

CHAPTER 3505

STATE BOARD OF EDUCATION

TECHNICAL INSTITUTE PROGRAMS

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3505.0200 [Repealed, 12 SR 2746]

3505.0300 [Repealed, 12 SR 2746]

3505.0400 [Repealed, 12 SR 2746]

3505.0500 [Repealed, 12 SR 2746]

3505.0600 [Repealed, 12 SR 2746]

3505.0700 [Repealed, 12 SR 2746]

3505.0800 [Repealed, 12 SR 2746]

3505.0900 [Repealed, 12 SR 2746]

RULES FOR VOCATIONAL TECHNICAL EDUCATION

3505.1000 DEFINITIONS.

Subpart 1. **Scope.** For the purpose of parts 3505.1000 to 3505.2300, the words, phrases, and terms defined in this part shall have the meanings respectively ascribed to them.

Subp. 2. [Repealed, 12 SR 2746]

Subp. 3. **Authorized local administrator.** "Authorized local administrator" means the licensed vocational administrator who has major responsibility for vocational education at the secondary level for a district or center and is assigned to provide management and leadership in secondary vocational education. The superintendent may act as the authorized local administrator in the absence of a local vocational administrator.

Subp. 4. **Bona fide sale.** "Bona fide sale" means the competitive sale of unneeded property which results in the highest possible investment return.

Subp. 5. **Career education.** "Career education" means the process of helping individuals acquire and use those attitudes, skills, and knowledge needed to develop and manage a reasoned, socially purposeful, and personally valued life pattern in relation to work of whatever kind.

Subp. 6. **Center.** "Center" means a vocational or cooperative center.

Subp. 7. **Classroom instruction.** "Classroom instruction" means an in-school instructional method involving discussion, simulation, problem solving, decision making, computers, and other forms of communication.

Subp. 8. **Competencies.** "Competencies" means skills, knowledge, or attitudes necessary for functioning in a specific occupation.

Subp. 9. **Component.** "Component" means a unit of instruction that contributes to the accomplishment of the program objectives.

Subp. 10. **Cooperative center.** "Cooperative center" means two or more districts meeting all provisions of Minnesota statutes, which provide expanded educational options by sharing vocational programs which have been approved by the State Board of Education.

Subp. 11. **Employment related community-based education.** "Employment related community-based education" (coop experience) means instruction enabling students to prepare for their tentative career objectives or develop general employability skills through the coordination of vocationally related in school instruction and supervised part time on the job training.

Subp. 12. **Entrepreneurship.** "Entrepreneurship" means a school supervised business venture undertaken to teach the free enterprise system, including the functions of organizing and managing the factors of production or a distribution of goods or services.

Subp. 13. **Entry level skills.** "Entry level skills" means those basic occupational competencies and work readiness skills including application of basic skills, work attitudes, and problem solving skills which enable a person to enter initial employment.

Subp. 14. **Essential licensed personnel.** "Essential licensed personnel" means staff assigned to approved vocational education programs who meet criteria for vocational education licensure stated in vocational rules of the Minnesota State Board of Education and who have been issued the appropriate vocational license.

Subp. 15. **Exploratory work experience.** "Exploratory work experience" means a school supervised vocational program designed to provide students with paid or unpaid work experience in a variety of occupations, to help the students identify job traits in relation to their abilities and characteristics and to assist them in making realistic and appropriate occupational choices.

Subp. 16. **Extended employment.** "Extended employment" means paid time when staff is employed beyond the regular school calendar, which is necessary for job placement and coordination, development of training plans and training agreements, equipment maintenance, supply procurement, inventory and storage, curriculum development, staff development, or vocational student organization activities.

Subp. 17. **Extended time student.** "Extended time student" means a student who is in attendance more than six hours but less than nine hours per day.

Subp. 18. [Repealed, 12 SR 2746]

Subp. 19. **Instructional site.** "Instructional site" means a facility or location where students have an opportunity to achieve educational goals and individual program objectives.

Subp. 20. **Internship.** "Internship" means a training program involving class instruction followed by a supervised, full-time or part-time position at an approved training station.

Subp. 21. **Laboratory instruction.** "Laboratory instruction" means an in school instructional method involving the practice of skills with appropriate equipment and supplies used within the occupation.

Subp. 22. **Local education agency.** "Local education agency" means a public educational agency, at the local level, which exists primarily to operate schools or to contract for educational services.

Subp. 23. **Necessary equipment.** "Necessary equipment" means items of equipment that meet the criteria as defined in the uniform financial accounting and reporting system (UFARS), and are identified by the local school district as essential to support the teaching of occupational competencies in approved vocational programs.

Subp. 24. **Nonexpendable personal property.** "Nonexpendable personal property" means tangible personal property having a useful life of more than one year and an acquisition cost of \$300 or more, per unit.

Subp. 25. **Occupation.** "Occupation" means paid or unpaid work including, but not limited to, salaried jobs, self-employment, and homemaking.

Subp. 26. **Occupational relations.** "Occupational relations" means learning experiences including work adjustment concepts, interpersonal skills involving relationships with other workers and supervisors, understandings and attitudes common to all work stations, and specific instruction as identified in a training plan.

Subp. 27. [Repealed, 12 SR 2746]

Subp. 28. **Postsecondary vocational education.** "Postsecondary vocational education" means vocational education for persons who have completed or left high school and who are enrolled in organized programs of study.

Subp. 29. **Prevocational education.** "Prevocational education" means programs, services, or activities designed to provide youth and adults with orientation, guidance, exploration, and instruction to assist them in making meaningful career decisions.

Subp. 30. **Secondary vocational course.** "Secondary vocational course" means one or more components of a secondary vocational instructional program.

Subp. 31. **Secondary vocational education.** "Secondary vocational education" means programs for grades 10 to 12 that meet the requirements of part 3505.2500, items A to C, and work experience/career exploration programs.

Subp. 32. **Simulation.** "Simulation" means an in school instructional method involving the application of skills with a realistic flow of work and in a realistic setting for the occupation.

Subp. 33. **Student full-time equivalent (FTE).** "Student full-time equivalent (FTE)" means a student enrolled full-time in an approved educational program, six hours per day for 175 days per year or its equivalent.

Subp. 34. **Student staff ratio.** "Student staff ratio" means the relationship between the number of FTE students and the number of FTE teachers in each approved vocational program.

Subp. 35. **Students with special needs.** "Students with special needs" means students who are handicapped or disadvantaged.

Students identified as handicapped are defined in Minnesota Statutes, section 120.03 and cannot succeed in regular vocational programs.

Disadvantaged students are those who have academic or economic disadvantages and require special programs, modified programs or supportive services to assist them in succeeding in a vocational education program. Students with academic and economic disadvantages may lack reading, writing, mathematic skills, perform below grade level, the family income is at or below national poverty level, the student or the student's parents or guardian is unemployed, the student or the student's parents are recipients of public assistance, or the student is institutionalized or under the state's guardianship.

Subp. 36. Support service. "Support service" means noninstructional activities, services, and functions carried out to aid and improve the quality of vocational education programs.

Subp. 37. Secondary vocational teacher full-time equivalent. "Secondary vocational teacher full-time equivalent" means a licensed vocational teacher who teaches the equivalent of six hours per day for 175 days per year or its equivalent.

Subp. 38. Third party appraisal. "Third party appraisal" means establishing a price for nonexpendable personal property by an independent appraiser who is free from any conflicting interests.

Subp. 39. Training agreement. "Training agreement" means an agreement signed by the employer, the student, the parent or guardian when student is below 18, and the instructor coordinator, which defines their respective responsibilities, and includes pertinent information regarding supervision of the student at the training station.

Subp. 40. Training plan. "Training plan" means a written plan developed by the instructor coordinator, the employer and/or supervisor, and the student that indicates what is to be learned by that student and whether it is to be learned in the classroom or at the training station after a careful analysis of the student's career objective and the learning opportunities available at the training station.

Subp. 41. Training station. "Training station" means that site at which a student acquires actual work experience.

Subp. 42. [Repealed, 12 SR 2746]

Subp. 43. Vocational aid. "Vocational aid" means categorical, state and federal funding for secondary vocational programs meeting criteria set forth in rules.

Subp. 44. [Repealed, 12 SR 2746]

Subp. 45. Vocational education. "Vocational education" means organized educational programs, services, and activities which are related to the preparation of individuals for paid or unpaid work or for additional preparation for a career requiring technical competencies or a postsecondary or higher education advanced degree.

Subp. 46. Vocational instructional program. "Vocational instructional program" means an educational activity or a series of instructional components designed to meet the program objectives for the period of instruction.

Subp. 47. Vocational program advisory committee. "Vocational program advisory committee" means a group of persons with competence or interests in an occupational field related to the program being served, selected for offering advice to teachers or administrators regarding vocational education. At least 50 percent of the members shall be representatives of a directly related business, labor and industry.

Subp. 48. Vocational student organization. "Vocational student organization" means organizations of vocational students which provide the opportunity for the development of leadership abilities, personal improvement of individual members, and aid in their transition from school to career.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5;*

History: *L 1987 c 258 s 12; 12 SR 2746*

3505.1100 STANDARDS FOR PROGRAM APPROVAL.

Written application for the approval of vocational programs by local education agencies shall be made to the commissioner of education. The commissioner's approval to establish vocational programs shall be conditioned on meeting the following minimum standards.

All programs shall be assigned vocationally licensed instructional staff as specified in the state plan for vocational-technical education. Sufficient and suitable facilities including laboratories, shops, classrooms, equipment, supplies, and adequate storage for the course to be offered shall be provided. Class size conducive to efficient teaching and not exceeding the number which the space and equipment will accommodate effectively shall be maintained. Programs shall comply with federal and/or state civil rights laws, labor laws, and wage and hour statutes where applicable. School districts and centers shall maintain accounting and reporting records according to a uniform financial accounting and reporting system (UFARS) and all such records shall be available to the department of education. A student shall not be denied access to vocational education programs because of handicapped or disadvantaged status. A person with special needs shall be defined as handicapped or disadvantaged to be eligible for enrollment in special needs vocational programs. Special needs vocational programs shall be eligible for aid assistance. The authorized local administrator shall be responsible for coordinating vocational education programs with comprehensive employment training act prime sponsors. Programs shall also meet appropriate level (secondary, postsecondary, or adult) criteria designated by these rules.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5;*

3505.1200 OPPORTUNITY TO APPEAL.

Districts or centers whose vocational programs or courses have been disapproved by the commissioner of education may appeal in writing to the commissioner of education for submission to the State Board of Education and are entitled to a review at a regular or special board meeting. The State Board of Education will notify the districts or centers of the time and place of the review in writing. Upon completion of the review, the decision of the State Board of Education and the reasons for the decision will be made in writing and transmitted to the local education agency. The decision of the State Board of Education shall be the final state action.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

History: *12 SR 2746*

3505.1300 EVALUATION BY STATE BOARD FOR VOCATIONAL EDUCATION.

The Division of Vocational-Technical Education will evaluate, in quantitative terms, the effectiveness of each formally organized program or project supported by federal, state, and local funds. The local education agency shall supply, upon request, the data necessary to make the evaluations. These evaluations shall be in terms of:

A. planning and operational processes, such as:

- (1) quality and availability of instructional offerings;
- (2) guidance, counseling and placement, and follow-up services;
- (3) capacity and condition of facilities and equipment;
- (4) employer participation in cooperative programs of vocational

education;

- (5) teacher/pupil ratios; and
- (6) teacher qualifications;

B. results of student achievement as measured, for example, by standard

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occupational proficiency measures, criterion referenced tests, and other examinations of student's skills, knowledge, attitudes, and readiness for entering employment successfully;

C. results of student employment success as measured, for example, by rates of employment and unemployment, wage rates, duration of employment, and employer satisfaction with performance of vocational education students as compared with performance of persons who have not had vocational education;

D. other results as measured by services to special populations, such as women, members of minority groups, handicapped persons, and disadvantaged persons.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5;*

3505.1400 LOCAL ADVISORY COMMITTEE.

Subpart 1. Establishment of local advisory committee. Each eligible recipient local education agency or postsecondary educational institution which receives federal assistance shall establish a local advisory committee on vocational education. The local advisory committee may be established for schools, the community, or the region in which the eligible recipient is located.

The local advisory committee shall be composed of representatives of the general public including representatives of directly related business, industry, and labor.

Representatives from several program committees, or representatives of several school committees within a local education agency, having the requisite representation in the above paragraph, may join together to form a general local advisory committee.

Subp. 2. Duties of local advisory committee. The local advisory committee shall advise the eligible recipient on the current job needs and the relevance of programs (courses) being offered by the local education agency or postsecondary educational institution in meeting current job needs. The local advisory committee shall assist the eligible recipient in developing its application to the State Board for Vocational Education.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5;*

3505.1500 CENTER APPROVAL.

State Board of Education approval is necessary if a cooperative center is to be eligible for secondary categorical vocational aid or other aid available to approved cooperative centers. The superintendent representing a district school board or a center governing board may submit a request to the commissioner of education for approval by the State Board of Education when the following criteria have been met.

Vocational programs shall be shared by one of the following methods: two or more Minnesota school districts operating a cooperative center having met provisions of applicable Minnesota Statutes, or intermediate school districts established by the legislature to serve two or more independent school districts.

A licensed secondary vocational administrator or the superintendent for a district shall be responsible for the vocational programs.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

History: 12 SR 2746

3505.1600 LOCAL APPLICATIONS FOR AID.

To be eligible for aids, the local education agency shall submit the following to the commissioner of education:

A. assurances of compliances, signed by the authorized local administrator and the local state board representative;

B. local labor market information on employee demand which is supplemental to data available from the state;

C. an approved evaluation document which reports secondary and postsecondary program output by completion and by entry into an occupation;

D. information concerning enrollments; enrollments and costs of current programs in the fiscal year indicating the expansion of present programs and new program plans; enrollments and costs for services to special needs programs.

Any income derived from the sale of products or services derived from the operation of a vocational program shall reduce the state's obligation for such program by the amount of income in excess of the cost of production.

When instructional and support services and facilities are funded by other sources, except adult vocational tuition, the funded amount shall be included in the budget and shall reduce the state's obligation in the request for aids.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

3505.1700 ALLOTMENT AVAILABILITY OF FEDERAL FUNDS.

A cooperative agreement between the State Board of Education and the State Board for Vocational Technical Education will annually provide for the distribution of federal funds between secondary and postsecondary vocational programs.

Distribution to local education agencies must be determined by state and federal law.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

History: *12 SR 2746*

3505.1800 ANNUAL REPORTS.

Local education agencies and teacher education institutions shall submit annual reports in accordance with these rules indicating expenditures and enrollments for which aid is requested. The commissioner of education may require other statistical and descriptive reports as required for federal reporting.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

3505.1900 SUBMISSION OF WRITTEN PLANS; USE OF MATCHING FUNDS.

Written plans for the use of federal and state appropriated matching funds shall be submitted to the commissioner of education by eligible agencies or institutions conducting vocational education programs. Claims for expenditures available for aid may be submitted to the commissioner of education requesting reimbursement upon funds already expended. Recommendations regarding payment shall be made by the commissioner of education for approval by the State Board of Education.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

History: *12 SR 2746*

3505.2000 APPORTIONING FUNDS.

In apportioning funds among local education agencies, the State Board of Education shall assure that no local education agency which is making a reasonable tax effort shall be denied funds for establishing new vocational programs solely because it is unable to pay the nonfederal share of the cost of the programs.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

History: *12 SR 2746*

3505.2100 PROPERTY MANAGEMENT STANDARDS.

A uniform property management system must be used by the districts and centers to:

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A. maintain individual item control for continuing verification on non-expendable personal property in which the State Board of Education has provided state or federal funds; and

B. maintain a source of information for future purchasing and capital budgeting for nonexpendable personal property, long term capital financing, and program cost computing.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

History: *12 SR 2746*

3505.2200 STANDARDS AND PROCEDURES GOVERNING OWNERSHIP.

This part lists standards and procedures governing ownership, use, and disposition of nonexpendable personal property purchased whole or in part with state or federal funds. Title must not be taken by the State Board of Education, but must be vested in the local education agency subject to the following restrictions on use and disposition of the property:

A. Nonexpendable personal property with an acquisition cost of less than \$500 and used four years or more: the local education agency may divert the property to any approved vocational program, vocational administration, or support service or sell the property and retain the proceeds for vocational education programs.

B. All other nonexpendable personal property with an acquisition cost of \$1,000 or less: the local education agency may use the property for its intended vocational technical purpose. If approved vocational technical use of the property is discontinued or the property is sold or diverted in some other manner, the State Board of Education is to be credited with its proportionate share of the current fair market value of the property. The current fair market value shall be determined by the sale price in the case of a bona fide sale or by a third party appraisal in the case of some other diversion. The State Board of Education's proportionate share of the property shall be computed by applying the percentage of state funding participation in the property to the current fair market value of the property.

C. Nonexpendable personal property with an acquisition cost of over \$1,000: if the property is not needed for its intended vocational technical purpose, the local education agency shall request disposition instructions from the commissioner of education. If instructions are not received within 120 days, the local education agency may dispose of the property at its discretion.

A physical inventory of nonexpendable personal property shall be taken by the local education agency and the results reconciled with the local education agency property records at least once every two years to verify the existence, current use, and continued need for the property. Property records shall be retained for three years after final disposition of the property. The commissioner of education or an authorized representative shall have access to any pertinent property records for the purpose of making examinations.

In addition, when personal property is purchased whole or in part with federal funds furnished by the State Board of Education, the local education agency shall comply with the appropriate federal regulations regarding standards and procedures governing ownership, use, and disposition of personal property.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

History: *12 SR 2746*

3505.2300 STUDENT ELIGIBILITY FOR PROGRAMS.

All students shall be eligible for enrollment in vocational education programs regardless of race, color, creed, religion, sex, national origin, marital status, age, or status with regard to public assistance or disability providing that no

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federal or state statute or rule specifically provides for valid exclusions for such things as health conditions, age, or certain physical conditions.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

SECONDARY VOCATIONAL EDUCATION

3505.2400 SCOPE.

To be eligible for aid, local education agencies shall meet the requirements in parts 3505.2400 to 3505.5900.

Approval requests shall be submitted annually by the local education agency to the commissioner of education. Only approved programs shall be eligible for vocational aid. Local education agencies submitting new program approval or alteration requests shall be notified in writing regarding approval, disapproval, recommended alteration, or delay of action within 20 working days after receipt of the request. When the program is disapproved or recommended for alteration, the notification shall include reasons for denial or changes. When applicable, the notice shall outline corrective actions for the program to qualify for approval upon resubmission. Approved programs and administrative services shall be supervised by the authorized local administrator. The local education agency shall resubmit each approved program for evaluation by the State Board of Education at least once every five years.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

History: *12 SR 2746*

3505.2500 INSTRUCTIONAL PROGRAM APPROVAL.

The commissioner of education shall approve programs on the following basis. Approval shall be on the basis of a complete program as defined in parts 3505.2600 to 3505.4100. The local education agency shall provide evidence that its curriculum is designed to meet vocational objectives which shall include:

A. in-depth exploration of occupations to assist in the career planning process;

B. development of occupational competencies designed to be recognized for advanced placement in postsecondary programs; and

C. development of occupational competencies necessary to enter an occupation.

Each program shall have a vocational advisory committee to advise the teacher, the local authorized administrator, and the local board; the advisory committee shall meet at least two times a year.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

History: *12 SR 2746*

3505.2600 PROGRAM COMPONENTS AND TIME STANDARDS.

All program components and learner outcomes for specific program areas as specified in parts 3505.2700 to 3505.4100 must be addressed to qualify for approval; however, emphasis shall be at the discretion of the local education agency with guidance from the program advisory committee.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

History: *12 SR 2746*

3505.2700 AGRICULTURE/AGRIBUSINESS AND NATURAL RESOURCES OCCUPATIONS.

Subpart 1. **Programs.** Instruction in safety, leadership, communications, personal development, decision making, job seeking skills, good work attitudes and habits shall be an integral part of an approved program.

Subp. 2. **Agricultural mechanics occupations.** Learning experiences con-

cerned with the application of mechanical competencies to agriculture. Program components include: agricultural power; hydraulics; welding; machinery maintenance; electrification; mechanics shop; material handling; buildings and conveniences; soil and water management, irrigation; livestock and crop production; farm and business management, and entrepreneurship as related to mechanics.

Subp. 3. Agricultural products, processing, and marketing occupations. Learning experiences concerned with the application of processing and marketing principles, agricultural products. Program components include: evaluation, processing and marketing of dairy, livestock, poultry products, cereal grains, and specialty crops; agricultural business management and entrepreneurship; agricultural mechanics principles.

Subp. 4. Agricultural supplies and service occupations. Learning experiences concerned with the provision of consumable supplies and services used in agriculture. Program components include: animal and crop production; soils and soil fertility; animal nutrition and health; chemicals, fertilizers, and pesticides; mechanics shop; agribusiness organization; management; entrepreneurship; marketing; power machinery.

Subp. 5. Forestry occupations. Learning experiences concerned with the growing, managing, protecting, harvesting, utilizing, and marketing of trees. Program components include: tree production, harvesting, management, protection, measurement, and marketing; operation and maintenance of forestry equipment; agribusiness management; intensive laboratory occupational experience.

Subp. 6. Horticultural occupations. Learning experiences concerned with the culture of plants used for ornamental, aesthetic, and food purposes. Program components include: greenhouse and nursery management; turf, fruit, and vegetable production; floral production; landscape design; construction; equipment operation, repair, and maintenance; garden center materials; plant and soil sciences; agribusiness management; entrepreneurship.

Subp. 7. Natural resources occupations. Learning experiences concerned with the principles and processes involved in the preservation and/or improvement of natural resources such as air, forests, soil, water, fish, and wildlife. Program components include: water, air; quantity analysis resources; fish; wildlife; animal waste; soil and water management; pollution control; guiding and park management; resort and recreation operation; mechanics shop; entrepreneurship.

Subp. 8. Production agriculture occupations. Learning experiences concerned with the principles and processes involved in the economic use of land, labor, capital, and management. Program components include: crop, livestock, and poultry production; power, hydraulics, welding, machinery maintenance, and electrification; building and conveniences; mechanics shop; materials handling; irrigation, soil and soil fertility, and soil and water management; marketing; finance, recordkeeping, entrepreneurship, and farm management.

Subp. 9. Other agriculture/agribusiness, natural resources occupations. Programs not otherwise defined which meet the vocational program criteria in part 3505.2500 may be approved.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

3505.2800 IMPLEMENTATION OF AGRICULTURE PROGRAMS.

When offering a vocational agriculture/agribusiness, natural resources program, the following considerations apply.

A. Component emphasis shall be consistent with program objectives.

B. The program shall include one of the following experience application options by the 1980-1981 school year:

(1) forestry occupations program shall include an intensive supervised laboratory experience of at least 280 hours; or

(2) production agriculture occupations programs shall have a coop

placement in a production agriculture operation either wage paying or entrepreneurship; or

(3) all other programs in agriculture/agribusiness shall have an intensive supervised laboratory experience or a coop placement in a related agricultural business or industry either wage paying or entrepreneurship.

An agriculture instructor-coordinator may supervise students in any vocational agriculture/agribusiness and natural resources occupations program.

Various program components which meet approval criteria may be combined to develop a program to meet the needs of the local educational agency, including placement in a coop experience.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

3505.2900 OPTION IN EACH PROGRAM.

Each program shall include one of the following options:

A. The program shall consist of a minimum of 140 hours for the regular school year, with classes available to students in grades 10, 11, and 12. The summer school segment of an approved vocational education program in this option shall provide for: cooperative supervised experience, internship, and/or classroom instruction. Approved programs not currently meeting this rule must comply in the 1980-1981 school year.

B. The program shall consist of a minimum of two 140-hour classes and one 280-hour class for the regular school year. The summer school segment of an approved vocational education program in this option shall provide for: cooperative supervised experience, internship, and/or classroom instruction. Approved programs not currently meeting this rule must comply in the 1980-1981 school year.

C. The program shall consist of a minimum of two 280 hour classes for one regular school year. The summer school segment of an approved vocational education program in this option shall provide for: cooperative supervised experience; internship and/or classroom instruction. Approved programs not currently meeting this rule must comply in the 1980-1981 school year.

D. Approved programs currently operating on a 280-hour intensive laboratory experience method of instruction, for the regular school year and one, two, or three 280-hour classes per year shall develop, by the 1980-1981 school year, a comprehensive program. Summer components such as internship and classroom instructional program are strongly encouraged to support the coop component. See community-based rules in parts 3505.4300 to 3505.4700.

E. Any expansion of currently approved programs must meet agriculture/agribusiness and natural resources options in part 3505.2800, item B, subitem (1), (2), and/or (3) in the year for which approval is sought.

F. New program requests shall comply with an agriculture/agribusiness and natural resources option in part 3505.2900, items A, B, and C by the third year of operation.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

3505.3000 BUSINESS AND OFFICE OCCUPATIONS.

Subpart 1. Programs. Instruction in human relations, leadership and organizational competencies, public relations, personal development, self-concept, work attitudes, and job-seeking skills shall be an integral part of instruction in each program.

Subp. 2. General office typist occupations. Learning experiences concerned with the performance of a variety of office duties, including maintenance of the system and generation of reports. Program components include: typewritten communications; records filing and management; record keeping (numerical data); machine transcription; office functions including supplies control, tele-

phone techniques, mail handling, reprographics services, machine maintenance and operation.

Subp. 3. Secretarial occupations. Learning experiences concerned with coordination of office responsibilities, generation of communication, and facilitation of office functions. Program components include: all in general office typist plus: business composition; meeting and travel arrangements; transcription from shorthand notes or machine (shorthand optional); word processing concepts; clerical accounting.

Subp. 4. Accounting/data processing occupations. Learning experiences concerned with systematizing information about financial transactions and quantitative records in a traditional or automated setting. Program components include: accounting for receivables, payables; payroll; billing/invoicing; inventory; purchasing; cash receipts and disbursements; communications; electronic computing; machine operation; business mathematics; records management; programming fundamentals; computer applications.

Subp. 5. Banking and finance occupations. Learning experiences concerned with banking or financial institutions services, the handling of money and negotiable instruments. Program components include: accounting for receivables; payables; billing/invoicing; inventory; purchasing; cash receipts and disbursements; communications; electronic computing; business mathematics; teller functions; finance and credit; decision making; data entry; records management.

Subp. 6. Supervisory/management occupations. Learning experiences concerned with managerial skills in planning, organizing, supervising, coordinating, determining work procedures, and assigning duties. Program components include: accounting for receivables, payables, billing/invoicing, inventory, purchasing; cash receipts and disbursements; communications; electronic computing; management principles; business ownership; business law; economics; public enterprise systems; personnel management.

Subp. 7. Other business and office occupations. Programs not otherwise defined which meet the vocational program criteria in part 3505.2500 may be approved.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

3505.3100 IMPLEMENTATION OF BUSINESS PROGRAMS.

In offering a vocational business and office program, the following considerations apply:

A. Component emphasis shall be consistent with the program objectives.

B. The program shall include prior or concurrent classroom instruction in the occupational area plus one of the following application experience options:

(1) In school: model office, a minimum of 100 minutes per day for one school year. Primarily for use with general office typist and secretarial occupations; see model office brochure for details.

(2) In school: intensified laboratory, a minimum of 100 minutes per day for one semester; plus related instruction to comprise a minimum of 280 hours in one fiscal year.

(3) Employment related community-based education: see community-based rules in parts 3505.4300 to 3505.4700. A business and office instructor-coordinator can supervise students in any vocational business and office occupations program.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

3505.3200 HEALTH AND ENVIRONMENTAL OCCUPATIONS.

Subpart 1. Programs. Instruction in safety, equipment utilization, self-concept, work attitudes and behavior, leadership, and job-researching skills shall be an integral part of an approved program.

Subp. 2. Environmental occupations. Learning experiences concerned with identification, prevention, and control of environmental hazards, environmental aspects of populations and society, natural resources, health and physical implications, technology involved in protecting and restoring the quality of modern environment, and exploring careers in environmental areas. Program components include: environmental services; industrial hygiene related to environmental hazards and toxicants; safety, minimizing accident hazards, and promoting safe work habits in plants, mines, industrial, agricultural areas; interpretation and enforcement of environmental laws; environmental technology aspects including performing tests and making samples; option of treatment equipment; societal responsibilities concerned with energy; providing and maintaining safe water, foods, air.

Subp. 3. Health care occupations. Learning experiences concerned with health concepts related to the providers and consumers of health care, preventive health care, and the utilization of materials, instruments, and equipment in the health care area. Program components include: health occupations orientation; preparation of health consumer records; laboratory procedures concerned with tests to provide data; performance of routine clinical laboratory procedures; direct care services; procedures designed to introduce concepts related to rehabilitation of people with physical or mental emotional disabilities; communications between health providers and consumers of health services; applied anatomy and physiology.

Subp. 4. Other health and environmental occupations. Programs not otherwise defined which meet the vocational program criteria may be approved.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

3505.3300 IMPLEMENTATION OF HEALTH OCCUPATIONS.

In offering a vocational health and scientific occupations program, the following considerations apply:

A. Component emphasis must be consistent with program objectives.

B. The program must include one of the following application experience options:

(1) In school: the program must be offered for a minimum of 280 hours in one or two fiscal years.

(2) Employment related community-based education: see community-based rules parts 3505.4300 to 3505.4700. A health occupations instructor-coordinator can supervise students in any vocational health and scientific occupations program.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

History: 9 SR 2402

3505.3400 HOMEMAKING OCCUPATIONS.

Subpart 1. Programs. Instruction in health and safety, multiple roles of both sexes, use of energy in the home and by families, development of self-concept, human relations, and leadership skills shall be an integral part of an approved program.

Subp. 2. Consumer-homemaking occupations. Learning experiences concerned with the work in one's own home environment including relating to family members and managing resources. Program components shall include: child development and parenting; individual and family life; home and family resource management and consumerism; consumer (individual and family) housing; consumer (individual and family) foods and nutrition; consumer (individual and family) clothing and textiles.

Subp. 3. Home and individual/family resource management occupations. Learning experiences concerned with the work in one's own home environment with

emphasis on multiple roles of family members, managing resources, purchasing, using products and services. Program components shall include: family financial, time, energy, and human talent management; consumer buying; community resources; multiple roles of family members; housekeeping management skills; family decision making and goal setting.

Subp. 4. Individual/family life and parenting occupations. Learning experiences concerned with the work in one's own home environment with the emphasis on relationships, communication among family members; human growth and development and parenting. Program components shall include: relationships; marriage; family financial management and consumerism; human sexuality; alternate lifestyles, family throughout the life cycle; pregnancy and birth; growth and development; parent-child relationships; community services; family decision making and goal setting.

Subp. 5. Other homemaking occupations. Programs not otherwise defined which meet the vocational programs criteria may be approved.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

3505.3500 IMPLEMENTATION OF HOMEMAKING OCCUPATION PROGRAM.

When offering a vocational homemaking occupations program, the following considerations apply:

A. Component emphasis shall be consistent with program objectives.

B. The following are in-school options which a district or center shall use to deliver homemaking occupations programs:

(1) For a consumer-homemaking program, simulation or laboratory and classroom methods shall be a minimum of 280 hours within two consecutive fiscal years. Each component shall be one or more separate courses. Each of the components shall constitute a minimum of 40 hours of instruction, or

(2) For a home and individual/family resource management or individual/family life and parenting program, simulation and classroom methods shall be a series of courses for a minimum of 140 hours within one fiscal year, or simulation and classroom methods shall be a single course for a minimum of 140 hours within one fiscal year.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

3505.3600 INDUSTRIAL OCCUPATIONS.

Subpart 1. Programs. Instruction in safety, tool usage, self-concept, work attitudes and habits, leadership skills, and job-seeking skills shall be an integral part of all instruction.

Subp. 2. Auto body repair occupations. Learning experiences concerned with the repair of automotive bodies, fenders, and frames. Program components include: metal straightening by hammering or machine; smoothing areas by filing, grinding, or sanding; concealment of imperfections; replacement of body components including trim; arc and gas welding; refinishing; glass replacement service; new and used vehicle preparation.

Subp. 3. Auto mechanics occupations. Learning experiences concerned with the inspection, diagnosis, and repair of motor vehicle components. Program components include: engine tune-up; emission systems; lubrication and maintenance; power transmission; steering and suspension; brakes; electrical systems; diagnostic and testing equipment; parts; fuel and emission systems; cooling and heating systems; technical manuals.

Subp. 4. Communication/media technology occupations. Learning experiences concerned with the production and use of electronics and other media materials and equipment. Program components include audiovisual equipment and related production techniques; black/white photography; audio production,

including equipment and recording; television equipment; television studio production; production distribution.

Subp. 5. Construction occupations, general. Learning experiences concerned with all major phases of residential construction from financing to finishing. A minimum of five of the following program components shall be included: finance; planning site development; masonry; carpentry; mechanical trades; pipe trades; finishing trades. If residential unit is to be constructed as a learning experience in this program, it shall not exceed 1,200 square feet. An exception to the square footage maximum may be granted by the commissioner of education when there is a conflict with bona fide local ordinances. A program shall build no more than one unit per year and the unit shall be owned by the school district or center.

Subp. 6. Construction occupations planning and management. Learning experiences concerned with all business, planning, and preparation essential to begin erection of a project. Program components include: real estate financing, appraising, and insurance; small business management, sole proprietorship, limited partnership, corporate management; land surveying; civil technology; landscaping; heavy equipment operation; environmental enrichment; architectural drafting; construction drafting; codes and ordinances; soil testing and permits; equipment and materials; energy conservation factors.

Subp. 7. Carpentry occupations and finishing trades. Learning experiences concerned with rough carpentry and residential interior finishing. Program components include: material and fastening devices; form work; scaffolds, ladders, and riggings; framing principles, roof framing, stair framing; exterior finish; insulation and dry wall; floor covering; paper hanging, painting, and decorating. No residential unit shall be built in this program.

Subp. 8. Construction occupations mechanical trades. Learning experiences concerned with the trade areas dealing with heating, lighting, air exchange, and water. Program components include: air conditioning and heating; ventilation; sheet metal; construction electricity; plumbing; pipe fitting; mechanical blueprint reading.

Subp. 9. Construction occupations masonry trades. Learning experiences concerned with concrete and masonry areas. Program components include: brick laying; block laying; stone masonry; cement finishing; concrete technology.

Subp. 10. Electricity/electronics occupations. Learning experiences concerned with the design, construction, maintenance, and repair of electronic equipment. Program components include: basic electricity; residential/commercial wiring; motor controls; AC-DC electronics; digital electronics; industrial electronics; active devices (tubes and semiconductors); communications.

Subp. 11. Graphic arts occupations. Learning experiences concerned with the design, preparation, printing, and assembly of printed materials. Program components include: layout and design; copy preparation; line photography; halftone photography; continuous tone photography; cold type composition; stripping; plate making; offset presswork; printing inks; paper; bindery; screen printing; letterpress.

Subp. 12. Machine shop occupations. Learning experiences concerned with metal properties, machining, and heat treating. Program components include: bench work; grinding principles; blueprint reading; set up and rigidity; machining principles; use of machinery handbook; cutting tools; feed speeds; drill press; horizontal cut of saw; lathe; horizontal and vertical milling; surface and cylindrical grinding; basic metallurgy, alloys, annealing, hardening, drawing, case hardening, and foundry.

Subp. 13. Mechanical drafting occupations. Learning experiences concerned with visual communications skills to convey ideas and specifications necessary to manufacture or reproduce mechanical items. Program components include: equipment/instrument usage; sketching; geometric figures; multiview drawing;

dimensioning; auxiliary views; pictorial drawing; sectional views; detail and assembly views.

Subp. 14. Recreational vehicle repair occupations. Learning experiences concerned with the maintenance and repair of recreational equipment such as snowmobiles, motorcycles, and marine engines. Program components include: principles of internal combustion engine operation; diagnostic and testing equipment and tools; snowmobiles; marine products; motorcycles; welding; machine tooling; parts; principles of power transmission; technical manuals.

Subp. 15. Service station occupations. Learning experiences concerned with the inspection service, maintenance, and minor repair of automobiles. Program components include: principles of internal combustion engine operation; engine tune-up; lubrication service; exhaust system service; cooling and heating system service; suspension system service; fuel system service; brake system service; diagnostic testing equipment; technical manuals.

Subp. 16. Small engine repair occupations. Learning experiences concerned with maintaining and repairing small engines used on portable power equipment. Program components include: two-cycle fundamentals; four-cycle fundamentals; rotary engine fundamentals; carburetion; ignition; cooling; lubrication; diagnostic testing equipment and tools; welding; machine tooling; parts; technical manuals.

Subp. 17. Welding occupations. Learning experiences concerned with the fusion or separation of metals for fabrication or repair purposes. Program components include: blueprint reading; rough grinding; electrode selection; identification of metals; arc welding (flat, horizontal, vertical down, and vertical up); oxyacetylene cutting; oxyacetylene welding; brazing and fabrication.

Subp. 18. Other industrial occupations. Programs not otherwise defined which meet the vocational program criteria in part 3505.2500 may be approved.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

3505.3700 IMPLEMENTATION OF INDUSTRIAL OCCUPATIONS PROGRAM.

In offering a vocational industrial occupations program, the following considerations apply:

A. Component emphasis shall be consistent with program objectives.

B. The following are in-school options which a district or center shall choose when offering a vocational industrial education program:

(1) summer program of 120 hours for programs in part 3505.3600, subparts 6, 7, 8, 9, 13, 15, and 17;

(2) 140 hours within one school year for programs in part 3505.3600, subparts 6, 7, 8, 9, 13, 15, and 17;

(3) 220 hours within one semester for all programs;

(4) 280 hours within one school year for all programs;

(5) 280 hours within two school years for programs in part 3505.3600, subparts 3, 4, 10, 11, 13, 14, 15, 16, and 17;

(6) programs in part 3505.3600, subparts 14 and 16 can be combined to meet the 280-hour minimum requirement.

C. Employment-related community-based education: see community-based rules in parts 3505.4300 to 3505.4700. An industrial instructor-coordinator can supervise students in any vocational industrial occupations program.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

3505.3800 MARKETING AND DISTRIBUTION OCCUPATIONS.

Subpart 1. Programs. Instruction in marketing and distribution approved

programs shall be composed of the following components as related to the occupational area: advertising, communications, display, human relations, mathematics, merchandising, operations/management, product/service technology, selling, and job-researching skills, work attitudes, and behavior.

Subp. 2. General merchandise retailing occupations. Learning experiences concerned with various marketing functions and tasks performed by retail employees and management in retail stores.

Subp. 3. General marketing occupations. Learning experiences concerned with the general application of marketing functions, principles, practices, and procedures without particular emphasis on the kind of environment in which the marketing functions are performed or the kind of products or services involved. The basic knowledge, skills, and attitudes developed in this instructional program are applicable in a variety of industries. For example: advertising and display services; apparel and accessories marketing; automotive, recreational, and agricultural vehicles and accessories marketing; finance and credit services; floristry, farm, and garden supplies marketing; food marketing; food services marketing; hardware and building materials marketing; home furnishings marketing; hotel, motel, and lodging services; industrial and institutional marketing; insurance; personal services marketing; petroleum marketing; recreational marketing; real estate marketing; transportation and travel marketing; business services marketing; business ownership.

Subp. 4. Other marketing and distribution occupations. Instructional programs involving learning experiences which emphasize marketing functions and tasks performed by employees, including management personnel, not otherwise defined which meet the vocational program criteria may be approved.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

3505.3900 IMPLEMENTATION OF MARKETING AND DISTRIBUTION PROGRAMS.

In offering a vocational marketing and distribution program, the following considerations apply:

A. Component emphasis shall be consistent with the program objectives.

B. The program shall include prior or concurrent classroom instruction in the occupational area plus a minimum of one of the following application experience options:

(1) In school: a minimum of 280 hours of simulated occupational experience in a one- or two-year period.

(2) Employment related community-based education: see regular cooperative rules. A marketing and distribution instructor-coordinator can supervise students in any vocational marketing and distribution program.

(3) Other options must meet all program approval criteria in part 3505.2500.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

3505.4000 SERVICE OCCUPATIONS.

Subpart 1. Programs. Instruction in safety, decisions in the use of energy, equipment utilization, self-concept, work attitudes and behavior, leadership and job-researching skills shall be an integral part of an approved program.

Subp. 2. Child care/guidance and education occupations. Learning experiences concerned with human development in personal care institutions and agencies. Program components include: growth and development; interpersonal relationships of children and caregivers; supervision and guidance; health; nutrition and feeding; day care; nursery school; family day care; management/organization, guidance skills; care of persons with exceptional needs; implications of health and welfare agencies on child care services.

Subp. 3. Community service occupations. Learning experiences concerned with social and economic services, resource management, rural, urban, and community development, public safety, corrections and judicial services, and public transportation operation/management. Program components include: community and public services; service to people as individuals; preserving, managing, and restoring natural and artificial environments within the public domain; chart and map preparation; land use studies; preparation of community relations materials; planning of water, sewer line, and transportation layouts; schools/playgrounds; protection of human rights; health, safety, and welfare; property rights; exploration of community service careers.

Subp. 4. Fashion/apparel/textile occupations. Learning experiences concerned with use of equipment, textile design and production, methods of construction necessary for the production, maintenance, and alterations of clothing and/or industrial household goods. Program components include: clothing production; textiles; alterations; fashion design; selection and coordination; laundry; dry cleaning; accessories; tailoring; management skills.

Subp. 5. Food occupations. Learning experiences concerned with planning, preparing, and serving food on a quantity basis. Program components include: sanitation; commercial foods; institutional foods; food procurement; meal planning and nutrition; interpersonal relationships; front and back house operations; management skills.

Subp. 6. Grooming services occupations. Learning experiences concerned with services in the areas of personal appearance, skin and hair care. Program components include: introduction to barbering; introduction to cosmetology; domestic animal grooming; introduction to death-related occupations; interpersonal relationships; management skills.

Subp. 7. Housing occupations. Learning experiences concerned with services in the areas of design, care and management of single family and multiple dwellings, commercial, and institutional buildings. Program components include: housekeeping/management skills; cleaning/sanitation skills; interpersonal relationships; housing services; interior design/decorating; building/apartment management; city planning/zoning; health and safety in building design and maintenance; elements and principles of design; housing and environment; careers in the housing industry.

Subp. 8. Tourism occupations. Learning experiences designed to provide instruction involving the operation of lodging facilities and travel services. Program components include: planning and providing travel conveniences, recreation activities, and leisure time activities; introduction to planning and operating a tourism enterprise; management skills; hospitality and service; tourism enterprise; conventions; interpersonal relationships; careers in the tourism industry.

Subp. 9. Other service occupations. Other service occupations not otherwise defined which meet the vocational program criteria in parts 3505.4300 to 3505.4700 may be approved.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

3505.4100 IMPLEMENTATION OF SERVICE OCCUPATIONS PROGRAMS.

When offering vocational service occupations programs, the following considerations apply:

A. Component emphasis shall be consistent with program objectives.

B. The program shall include a minimum of one of the following application experience options:

(1) In school: for all programs in service occupations except grooming services and community service occupations, a minimum of 220 hours in

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laboratory or simulation and classroom instruction shall be offered within one semester.

(2) In school: for tourism occupations programs, a minimum of 280 hours of laboratory or simulation and classroom instruction offered within two school years.

(3) In school: for grooming services, simulation and classroom methods shall be a series of courses for a minimum of 140 hours in one fiscal year.

(4) In school: for child care/guidance and education occupations programs, fashion/apparel/textile occupations programs, food occupations programs, housing occupations programs, and community service programs, a minimum of 280 hours of laboratory or simulation and classroom instruction offered within one school year.

(5) Employment-related community-based education: see regular cooperative rules. A hospitality/recreation personal service instructor-coordinator can supervise students in any vocational service occupations program. This program shall include prior or concurrent classroom instruction in the occupational area.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

3505.4200 MINIMUM STUDENT/STAFF RATIO TO OBTAIN FINANCIAL AID FOR PROGRAM.

To be eligible for aid, the minimum student-teacher staff ratio for each program must be an average of ten students per section. An exception to the minimum student/staff ratio may be granted by the State Board of Education for a maximum of one year to resolve a hardship. In this part, hardship exceptions refer to:

- A. completing a sequential program;
- B. the first year of a new program; and

C. a unique situation in a local district or cooperative center that can be resolved by the beginning of the school year following the year in which the exception is granted.

A rationale and plan of action to resolve the hardship during the exception school year must be received by the secondary vocational section of the Department of Education by March 1, October 25, or February 25, whichever is appropriate. A student shall be allowed to enter or withdraw from the program without completing all courses or components.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

History: 12 SR 2746

3505.4300 COMMUNITY BASED EDUCATION.

When a vocational program includes a segment in which students are placed on a paid or unpaid experience outside the vocational class or laboratory for more than 40 hours during the program, the local education agency shall meet the requirements for the community based education option of a program as stated in parts 3500.3500 and 3505.4400 to 3505.4700.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

History: 12 SR 2746

3505.4400 SINGLE VOCATIONAL AREA COOPERATIVE; REGULAR COOPERATIVE.

The authorized local administrator shall assign coordination time for the teacher coordinator in blocks of time large enough for efficiency, so that the staff can contact the employer during hours when the student is working. Preparation time for the teacher coordinator must be assigned separately from coordination

time. Training stations must be available to at least half of the cooperative students before the commencement of the program. The student must be on the job a minimum of one hour a day, averaging no less than ten hours per week during the school session. An exception must be granted by the commissioner of education for handicapped persons whose disability prevents them from working a two hour day. The local education agency shall have a training agreement and training plan for each student on the job. The agreement and plan shall be signed by the student/parent or guardian (when the student is under 18), employer, and teacher coordinator, and shall remain on file locally for at least six months after the student completes the cooperative component of the program. The cooperative experience shall include occupational relations, an employability seminar, or a related seminar which shall consist of a minimum of 50 minutes per day or 250 minutes per week taught by a licensed vocational teacher coordinator. When the seminar convenes two or fewer times per week, a minimum of 200 minutes is required. The cooperative experience shall include prior or concurrent classroom instruction in the occupational area except work experience for special needs students. Age certificates must be kept on file for a minimum of three years.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

History: *12 SR 2746*

3505.4500 MULTIPLE VOCATIONAL AREA COOPERATIVE; DIVERSIFIED OCCUPATIONS; INTERRELATED COOPERATIVE.

The requirements in part 3505.4400 must be met. Diversified occupations/interrelated cooperatives shall serve students from more than one vocational program area. A student shall have, or acquire concurrently, skill competencies related to the student's stated career objective as stated in the component section of the vocational program area which relates to that stated objective.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

History: *12 SR 2746*

3505.4600 SPECIAL NEEDS COOPERATIVE.

Special needs cooperative community based education designed specifically to develop employability competencies for special needs students: all programs shall meet the following criteria.

The requirements in part 3505.4400 must be met. Students selected for these programs shall meet the definition of handicapped or disadvantaged in part 3505.1000, subpart 35. A committee consisting of teachers involved in general and vocational education, counselors, and administrators shall participate in the identification of disadvantaged students. Handicapped students shall be identified through the special education child study process outlined in parts 3525.2500 to 3525.2900 and shall be limited to students who cannot succeed in regular vocational programs without special assistance. Proof that students enrolled in the program have been identified as handicapped or disadvantaged shall be kept on file locally for five years.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

History: *12 SR 2746*

3505.4700 WORK EXPERIENCE.

Subpart 1. Work experience/career exploration. The requirements in part 3505.4600 must be met. Students who have reached age 14 and have not reached 16 are eligible for the work experience/career exploration. When students become 16 while enrolled, they may remain enrolled until the end of the school year. The maximum number of students enrolled in work experience/career exploration shall conform with federal regulations. The training agreement and employment certificates, not including the training plan, shall be kept on file for five years.

Subp. 2. Work experience disadvantaged. The requirements in part 3505.4600 must be met.

Subp. 3. Work experience handicapped. The requirements in part 3505.4600 must be met. The maximum number of students enrolled in the work experience handicapped cooperative is 24 students when the teacher coordinator is responsible only for the vocational area of instruction. When the teacher coordinator is responsible for other educational areas as well as the work experience cooperative, the student load should be prorated in accordance with the time limits defined in this subpart pertaining to the work experience handicapped cooperative time load. The training agreement and training plan shall be incorporated with the special education individual educational plan in the State Board of Education rules.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

History: *12 SR 2746*

3505.4800 ADMINISTRATIVE SERVICES.

Vocational administrative services shall be designed to assist students to meet vocational objectives. When a local education agency provides vocational administrative services, students in vocational programs shall be provided administrative services which are available to all students in the district(s) in addition to the vocational administrative services. A local education agency shall be eligible for aid for one licensed vocational administrator at a ratio of one full-time equivalent administrator per 15 vocational instructional staff in approved programs or one half-time administrator per ten vocational instructional staff. Aid shall be prorated for administrative salaries when the administrative position is between one half-time equivalent and full-time equivalent. Administrative time involved in general education is not eligible for vocational aid. No proration occurs between 0 and 8 and 16 and 20; however, when instructional staff in approved programs exceeds 20, a local educational agency shall be eligible for aid for additional licensed vocational administrative salaries at a ratio of 20 staff to one full-time equivalent administrator. Vocational centers eligible for vocational aid for administrative/instructional staff not meeting the minimum ratio for administrative service may apply to the commissioner of education for an exception to the rule. An exception will be granted on the basis of the following criteria: during the first fiscal year following State Board of Education approval; or in those instances where the demography of the area served by the center cannot reasonably support ten vocational instructional staff.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

3505.4900 SUPPORT SERVICES.

Special needs supportive services shall assist students with special needs enrolled in vocational instructional programs. A district or center shall be eligible for vocational aid for support service personnel when a minimum of one half-time vocational licensed administrator exists to develop and implement the special needs services, and the staff to special needs student ratio in vocational education does not exceed the following:

A. one full-time equivalent support service facilitator to 60 full-time equivalent students;

B. one full-time equivalent supplemental support staff/technical tutor to ten full-time equivalent students;

C. one full-time equivalent interpreter to one full-time equivalent student or more as appropriate;

D. one full-time vocational evaluator to five full-time equivalent students enrolled in vocational evaluation services.

Proration of vocational aids shall occur when special needs personnel are assigned to vocational education less than full time.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

History: *12 SR 2746*

3505.5000 STAFF FOR PLACEMENT OFFICE.

A minimum of one half-time authorized local administrator shall exist prior to implementation of a placement program. A district or center shall be eligible for aid for licensed vocational placement specialist personnel at the minimum ratio of one full-time equivalent placement specialist per 20 vocational instructional staff or one-half time equivalent placement specialist per ten vocational instructional staff. Two or more districts or centers may combine the number of instructional staff to be eligible when the services are provided under the direction of one vocational administrator acting on behalf of the group of boards. Proration is not allowable.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

3505.5100 STAFF FOR CHILD CARE AND GUIDANCE OCCUPATIONAL PROGRAM.

In offering an approved child care and guidance occupational program, a local education agency may be eligible for up to one full-time equivalent licensed aide or licensed preschool teacher per full-time equivalent vocational instructor, when licensure of the facility is required by an outside agency or when necessary for the protection and safety of preschool children. Aid is available for those sections when the preschool is used as a laboratory for at least 15 secondary students, and the aide or preschool teacher is responsible only for the educational program of the preschool children.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

3505.5200 VOCATIONAL AID.

State payments shall be based upon the estimated budget for approved programs operated in accordance with parts 3505.2700 to 3505.4900. When state and federal vocational aid is not adequate to pay the state share identified in the vocational aid law, statewide proration of funds shall take place for all eligible estimated budget categories. Payments for salary, contracted instructional services, travel, curriculum development activities, and specialized instructional supplies and equipment (handicapped programs only) shall be based on the estimated budget. To receive aid under this part, enrollment figures must be submitted and postmarked on or before October 25 and February 25. Failure to submit budgets and enrollment figures before the deadline will result in the aid being withdrawn. A district or center that does not verify enrollment figures and as a result has aid withdrawn may resubmit the budget by the date of the final report for the fiscal year. The district's or center's request must be kept by the department and will be funded at year end if sufficient aid is available. Final payment of aids for such categories shall be based on actual expenditures and actual enrollment.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

History: *12 SR 2746*

3505.5300 AID FOR SALARIES.

Subpart 1. Eligibility of local education agency. A local education agency is eligible for aid according to Minnesota Statutes, section 124.573.

Subp. 2. Eligibility for aid for extended employment. A district or center is eligible for vocational aid for extended employment at a maximum rate of:

A. FTE teacher, six days;

B. FTE teacher coordinator, 20 days.

Aid must be prorated for a less than full-time equivalent teacher.

Subp. 3. Eligibility for aid for preparation time. To be eligible for preparation time aid, each teacher for whom a district claims the aid must teach at least one vocational period.

The department shall fund up to a maximum of one hour of preparation time for a full-time equivalent teacher. Aid must be prorated for a less than full-time equivalent teacher.

Subp. 4. Eligibility for substitute staff. A district or center shall be eligible for vocational aid for substitute staff holding vocational licensure appropriate for responsibility when aid is not being requested for salary for regular staff for the same time as the substitute.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

History: 12 SR 2746

3505.5400 ELIGIBLE ADDED COST CATEGORIES.

Subpart 1. UFARS object or program dimensions. A district or cooperative center is eligible for aid for the following added costs. The object or program dimensions in the current edition of the Manual for the Uniform Financial Accounting and Reporting System for Minnesota Schools (UFARS), State of Minnesota, Minnesota Department of Education must be used to define each category.

Subp. 2. Contracted services. Contracted services provided by a public or private agency other than a Minnesota public school district or cooperative center for instructional education services. Aid is available for:

A. A resource specialist or a guest speaker employed by an entity described in subpart 2 who teaches part of a program under the supervision of a licensed secondary vocational teacher. Contracted services for programs for the handicapped must be pre-approved by the state program specialist. UFARS object dimension 311 must be complied with.

B. A public or private agency other than a Minnesota school district or cooperative center that provides instructional vocational education services. In order to be eligible for aid:

(1) a binding contract must exist and be submitted with the annual program budget on March 1 for approval; and

(2) the public or private agency must comply with all rules governing secondary vocational education except for teacher-student ratios.

Subp. 3. Necessary travel. Necessary travel by vocational staff in approved vocational programs defined in parts 3505.2600 to 3505.4900 is eligible for aid as follows:

A. necessary travel between vocational instructional sites as defined in UFARS object dimension 366;

B. necessary travel by licensed secondary vocational education personnel for vocational student organization activities held within the state for instructional purposes related to the vocational program and as defined in UFARS object dimension 366; and

C. necessary travel by licensed secondary vocational education personnel for noncollegiate credit bearing professional development related to the vocational program area as defined in UFARS object dimension 367.

Subp. 4. Curriculum development. Curriculum development that is part of a five year plan for improvement based on program assessment as defined in UFARS program dimension 610.

A. The five year plan must be submitted to the state program specialist for the vocational program by March 1 for approval. Yearly amendments are required if the plan or timelines deviate from the approved five year plan.

B. The plan must identify the assessment process. The assessment must

be a formal process involving teachers, administrators, business and industry, and the community. Program Evaluation and Reporting (PER), North Central Evaluation, Vocational Education Evaluation, or other evaluation process may be used.

C. The plan must be comprehensive and must consider the following:

- (1) mission of vocational education;
- (2) coordination with district staff development plan;
- (3) Department of Education Model Learner Outcomes for the vocational program;
- (4) update relevant to world of work; and
- (5) articulation between levels and across subject matter areas.

D. The plan must include work to be accomplished, title of person involved, and estimated timelines.

E. The five year plan must be approved by the local program advisory committee.

Subp. 5. Specialized vocational instructional supplies. Aid is available for specialized vocational instructional supplies that are unique and essential to the instructional programs as defined in UFARS object dimension 433, excluding instructional equipment as defined in the UFARS Manual in Appendix B, page B-2.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

History: *12 SR 2746*

3505.5500 AID FOR EQUIPMENT IN HANDICAPPED PROGRAMS.

A local education agency shall be eligible for aid at a rate up to the percentage rate set by the legislature for expenditures to lease or purchase equipment to develop occupational competencies in an approved instructional program. Equipment request shall be preapproved by the commissioner of education to be eligible for aid.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

History: *12 SR 2746*

3505.5600 AID LIMITATIONS.

Expenditures jointly funded by vocational and special education or other sources (not including foundation aid and local levy) shall be eligible for aid at a rate not to exceed the maximum of either aid. When a district or center sells products or services produced in an approved program, the revenue from sales shall be recognized. This revenue may be used for expenditures which are directly related to an approved secondary vocational program. If the revenue from sale of products or services exceeds the cost to produce those products or services in any fiscal year, and the excess revenue is not used in another vocation program, the excess revenue shall reduce the state's obligation for such program by the amount of income in excess of the cost of production. When excess revenue is used for expenditures within approved secondary vocational programs, those expenditures are not eligible for aid under Minnesota Statutes, section 124.573.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

History: *12 SR 2746*

3505.5700 VOCATIONAL AID APPLICATION PROCEDURE.

Subpart 1. Submission of annual program budget. The authorized local administrator shall be responsible for submitting the annual program budget, program budget amendments, and annual report.

Subp. 2. Eligibility for vocational aid. To be eligible for vocational aid, the annual program budget shall be submitted by March 1 prior to the fiscal year for

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which aid is requested. Districts or centers shall be notified of program budget approval or disapproval in writing by May 30. To be eligible for vocational aid, annual program budgets must be approved by the commissioner of education. When personnel are assigned nonvocational or general supervisory responsibilities, the salary request shall be prorated on the program budget.

An authorized local administrator, a group of districts and centers, or the commissioner of education may request a hearing. The hearings shall be scheduled between March 1 and June 15 and shall discuss the rationale for program and planned revenue and expenditures. District or centers whose vocational budgets have been disapproved by the commissioner of education may appeal in writing to the commissioner of education for submission to the state board for its review. The results of the review shall be transmitted to the local board of education in writing.

Subp. 3. Amendments or late program budgets. Program budget requests may be submitted after March 1. The requests must be kept by the department and will be funded at year end if sufficient aid is available.

Amendments to the budget request must be received by the secondary vocational section of the Department of Education by October 25 and February 25 for teacher salaries, contracted services, travel, curriculum development activities, and vocational instructional supplies. Amendments are necessary when the budget amount varies by more than ten percent by vocational program. Aid in excess of the ten percent variation will be withheld when the necessary amendments have not been made.

Amendment and program budget requests shall be considered when state and federal funds are available or the amendment request is for increased costs of existing approved programs, administrative or support services.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

History: *12 SR 2746*

3505.5800 ANNUAL REPORT.

Districts and centers shall maintain records of revenue and disbursements for programs, administrative and support services for which vocational aid is requested in accordance with the uniform financial accounting and reporting system. Final report data shall be submitted to the commissioner of education by August 15 of each year.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

3505.5900 STUDENT ELIGIBILITY.

A student who is eligible to attend a Minnesota senior secondary public school is eligible to enroll in the vocational programs of the school. A student enrolled in a work experience/career exploration (WE/CEP) program is excepted from this student eligibility requirement. Students from other states or provinces may be served. When nonresidents of Minnesota are provided approved instructional programs, administrative and support services in Minnesota districts or centers, aid requests shall be prorated to reflect only the percentage of Minnesota students being served.

Statutory Authority: *MS s 121.11 subd 12; 124.573; 124.574 subds 4,5*

3505.6000 [Repealed, 12 SR 2746]

3505.6100 [Repealed, 12 SR 2746]

3505.6200 [Repealed, 12 SR 2746]

3505.6300 [Repealed, 12 SR 2746]

3505.6400 [Repealed, 12 SR 2746]

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3505.6410 [Repealed, 12 SR 2746]
3505.6500 [Repealed, 12 SR 2746]
3505.6600 [Repealed, 12 SR 2746]
3505.6700 [Repealed, 12 SR 2746]
3505.6800 [Repealed, 12 SR 2746]
3505.6900 [Repealed, 12 SR 2746]
3505.7000 [Repealed, 12 SR 2746]
3505.7100 [Repealed, 12 SR 2746]
3505.7200 [Repealed, 12 SR 2746]
3505.7300 [Repealed, 12 SR 2746]
3505.7400 [Repealed, 12 SR 2746]
3505.7500 [Repealed, 12 SR 2746]
3505.7600 [Repealed, 12 SR 2746]
3505.7700 [Repealed, 12 SR 2746]
3505.7800 [Repealed, 12 SR 2746]
3505.7900 [Repealed, 12 SR 2746]
3505.8000 [Repealed, 12 SR 2746]
3505.8100 [Repealed, 12 SR 2746]
3505.8200 [Repealed, 12 SR 2746]
3505.8300 [Repealed, 12 SR 2746]
3505.8400 [Repealed, 12 SR 2746]
3505.8410 [Repealed, 12 SR 2746]
3505.8500 [Repealed, 12 SR 2746]
3505.8600 [Repealed, 12 SR 2746]
3505.8700 [Repealed, 12 SR 2746]
3505.8800 [Repealed, 12 SR 2746]
3505.8900 [Repealed, 12 SR 2746]
3505.9000 [Repealed, 12 SR 2746]
3505.9100 [Repealed, 12 SR 2746]
3505.9200 [Repealed, 12 SR 2746]
3505.9300 [Repealed, 12 SR 2746]
3505.9400 [Repealed, 12 SR 2746]
3505.9500 [Repealed, 12 SR 2746]
3505.9600 [Repealed, 12 SR 2746]
3505.9700 [Repealed, 12 SR 2746]
3505.9800 [Repealed, 12 SR 2746]

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3505.9900 [Repealed, 12 SR 2746]