TITLE 780. OKLAHOMA DEPARTMENT OF CAREER AND TECHNOLOGY EDUCATION
CHAPTER 20. PROGRAMS AND SERVICES

THE FOLLOWING RULES ARE CONSIDERED FINALLY ADOPTED AS SET FORTH IN 75 O.S., SECTIONS 250.3(5) and 308(E), WITH AN EFFECTIVE DATE OF SEPTEMBER 13, 2019:

SUBCHAPTER 1. GENERAL PROVISIONS

780:20-1-3. Framework and Definition of Work-based Learning
(a)   Work-based learning is a type of job training that combines on-the-job and classroom instruction. In CareerTech education, work-based learning is an educational strategy and framework that utilizes the delivery of a continuum of learning that is work-based and involving sustained, meaningful interactions with industry or community professionals that foster in-depth, firsthand engagement with the tasks required in a given career field. Experiences may be delivered in workplaces, in the community, at educational institutions and/or virtually, as appropriate, and include a range of activities such as workplace tours, job shadowing, school-based enterprises, internships and apprenticeships.
(b)   A full continuum of work-based learning experiences, progressing in intensity, is accessible to every student at some point during the program of study. Examples include, but are not limited to business and industry field trips, job shadowing, internships and apprenticeships, service learning, cooperative education and school-based enterprises, as well as entrepreneurial experiences. Work-based learning experiences are age appropriate and aligned with relevant national, state and/or local standards. Work-based learning experiences develop and reinforce relevant technical, academic and employability knowledge and skills. Work-based learning experiences are intentionally aligned with each student´s education and career goals.
(c)   Work-based learning experiences are provided through delivery methods that maximize meaningful interaction with business professionals. Requirements and procedures for work-based learning experiences that address access, selection, liability, supervision, rights and responsibilities, safety, transportation, learning objectives and evaluations are formalized and shared in advance of work-based learning experiences with employers, students and parents/guardians (as appropriate). All work-based learning experiences comply with relevant federal, state and local laws and regulations. Work-based learning experiences are supervised by CareerTech staff with clearly defined roles. Students engage in reflection and document learning resulting from work-based learning experiences, such as through a portfolio or presentation.

SUBCHAPTER 3. SECONDARY, FULL-TIME AND SHORT-TERM ADULT CAREERTECH PROGRAMS

780:20-3-1. Administration and supervision
(a)   **Advisory committee.** Each full-time CareerTech program must have an occupational advisory committee that is formally organized and meets at least once annually. The membership of the advisory committee must be diversified with the majority of membership representative of occupations for which the program is training.

(b)   **Civil rights compliance.** In order to receive federal funds, local administrators must comply with all civil rights procedures and prohibitions that include, but are not limited to, the following:

(1)   **Annual public notification.** All recipients offering CareerTech programs shall, at the beginning of the school year, advise parents, employees, students, and the general public that all occupational opportunities will be offered without regard to race, color, national origin, sex, age, or disability.

(2)   **Employment.** Recipients offering CareerTech programs shall not engage in any employment practice that discriminates on the basis of race, color, national origin, sex, age, or disability.

(3)   **Accommodations for individuals with disabilities.** Students with disabilities shall be placed in the regular educational environment of any career and technology education program unless it can be demonstrated that the education of the individual with a disability, even with the use of support services, cannot be achieved satisfactorily.

(A) **Support services.** Support services are considered on a case-by-case basis and depend on the functional impact of the individual student´s disability on learning and which laws pertain to the student´s education. Decisions on what type of support services are to be utilized are a team decision. The team is made up of persons knowledgeable of the student, their disability, the course requirement as well as the local policy and laws.

(B) **Individual needs.** When students with disabilities are enrolled in any career and technology education program, evidence must exist as to how the student's individual needs are being met.

(C) **Participation in and review of IEP.** A representative of the area technology center shall be on the IEP team when enrollment in a career and technology education program is considered to be an appropriate part of the student´s IEP. Career and technology education instructors, whether teaching in an area technology center or in a comprehensive school program, shall have access to a copy of the IEP before the identified student enters the program. State accreditation standards: Part I, Standard VI, Student Services, 210:35-11-51 (b). Guidance and counseling services; Part II, Standard VI, Student Services, 210:35-13-74 (e).

(D) **Accommodation plans.**   Students who have provided appropriate documentation of a disability, who have been determined under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act as a qualified individual with a disability in relation to the career and technology education program, and who require necessary accommodations in order to participate in and benefit from career and technology education will have an accommodation plan in place. This plan will be developed by a group of persons knowledgeable about the student, including the student, and will specify the agreed upon services necessary for the student to participate in and benefit from career and technology education.

(E) **Staff Development.** Regular staff development shall include instruction in maintaining confidentiality, modifying instruction, and reviewing and interpreting special needs documents.

(4)   **Apprenticeship.** Agreements entered into for the provision or support of apprenticeship training shall not discriminate on the basis of race, color, national origin, sex, age, or disability, and should so state.

(5)   **Comparable facilities.**

(A) **Facilities.** Changing rooms, showers, and other facilities provided for CareerTech students of one sex shall be comparable to those provided to CareerTech students of the other sex.

(B) **Nondiscrimination.** CareerTech facilities may not be located, constructed, modified, or renovated in a manner that creates, maintains, or increases student segregation on the basis of race, color, national origin, sex, age, or disability.

(6) **Financial assistance.** Financial assistance in the form of loans, grants, scholarships, special funds, subsidies, compensation for work, or prizes shall be provided to CareerTech students without regard to race, color, national origin, sex, age, or disability, except where necessary to overcome the effects of past discrimination.

(7) **Printed materials.** Counseling and other printed materials shall be provided to CareerTech students for program selection recruitment, career/employment selection, and promotional activities without regard to race, color, national origin, sex, age, or disability.

(8) **Work-site learning.**

(A) **Nondiscrimination.** Work-site learning opportunities shall be made available to CareerTech students without regard to race, color, national origin, sex, age, or disability.

(B) **Nondiscrimination on the job.** All written agreements between school and employer must contain an assurance from the employer that students will be accepted and assigned to jobs and otherwise treated without regard to race, color, national origin, sex, age, or disability.

(c) **Local administration supervision.** The school administration shall provide program supervision and coordinate the CareerTech program activities as an integral part of the overall educational program in the school.

(d) **Local teacher supervision.** Each CareerTech teacher shall be responsible for providing appropriate activities that will contribute to the development of each CareerTech student according to the student's occupational objective and for conducting and reporting student follow-up upon exit from or completion of the program.

(e) **Cooperative programs.**

(1) **Cooperative education.** The cooperative method of education is a joint effort between the school system and business and industry.

(2) **Supervision of students.** Schools offering cooperative CareerTech programs shall provide adequate time for teacher-coordinators to supervise and coordinate the activities of student learners. Adequate time shall be determined by applying the following formula:

(A) 0-25 cooperative students — 1 period (hour) per day

(B) 26-50 cooperative students — 2 consecutive periods (hours) per day

(3) **Exemption of planning period.** The one-hour planning period shall not be considered coordination time.

(4) **Responsibilities of the teacher-coordinator.**

(A) **Responsibilities.** The teacher-coordinator shall have the responsibility of coordinating classroom instruction, on-the-job activities or hands-on experience, and placement of students.

(B) **Training station visits.** The teacher-coordinator shall make a minimum of one (1) on-site visit per grading period to each training station employing cooperative CareerTech students. The purpose of these visits shall be to document and coordinate the learning experiences of the students. Training station visits shall be documented and put on file in the teacher's classroom.

(C) **Student files.** A "Memorandum of Training" and a training plan shall be on file for each cooperative student, and a copy shall be sent to the employer and parents.

(D) **Employer evaluation.** Each employer shall complete a written evaluation of the student's progress at least one time per grading period, and a copy of this evaluation shall be on file in the teacher's office. Employers are also required to have proof of age on file and a work permit if the employee is under 18 years of age.

    (5)   **Scholastic credit.**

(A) **Credit for on-the-job training/internship.** Additional units of credit may be added to the unit(s) earned in the classroom for being employed in an occupationally appropriate training station during the school year by applying the following:

    (i)   an average of 10 periods (hours) per week for a minimum of 30 weeks of on-the-job training under the supervision of a teacher-coordinator = 1 unit;

    (ii)   an average of 20 periods (hours) per week for a minimum of 30 weeks on-the-job training under the supervision of a teacher-coordinator = 2 units;

    (iii)   in the case of block schedules, where a student completes the requirements for a unit of class work in one semester, a student could also earn an additional ½ unit for 10 hours per week for 15 weeks of on-the-job training under the supervision of a teacher-coordinator, or

    (iv)   a student could earn an additional 1 unit for 20 hours per week for 15 weeks of on-the-job training under the supervision of a teacher-coordinator.

    (v) Employers or their representatives shall complete a written evaluation of the cooperative students worksite performance for each grading period. The teacher is responsible for converting the employer´s evaluation into the appropriate letter grade for the student´s on-the-job grade. Not to be confused with the pass/fail or satisfactory/unsatisfactory grade sometimes given to students participating in a work release program.

(B) **Documentation of work hours.** Teachers must maintain, in the school files, documentation of the number of hours each cooperative student works.

(C) **Extra assignments.** If extenuating circumstances exist, and the student is not employed, the teacher must document extra assignments equal to one hour of classroom instruction per day for every hour under the required 10 hours per week of employment.

(D) **School release time.** A student who is employed in accordance to 5(A) above and is receiving credit for a supervised cooperative work experience may be released up to two hours per day from the normal six-hour school day.

(E) **Classroom credit only.** If the teacher cannot document extra assignments and/or hours worked, the student shall receive only credit for the classroom activities.

(f)   **Records and reports.** Each local education agency or eligible recipient shall submit student accounting and other required reports on the specified due date.

(g)   **Maintenance of confidential records.** Each technology center shall develop and implement a local policy regarding the confidentiality of all personally identifiable information and education records. This policy shall meet the requirements of the Individuals with Disabilities Act (IDEA) CFR 300.560-300.574 and the Family Educational Rights and Privacy Act (FERPA) 34 CFR 99.1-99.67 concerning collection, storage, disclosure, and destruction of confidential student records.

(h) **Career practicum.** A career practicum is defined as a planned program of worksite learning experiences that are relevant to the student´s program, coordinated with the academic/school-based

curriculum, and includes work-site mentoring. Units for a career practicum may be granted when the following guidelines are met:
  (1)   The career practicum shall:
       (A) be based upon a student´s plan of study or career pathway
       (B)   be based on a written plan of identified progressive work site experiences or work processes which are coordinated with the academic/school-based curriculum.
       (C)   require regular contact through work-site visits and other communication, and
       (D)   measure progress made toward the attainment of identified career practicum competencies.
  (2) A school site contact must hold a secondary license/certificate to coordinate the career practicum.
  (3) Every student participating in a career practicum shall be assigned a trained, work site mentor. Mentors will be oriented to the purpose and goals of the career practicum, will facilitate the attainment of competencies, will be responsible for evaluating the student´s performance, and will consult with the school site coordinator and employer.
  (4) The career practicum shall conform to applicable safety, child labor, labor standards, and equity laws.
  (5) A career practicum agreement will be developed which outlines the responsibilities of the student, school site coordinator, parent/guardian, mentor and employer.
  (6) A student must be 16 years of age and enrolled in grade eleven or twelve.
  (7) One unit may be granted for the career practicum when all of the above guidelines are met, and the student is involved in a work site learning experience an average of 10 hours per week during the school year or the student is involved in a work site learning experience a minimum of 300 hours during the school year.
  (8) Not more than two (2) units earned may be granted for a career practicum and applied toward high school graduation. Units may be granted for work site learning experiences as part of a career practicum in an accredited summer high school program.

(i) **Career guidance and counseling for secondary and full time programs**. Technology centers shall have an identifiable guidance program in place that addresses the career development needs of all students. Technology centers shall provide all students with information and advisement about career and educational options, administer assessment instruments such as interest inventories, aptitude tests, and achievement tests or acquire the results of such assessments to provide guidance in program selection and placement, and provide support for students to help them be successful in their career pathway. This includes but is not limited to:
       (1) All students in accredited program have ~~plans of study~~ individual career academic plans developed~~,~~ and updated~~, and on file~~ to identify and document career and academic services, as well as technical and academic courses to help maximize career success and employability.
       (2) All students are enrolled or placed in a technology center program on the basis of their documented interest and ability to benefit from training, work history, IEP provisions, accommodation plans, and/or their ~~plans of study~~ individual career academic plans developed at the sending school or on cooperation with other agencies.
       (3) The technology center guidance and counseling staff coordinates all services with guidance and counseling staff from sending schools, higher education institutions and other agencies through regularly planned informational meetings and/or correspondence.

(4) Counselors shall be appropriately certified and credentialed for the grade levels to which they are assigned. School counselors shall hold a valid Oklahoma School Counselor Certificate appropriate to grade levels to which they are assigned. (State accreditation standards: 210:35-9-45) The title of counselor should only be applied to those staff with appropriate certifications and/or credentialing.

(5) Each technology center guidance and counseling program should have an advisory committee that is formally organized and meets at least annually. The membership of the advisory committee must be diversified with representation from a variety of stakeholders.

(j) **Math Credit for Certain Career and Technology Education Classes.** After July 1, 2018 and to fully implement the provisions of SB 1370 (2018), for students on the CORE curriculum only, acceptance and successful completion of one (1) year of a full-time, three-hour career and technology program leading to an industry credential/certificate or college credit shall count as one math unit for high school graduation under the provisions of 70 O.S. 2011, Section 11-103.6 (D), as amended. The provisions of this rule shall be limited to accepted industry credentials/certificates that are industry-endorsed or industry-aligned. The Oklahoma Department of Career and Technology Education shall compile a list of accepted industry credentials/certificates and present the list to the State Board of Career and Technology Education for its review. The list of accepted industry credentials/certificates shall be reviewed annually by the State Board of Career and Technology Education.

780:20-3-2. Programs: admissions, operations, enrollment, and length
(a) **Nondiscrimination; admission guidelines.** Students shall be provided access to CareerTech programs and facilities without regard to race, color, national origin, sex, or disability.
  (1) **Agricultural Education.** Agricultural Education programs are designed for junior high and high school grades eight through twelve and shall be provided by comprehensive school districts. Technology center school districts shall be prohibited from operating Agricultural Education programs or FFA chapters in any location. Each student enrolled in an agricultural education program shall participate in a supervised agricultural experience project. For each agricultural education program which is funded by the Oklahoma Department of Career and Technology Education, the local school district shall provide transportation services, for the agricultural education program and FFA program related duties and activities. (FFA is an integral part of the agricultural education program.)
  (2) **Business, Marketing and Information Technology Education.** Business, Marketing and Information Technology Education programs are designed to prepare junior high and high school students (grades 7 through 12) and adults for pathways to careers in business, marketing and information technology.
  (3) **Family and Consumer Sciences Education.**
    (A) **Comprehensive Family and Consumer Sciences Education.** Family and Consumer Sciences programs are designed for students grades 6 through 12 to experience hands-on experiential and problem based learning to explore opportunities for careers, post-secondary transitions and pathways in family and consumer sciences related areas.
    (B) **Occupational Family and Consumer Sciences Education.** Occupational Family and Consumer Sciences programs are designed to prepare students in grades 11 and 12 and/or adults for careers in specific family and consumer sciences occupations.

(4) **Health Careers Education.**

    (A) **CareerTech health careers.** Health Careers Education programs are designed to prepare junior high students, high school students and adults for employment in a health career of their choice.

    (B) **Requirements for applicants.** Applicants for admission to Health Careers Education programs must meet requirements as set by the individual program, state statutes, and any other requirements of the appropriate licensing or accrediting agency.

(5) **Science Technology Engineering and Mathematics (STEM).** Science Technology Engineering and ~~mathematics~~ <u>Mathematics</u> programs are designed to prepare students grades 6-12 for hands-on and problem based curriculum that allows students to explore opportunities <u>for careers, post-secondary transitions and pathways</u> in Science, Technology, Engineering and Mathematics ~~and prepares students for post-secondary transition and pathways for careers in~~ (STEM).

(6) **Trade and Industrial Education/TechConnect.** Trade and Industrial Education programs in comprehensive schools are designed for students in grades 6 through 12 for hands-on experience and problem based learning that allows students to explore opportunities for careers, post-secondary transitions and pathways in Trade and Industrial Education. The state program administrator must approve exceptions. Trade and Industrial Education programs in technology centers are designed for students in grades 11 and 12 and/or adults. In technology center programs, tenth-grade students, or over-age students in a grade lower than the eleventh, may be enrolled upon approval of the sending school.

(b) **Program operations.**

(1) **Recommendation for program approval.** The appropriate CareerTech program administrator shall recommend approval of a program when criteria for the approval of new programs are met and funds are available.

(2) **Program composition.** Programs shall offer hands-on experience or supervised occupational experiences in the laboratory or clinical setting as well as classroom instruction to provide opportunities for students to achieve career objectives.

(3) **Course titles.** CareerTech course offerings must be in agreement with the course titles listed in the current *Standards for Accreditation of Oklahoma Schools*, published by the State Department of Education. These same course titles (or abbreviated titles) should be the class titles entered on the student's transcript.

(4) **Units of credit.** The units of credit shall be determined by the number of periods the student is in class plus on-the-job training, clinical training, or internship served. (Refer to the *Standards for Accreditation of Oklahoma Schools*.)

(5) **Full-time programs.** A full-time program in a comprehensive school shall consist of five CareerTech instruction class periods and one planning period for a six-period day, and six CareerTech instruction class periods and one planning period for a seven-period day. Exceptions to this rule shall include the following:

    (A) **Two planning periods.** Teachers who supervise students' agricultural experience programs shall have a minimum of two periods to plan, supervise, and coordinate the activities of student learners (see 780:20-3-1(e) and 780:20-3-2(b)(7)(A)). For schools on non-traditional schedules, teachers shall have the equivalent of a minimum of 90 minutes per day for planning and supervision of students. It is recommended that the last hour of the school day be utilized as one of the planning periods. Schools offering

Agricultural Education courses the final period of the day must provide a written explanation to the program administrator.

(B) **Teaching of related courses.** Full-time program teachers of Marketing Education, Career Transitions Education, and TechConnect may be allowed to teach one related course, subject to the approval of the appropriate ODCTE state program administrator.

(C) **Trade and Industrial Education/TechConnect.** Two three-hour block courses shall constitute a full-time program in Trade and Industrial Education in a Technology Center.

(D) **Health Careers Education.** Teachers of Health Careers may be allowed to teach one or two related courses with at least one conference period (if the school is on a standard six or seven-period teaching day), subject to the approval of the Health Careers Education program administrator.

(E) **Science Technology Engineering and Mathematics.** Teachers of Science Technology Engineering and Mathematics may be allowed to teach one related course, subject to approval of the appropriate cluster administrator. Science and ~~Math~~ math courses listed in the STEM program can be counted as a STEM course, not a related course, with the approval of the cluster administrator.

(6) **Adult Training and Development.** Adult Training and Development (short-term adult) programs in comprehensive schools may be organized under the supervision of the CareerTech teacher and must be occupationally specific. These programs are organized on request or as the need indicates. They may vary in length.

(7) **Program operations by occupational division.**

(A) **Agricultural Education.**

(i) **Secondary programs**. The agricultural education instructor is a full-time, 12-month employee and shall teach only approved agricultural education courses. Agricultural education instructor shall have no other extra curricular duties or responsibilities other than those required through the FFA student organization and normal school supervisory duties. Coaching, administration, or other similar full-time duties will not be approved. In the case of a non-funded agriculture education program, the program must follow state policy and guidelines to remain in good standing and be able to utilize the CareerTech student organization, FFA.

(ii) **Summer program.** The agricultural education instructor shall formulate a summer program of work and a calendar of activities, which are to be submitted to the local education agency at the completion of the school year.

(iii) **Activities**. Summer activities shall include supervision of students' activities; educational field days and tours; in-service and professional development activities; and, working with adults, agricultural organizations, and industries.

(iv) **Summer leave**. Agricultural Education teachers are entitled to two weeks of summer leave. In lieu of these two weeks of vacation, three weeks each year may be allowed for professional improvement. Summer leave should be coordinated with the local administration. If there is a question in regard to summer leave, the program administrator should be contacted for approval.

(v)   **Full-time adult programs.** Full-time adult Agricultural Business Management programs vary in length and are designated for and intended to meet the needs of adults engaged in agriculture and agricultural business operations.

(B) **Business, Marketing and Information Technology Education.**

(i)   **Full-time programs in comprehensive schools.** A full-time program in comprehensive school shall consist of five instructional class periods (five credits) and one planning period for a six-period day or six instructional class periods (six credits) and one planning period for a seven-period day that is offered to students in grades 7 through 12. Block schedules, including trimesters, will be approved if they provide one full unit/credit per course and offer a full schedule of approved courses with one planning period. Instructors shall teach only approved business, marketing and information technology education courses that are aligned with an approved occupational outcome. State-approved syllabi identify the required length of courses – one-half or full unit of credit. Business, Marketing and Information Technology Education instructors shall have no other extracurricular duties or responsibilities other than those required through the BPA or DECA student organizations and normal school supervisory duties.

(ii)   **Full-time programs in technology centers.** A full-time program in a technology center shall consist of two three-hour block periods of instruction for students in grades 10 through 12 and adults and should have an occupational outcome that includes a work-based learning component. Any exceptions must be approved in writing by the state program administrator.

(iii)   **Technology/equipment**. Business, Marketing and Information Technology Education programs shall provide technology that is appropriate for the defined occupational objectives and is reflective of a modern business environment. A written program plan integrating curriculum, training materials, and technology shall be maintained to guide program development and maintain relevance to the marketplace.

(iv)   **Part-time comprehensive school programs.** Comprehensive school Business, Marketing and Information Technology Education programs that are less than full-time will be funded as a half-time program and will be approved only through the permission of the state program administrator. A part-time program shall include a minimum of three approved business, marketing or information technology education courses with one planning period.

(v)   **Unfunded programs.** Non-funded Business, Marketing and Information Technology Education programs must follow state policies and guidelines and maintain an active BPA or DECA student organization chapter in order to remain in good standing.

(C) **Comprehensive Family and Consumer Sciences Education.**

(i)   **Full-time programs.** A full-time program shall consist of ~~at least two levels of~~ only approved family and consumer sciences classes with one ~~conference~~ planning period in the daily schedule~~, and the instructor shall teach only approved family and consumer sciences courses. Block schedules, including trimesters, will be approved if they provide one full unit/credit per course and offer a full schedule or approved courses with one planning period.~~ Family and consumer sciences instructors shall have no other extra curricular duties or

responsibilities other than those required through the FCCLA student organization and normal school supervisory duties. Each single teacher program shall offer at least two complete programs of study in a three-year period. A multi-teacher district shall offer one more program ~~or~~ of study than the number of teachers per building. Coaching, administration, or other similar full-time duties ~~will not be approved~~ must be approved by the state program manager in writing prior to implementation.

(ii)   **Part-time programs**. Programs that are less than full-time will be funded as a half-time program and will be approved only through permission of the program administrator. A part-time program shall include a minimum of two family and consumer sciences classes and a conference period for a six period day and three family and consumer sciences classes and a conference period for a seven or eight period day.

~~(iii)   **Course coordination**. Comprehensive school Family and Consumer Sciences Education programs shall not mix levels of courses in the same class period without written permission from the State Department of Education. This written permission does not ensure programs are meeting Oklahoma Department of Career and Technology Education standards.~~

~~(iv)~~ (iii)   **Unfunded programs**. In the case of ~~a~~ an approved unfunded, ~~non-funded~~ family and consumer sciences program, the program must follow state policy and guidelines to remain in good standing. Only approved programs shall have a Family, Career and Community Leaders of America chapter.

(D) **Occupational Family and Consumer Sciences Education.**
(i)   **Full-time occupational programs in comprehensive schools.** A full-time occupational family and consumer sciences education program in the comprehensive school will include two or more classes, two to three periods in length for 11th- and 12th-grade students.
(ii)   **Full-time occupational programs in technology centers**. A full-time occupational family and consumer sciences education program in a technology center will include two classes, three periods in length for 11th- and 12th-grade students and adults.
(iii)   **Length; order.** Two years of occupational training may be offered. ~~No student shall be enrolled in Occupational Training II until Occupational Training I has been successfully completed.~~

(E) **Health Careers Education**.
(i)   **Comprehensive Schools.** Programs in 7th, 8th, and 9th grade or high schools vary in length and may be offered in one, two or three blocks of time. Secondary programs in technology centers may be one or two academic years in length and vary in hours per day.
(ii)   **Technology Centers.** Programs vary in length and in hours per day according to accrediting bodies and program requirements.

(F) **Science, Technology, Engineering and Mathematics.**
(i)   **Full-time program.** In a six period day, instructor shall teach five approved CareerTech STEM courses and/or one approved related course. In a seven period day, instructor shall teach six approved CareerTech STEM courses and/or one approved related course. In an eight period day, instructor shall teach seven

approved CareerTech STEM courses and/or one approved related course. Block schedules, including trimesters, will be approved if they provide one full unit/credit per course and offer a full schedule of approved courses with one planning period. ~~**Biomedical Science and Medicine.** The following courses are required to be taught: Principles of Biomedical Sciences (PBS), Human Body Systems (HBS), Medical Interventions (MI), Biomedical Innovations (BI), in addition to the appropriate science and math courses. Technology centers and high schools are required to administer each biomedical end of course test if applicable, preferably by a proctor and/or testing liaison.~~

(ii)   **Part-time comprehensive school programs.** Comprehensive school Science, Technology, Engineering and Math Education programs that are less than full-time will be funded as a half-time program and will be approved only through the permission of the state program administrator. A part-time program shall include a minimum of three approved science, technology, engineering and math education courses with one planning period. ~~**Biotechnology.** The following courses are required to be taught: Survey of Biotechnology, Biotechnology I, Biotechnology II, Advanced Biotechnology I, Advanced Biotechnology II and Biotechnology Capstone in addition to the appropriate math and science courses. Other biotechnology courses and may be approved by STEM division of ODCTE.~~

(iii)   **Unfunded programs.** Non-funded Science, Technology, Engineering and Math Education programs must follow state policies and guidelines and maintain an active TSA, HOSA or SkillsUSA student organization chapter in order to remain in good standing. ~~**Computer Science.** The following courses are suggested to be taught in an ODCTE computer science academy program, Computer Science Essentials, Computer Science Principals (CSP), Computer Science Applications (CSA), Capstone Course: Cybersecurity, in addition to the appropriate math and science courses. Technology Centers and high schools are required to administer each computer science end of course test, preferably by a proctor and/or testing liaison.~~

~~(iv)   **Gateway to Technology.** This program is designed for grades 6-8 primarily and 5th grade with state program administrator written approval. The following classes are required to be taught: Design & Modeling, two other Gateway courses approved by the state program administrator.~~

~~(v)   **Engineering.** A minimum of three engineering courses required. Foundation courses required are Introduction to Engineering Design (IED) and Principles of Engineering (POE). In addition to at least one specialty course preferably Engineering Design and Development (EDD)/capstone course. Appropriate math and science courses must be offered. Technology Centers and high schools are required to administer each engineering end of course test if applicable, preferably by a proctor and/or testing liaison.~~

~~(vi)   **Technology Engineering Middle School (grades 6-8):** This program is designed for grades 6-8 primarily and 5th grade with state program administrator written approval.~~

~~(vii)   **Technology Engineering High School (grades 9-12):** The technology engineering courses are designed for 9-12 grades.~~

11

(viii) ~~**Advanced Career Engineering:** Minimum of two approved foundational courses and at least one other course. Four courses preferred. Appropriate math and science courses must be offered. Technology Centers and high schools are required to administer each engineering end of course test by a proctor and/or testing liaison.~~

(G) **Trade and Industrial Education.** TechConnect (grades 6-10): The appropriate approved courses need to be taught from one of the following career pathways: Tech Connect Agriculture, Food and Natural Resources; Tech Connect Architecture & Construction; Tech Connect Arts; A/V Technology and Communications; Tech Connect Information Technology; Tech Connect Law, Public Safety and Security; Tech Connect Manufacturing; Tech Connect Transportation, Distribution and Logistics; Tech Connect Diversified Programs. ~~All secondary trade and industrial education students in Technology Centers shall be enrolled for three consecutive periods daily, five days a week.~~

(H) **Integrated Academics.** Academics taught in the technology center shall be delivered in the context of the program in which each student is enrolled. If academic instruction is offered for credit through the sending school, it shall be structured so as to meet current legislation and State Department of Education guidelines. Students must meet, within the structure of the academic class, the attendance requirements of their comprehensive schools in order to receive academic credit. Further, the legislated limit of 10 days of absence from the academic class for school-related activities applies.

(c) **Enrollment for full-time programs.**

(1) **Guidelines compliance.** Program enrollments shall comply with the established guidelines of the appropriate occupational division. Exceptions must have written approval by the appropriate program administrator prior to the second week of class. Consideration shall be given to the availability of work stations, clinical experiences and individual student needs.

(2) **Enrollments specific to occupational divisions and programs.**

(A) **Agricultural Education.**

(i) **Student enrollment limits**. If a department has adequate space, equipment, and laboratory sites, a maximum of 25 students may be enrolled in each agricultural education class with the exception of lab classes, such as Horticulture and Ag Mechanics, and they shall be limited to 15 per class. Exceptions to these numbers must have written approval by the appropriate program administrator.

(ii) **Maximum class enrollment.** The maximum enrollment in each agricultural mechanics and horticulture class shall be 15 students per class period.

(iii) **Course prerequisite.** Introduction to Agricultural Science is the prerequisite for all other agricultural education courses with the exception of eighth-grade Agricultural Orientation.

(iv) **Employment in Agribusiness**. The Agricultural Education course, Employment in Agribusiness, is considered a Cooperative Program in which students can earn scholastic credit if the course meets all requirements listed under section (780:20-3-1 section e). It must be taught and supervised by the agricultural education instructor. Note: The work-site experience must be directly related to the curriculum offered in the program.

(B) **Business, Marketing and Information Technology Education.**

(i)   **Programs in comprehensive schools**. Business, Marketing and Information Technology Education courses may enroll a maximum of 25 students at a ratio of one work station per student. A maximum of 25 students per teacher-coordinator shall be enrolled in a capstone course or cooperative learning course. Only two sections of cooperative learning will be allowed per program. Students enrolling in a cooperative learning program must have completed a minimum of 120 hours of approved business, marketing, and information technology education coursework.

(ii)   **Programs in technology centers**. Business, Marketing and Information Technology Education courses may enroll a maximum of 25 students at a ratio of one work station per student.

(C) **Family and Consumer Sciences Education**.

(i)   **Comprehensive Family and Consumer Sciences programs.** If a department has adequate space, equipment and laboratory sites, maximum enrollment for the following courses shall be:

    (I)   Non-laboratory courses—30 students

    (II)   Laboratory courses—24 students

    (III)   Work-based learning - The School and Community Partnership course is a work-based course in which students gain work-site experience and elective credit. The work-site experience must relate directly to an Oklahoma family and consumer sciences career cluster. Enrollment in this course is limited to 24 students. Additional rules in 780:20-3-1(e) and (h) may apply.

(ii)   **Occupational Family and Consumer Sciences Education.** A minimum of 10 and a maximum of 20 students shall be enrolled in each section of occupational family and consumer sciences education.

(D) **Health Careers Education.**

(i)   **Comprehensive Schools.** A minimum of ten and a maximum of eighteen students shall be enrolled in each course/section of a comprehensive school health careers education program.

(ii)   **Technology Centers.**

    (I) **Full time high school health careers programs.** A minimum of ten and 8a maximum of eighteen students per instructor shall be enrolled in a Health Careers Education program. Those programs utilizing student-centered learning as the primary method of instruction shall have a maximum of fifteen students per instructor. Program enrollment may also be limited by national and/or state accrediting bodies, by equipment, classroom and/or laboratory facilities and by clinical site availability.

    (II) **Full-time adult-only health careers programs.** A minimum of eight and a maximum of twelve students per instructor shall be enrolled in a full-time adult-only Health Careers Education program. Program enrollment may also be limited by national and/or state accrediting bodies, by equipment, classroom and/or laboratory facilities and by clinical site availability.

(E) **Science, Technology, Engineering and Mathematics.**

(i)   **Student Enrollment Limits.** The maximum enrollment for each period of a STEM program shall be 24 students. Consideration should be given to the size of the facility. ~~The minimum recommended floor space per student is 60 square feet.~~

~~(ii)   **Full-time program.** In a six period day, instructor shall teach five approved CareerTech STEM courses and/or one approved related course. In a seven period day, instructor shall teach six approved CareerTech STEM courses and/or one approved related course. In an eight period day, instructor shall teach seven approved CareerTech STEM courses and/or one approved related course.~~

(F)   **Trade and Industrial Education and TechConnect**.

(i)   **Maximum enrollment.** The maximum enrollment for each Trade and Industrial Education, TechConnect program section shall be 20 students, with the exceptions of cosmetology, which may have a maximum of 22 students, and career transitions programs, which may have 50 students per career transitions teacher. Consideration should be given to the size of the facility. ~~The minimum recommended floor space per student is 60 square feet.~~

(ii)   **Alternate program enrollment.** The Trade and Industrial Education Division shall establish a reduced maximum enrollment for any program not meeting adequate size or layout of teaching facilities, number of training stations, appropriate quality and quantity of tools, and equipment and supplies. Individual student needs, student safety and supervision shall also be considered when determining maximum student enrollment.

(iii)   **Inclusion of on-the-job students**. Students involved in on-the-job training shall be included in the maximum enrollment for the program unless each school has an on-the-job training coordinator.

(d)   **Length of programs**. CareerTech programs shall be 10 or 12 calendar months as approved by the appropriate program administrator. Exceptions must be approved by the Department.

780:20-3-4. Instructors

(a)   **Certification on file.**

(1)   All CareerTech secondary teachers shall have (on file in the local education agency) an appropriate teaching certificate issued by the Certification Section of the State Department of Education.

(2)   Technology Center Standard Certification for Teachers and Instructors in Technology Centers School Districts, not otherwise certified under paragraphs 210 O.A.C. 20-9-91 (1-4). Consistent with the provisions of 70 O.S. 2011, § 6-189, as amended, to be eligible for consideration for a technology center standard teaching certificate under this provision, an applicant must submit documentation to the Oklahoma Department of Career and Technology Education verifying that the individual has received an associate´s college degree (2-year degree) or above, an industry recognized credential for an occupation that includes the subject matter to be taught at the technology center, and appropriate professional development. The State Board of Education, upon recommendation of the Oklahoma Department of Career and Technology Education, may issue a technology center standard teaching certificate to an applicant who submits a completed application for certification containing the requirements listed herein along with the applicable certification fee, and has on file with the State Department of Education a current criminal history record check. The applicant shall be responsible for the costs of the criminal history record checks. The technology center standard teaching certificate shall be valid only for the subject area(s)

aligned to the applicant´s degree, credential and/or work experience. For purposes of this provision, the term ″industry recognized credential″ shall have its ordinary and usual meaning and shall reflect industry-based skills, standards and certifications.

(b)   **Administrative responsibility.** It shall be the responsibility of school administration to assure that a CareerTech teacher applicant meets CareerTech certification requirements before placing the applicant under contract. Certification requirements are found in the ***Teacher Certification Guide for School Staff Assignments*** on the Oklahoma State Department of Education website.

   (1)   **Occupational division approval.** All CareerTech teachers must have the CareerTech certification application approved by the program administrator in the appropriate occupational division.

   (2)   **Occupational division renewal of certification.** All CareerTech teachers must complete the specific occupational division's requirements for CareerTech certification renewal and be approved by the appropriate program administrator.

(c)   **Health Careers Education.**

   (1)   **Faculty requirements.** Faculty shall hold current credentials as a licensed, certified and/or registered health care professional and must meet the requirements of the local education agency, Health Careers Education Division, and the respective accrediting agency.

      (A)   **Technology Centers: High School Health Careers Programs.** Faculty holding a baccalaureate degree will be required to have additional coursework specific to Career and Technology teacher education. These requirements will be posted on the Health Careers Education website. Faculty shall have a degree plan on file with the Health Careers Education division and provide documentation in the form of transcripts demonstrating yearly progress toward obtaining required coursework.

      (B) **Technology Centers: Adult Only Health Careers Programs.** Faculty shall hold a minimum of an Associates´ degree or be on a degree plan making yearly progress toward completion. State and national accreditation standards may indicate additional faculty requirements towards advanced degrees. Faculty hired before 2010 will be exempt from this rule.

   (2)   **On-file applications.** Faculty shall have an application on file in the Health Careers Education office, including a Statement of Qualifications form, all current transcripts and, a copy of professional credential or credential verification, and, if appropriate, current teaching certificate or application for teaching certificate.

   (3)   **Clinical experience.** Faculty must have a minimum of two years' work experience in a clinical setting within the last five years prior to their first teaching experience. The Health Careers Education Program Manager must approve any variations.

(d) **Science Technology Engineering and Mathematics (STEM). Faculty requirements <u>for Teachers Teaching Math and/or Science Academic Courses.</u>**

   (1)   ~~**Biomedical Sciences.** Required Certifications: Biology, Chemistry, or Physics~~

   (2)   ~~**Biotechnology.** Required Certifications: Biology, Chemistry, or Physics~~

   (3)   ~~**Computer Science.** Required Certifications: Computer Science, Advanced Mathematics, Intermediate Mathematics, Physics, or Business Education (with AP Computer Science teaching experience or must have or attend College Board AP training.)~~

   (4)   ~~**Gateway to Technology.** Required Certifications: Appropriate math and/or science meeting State Department of Education's grade level requirements or Technology Engineering. Teachers teaching at the middle or high school level must hold the appropriate~~

certification to instruct the specific grades being taught. Check State Department of Education current requirements.

(5) ~~**Engineering.** Required Certifications: Chemistry, Physics or Advanced Mathematics.~~

(6) ~~**Technology Engineering Middle School.** Appropriate math and/or science meeting State Department of Education's grade level requirements and Technology Engineering. Teachers teaching at the middle or high school level must hold the appropriate certification to instruct the specific grades being taught. Check State Department of Education current requirements.~~

(7) ~~**Technology Engineering High School.** Required Certifications: Appropriate math and/or science meeting State Department of Education´s grade level requirements or Technology Engineering.~~

(8) ~~**Trade and Industrial/Tech Connect Comprehensive School Programs.** Required Certifications: Trade & Industrial with demonstration of competencies through appropriate mechanism or Technology Engineering with demonstration of competencies through appropriate mechanism. Technical Applications, Applied Engineering, TechConnect Robotics or TechConnect Automation may use one of the above mentioned or the appropriate math and/or science meeting State Department of Education´s grade level requirements.~~

(9) ~~**Teachers teaching math and/or science academic courses.**~~ Must meet the requirements of the Oklahoma State Department of Education for that specific academic course/area. All related courses must meet the Oklahoma State Department of Education and/or ODCTE requirements for the course/area.

(e) **Professional development.** New instructors shall participate in preservice professional development activities as required by the appropriate divisions. All secondary and full-time adult CareerTech instructors and staff shall participate in professional inservice as required by the appropriate divisions, including summer conference and mid-year activities.