.3450 Equivalency for Courses Outside Teacher Education Core

A new item lettered "F" will be added following item E in this part. The new wording is:

"Exception: Two years of active participation as an advisor in the appropriate vocational student organization substitutes for the two required credits in integrating the appropriate vocational student organization into the curriculum. The participation must be verified by the state program specialist responsible for the appropriate vocational student organization and must be within the five years just before the date the license is issued."

This statement is needed and reasonable because it clarifies and reflects the original intent to have teachers who are competent, experienced vocational student organization advisors. Two years of actual experience is a reasonable substitute for a two-credit preparatory course.

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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.

SMALL BUSINESS

These rules will not impact small business.

EXPERT WITNESS

In the event of a public hearing the following expert witnesses will testify:

J. Thomas Strom
Colleen Kish
Audrey Grote
Pat DiPlacido
Jerry Davis
Ronald Koebnick