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55.01.04 - SECONDARY VOCATIONAL EDUCATION RULES

000. LEGAL AUTHORITY.

001. TITLE AND SCOPE.

002. WRITTEN INTERPRETATIONS.

003. ADMINISTRATIVE APPEALS.

004. DEFINITIONS.

01. SDVE. Acronym for The State Division of Vocational Education or the Idaho Division of Vocational Education. (7-1-93)

02. PS. Acronym for postsecondary and refers specifically to the educational level of a curriculum, program, institution, school, etc. (7-1-93)

03. SBVE. Acronym for the Idaho State Board for Vocational Education (7-1-93)

005. -- 097. (RESERVED).

098. STATEMENT OF PURPOSE.

This is a Standards and Policy Bulletin which will be considered by the SBVE at its June 21-22, 1979 meeting in Coeur d'Alene and is scheduled for final consideration during the Board's August 8-10, 1979 meeting in Boise. The Bulletin identifies the policies, standards, and procedures essential for quality vocational programs in order to meet the needs of the Idaho students. (7-1-93)

01. Guide. The Bulletin serves as a guide to administrators, trustees, vocational instructors, advisory committee members, teacher educators, and others concerned with secondary vocational education. (7-1-93)

02. Standards. Vocational programs that meet the standards outlines in the Bulletin are eligible for financial assistance. (7-1-93)

03. Parts. The Bulletin is divided into two (2) parts. (7-1-93)

a. The first part addresses information applicable to all secondary vocational education activity in Idaho. Vocational instructors will meet vocational certification standards as outlined in the Idaho Certification Standards for Professional School Personnel. Curriculum is to be developed with measurable competencies identified which are determined with the assistance of occupational advisory committees from the industries for which students are being trained. Student organizations are an important part of the program and should be incorporated as part of the instruction. There must be equal access to training for all students on a non-discriminatory basis. Equipment in which the state has an interest shall be properly inventoried and identified. Program evaluation is necessary to assure that the curriculum is relevant to the needs of industry and that students completing programs are assisted in securing jobs and judged by employers as being prepared with at least entry level skills. Unsatisfactory performance will place a program on notice with opportunity to correct deficiencies during a one year period. (7-1-93)

b. The second part provides information and standards which apply to each of the individual program areas: Agriculture; Distributive Education; Health Occupations; Home Economics; Office Occupations; Prevocational Industrial Arts, and Trades and Industrial Education. This information includes the definition and objectives of each offering. The instructional offerings that are available in each area of preparation accompanied with instructional materials, equipment and facility needs are identified. Assessment criteria is provided so that districts may evaluate the program's effectiveness in terms of enrollment, completions, follow-up studies and employer satisfaction. (7-1-93)

099. PREFACE.

This Idaho Policy Bulletin identifies policies, standards and procedures required for quality vocational programs to meet the needs of the students in Idaho. This Bulletin serves as a guide to administrators, trustees, vocational instructors, advisory committee members, teachers educators and others concerned with secondary vocational education. (7-1-93)

01. Consideration. Quality Vocational programs that meet the standards outlined in this Policy Bulletin shall be considered for financial reimbursement. The rate of reimbursement to schools shall be in proportion to the amount of available funds and the number of schools and courses qualifying for such reimbursement. (7-1-93)

02. Requests. All new programs shall be requested by the school district and approved at the State level in advance to allow for adequate quality and budget planning. (7-1-93)

03. Organized. Vocational education is organized to serve the following instructional programs: Agriculture, Distributive Education; Health Occupations; Home Economics; Office Occupations; Prevocational Industrial Arts; Technical Education, and Trades and Industrial Education. (7-1-93)

04. Two Parts. This bulletin is divided into two (2) parts. The first part addresses information and standards that are applicable to all secondary vocational education activity in Idaho. The second part provides information and standards that apply to the individual program areas. (7-1-93)

100. SECONDARY VOCATIONAL PHILOSOPHY.

The primary purpose of vocational education is to develop quality vocational programs suited to students' occupational objectives, interests and abilities necessary for entry into successful progress within a recognized occupation or job family. The vocational training offered shall prepare persons for those recognized occupations which require less than a baccalaureate degree. Idaho schools shall offer approved vocational programs that will develop students with competencies in the appropriate skills, safe work habits and appreciation of work, as well as the attitudes, abilities and knowledge necessary to succeed and progress in the work force for which training is given. Vocational education programs shall be designed to enable students to learn by doing, by utilizing techniques and materials relevant to business or industry. School districts shall enroll students in a no-discriminatory manner so that all who want, need and can benefit from vocational education may be served. (7-1-93)

01. Instructional Staff. (7-1-93)

a. Certification. Idaho statutes require instructors to be certified before being employed. This includes every person who serves either as a substitute teacher or as a regular teacher on either a full-time or part-time basis in the public schools in Idaho. Prior to employing instructors, administrators shall verify potential employee's certification eligibility. (7-1-93)

i. Instructors employed to teach reimbursable vocational classes in approved vocational programs shall hold current certification in one of the following disciplines:

- Agriculture Education
- Business Education
- Distributive Education
- Guidance and Counseling Education
- Health Occupations Education
- Home Economics Education
- Prevocational Industrial Arts Education
- Trades, Industrial and Technical Education

(7-1-93)

ii. Vocational teachers shall have approved work experience in their respective field of specialization as determined by the appropriate State Supervisor. (7-1-93)

iii. For complete and detailed information on certification requirements, refer to the Idaho Certification Standards for Professional School Personnel. Available from the State of Idaho Certification Department. (7-1-93)

b. Up-grading. It is essential that vocational instructors keep current with societal, technical and industrial skills in a rapidly changing society. With this up-to-date knowledge, relevance to the requirements of business and industry can be expected in course content, methodology and in the utilization of enrichment materials and activities. (7-1-93)

i. Vocational Personnel should be encouraged to take advantage of formal course work, summer workshops, business and industry seminars and opportunities to return to work in fields of preparation or in closely related occupations. (7-1-93)

02. Support Services. (7-1-93)

a. Administration. Coordinating instruction, activities and services into an effective educational system requires talented, knowledgeable and forward looking leadership. Vocational programs are a vital and important part of the total education system. Administrative leadership and support will assist in assuring quality offerings through supervision, improvement of instruction, community relations and in management and maintenance of plant and facilities. (7-1-93)

b. Vocational Guidance. All students need competent assistance in making intelligent decisions relative to preparation for work. The Guidance Counselor should work closely with vocational instructors in assisting students in make vocational decisions, understanding job requirements, opportunities and training necessary for entry level employment into student selected occupations. (7-1-93)

i. Counselors shall be aware of Title IV and Title II legislation. They should be aware of resources that are available to assist in counseling students into programs of their choice. (7-1-93)

ii. Students shall be encouraged to enter vocational courses based on their interest, motivation, and talent, rather than from stereotyped concepts. (7-1-93)

c. Placement. Vocational students shall be provided assistance in locating the securing employment in fields for which trained. This activity should be specifically assigned by the Superintendent/Principal to appropriate school personnel to assure that the service is provided. Even though the responsibility is delegated, there should be cooperation among administrators, counselors and vocational instructors to effectively place students on jobs who have completed vocational programs. (7-1-93)

d. Aides. The use of aides can be a valuable asset in effecting quality instruction. The State Department of Education provides guidelines for the use of aides. Local school districts are encouraged to write job descriptions, define responsibilities, provide for pre-and in-service training and develop policies and procedures which specify the legal rights and responsibilities involved. (7-1-93)

03. Curriculum. Curriculum may be broadly interpreted to include all constructive learning experiences provided under the direction of the public school. In this Bulletin, vocational education uses the term curriculum for the program and the courses within the program. All programs shall be sequentially constructed with specific competencies to be obtained. By identifying the performance level of competencies expected in each specific vocational field, the students will be able to attain their career objectives. (7-1-93)

a. Vocational program curriculums shall be designed to provide for the individual needs of students and occupational opportunities available. Written course outlines with performance criteria indicated shall be filed with the Principal. An effective instructional program includes class time, laboratory work, field trips, and occupational experiences necessary to adequately prepare students for entry level employment. (7-1-93)

04. Advisory Committees. In keeping with the policy of the Idaho SBVE and P.L. 94-482, each school district receiving funds for vocational shall have an active local advisory council or committee. (The composition of this council/committee is outlined in the Handbook referred to below.) The purpose of the local advisory committee shall be to assist school personnel in the development and maintenance of quality vocational education programs. Properly functioning advisory committees provide valuable assistance in meeting the needs of students and the community. (7-1-93)

a. The advisory committee shall meet a minimum of two (2) times a year, once each semester. Minutes of meetings shall be placed on file in the district with the Superintendent/Principal. (7-1-93)

b. The Handbook for Local Advisory Committees in Vocational Education shall be used as a guideline for structuring and utilizing the resources of an advisory committee. Copies have been distributed to each local education agency. Additional copies are available upon request from the Division of Vocational Education. (7-1-93)

05. Student Organizations. The state Board for Vocational Education firmly believes that student organizations shall be a vital part of the total vocational instructional program. Opportunities for active participation in a vocational student organization shall be available to all students. (7-1-93)

a. As an integral part of the vocational program, opportunities shall be available to all vocational students with emphasis on the development of leadership skills. Some activity related to the instructional program for student members may be extra curricular. Activities shall compliment the instructional program. All students shall have opportunity for leadership activities based on talent, ability, skills and motivation. The vocational education instructor in the occupational area which the student organization represents shall be the designated advisor. (7-1-93)

b. The approved vocational student organizations for each program are:

Agriculture	Future Farmers of America (FFA)
Distributive Education	Distributive Education Clubs of America (DECA)
Health Occupations	Vocational Industrial Clubs of America (VICA)
Home Economics	Future Homemakers of America (FHA)
Industrial Arts	Idaho Industrial Arts Student Association (IIASA)
Office Occupations	Office Education Association (OEA)
Trades & Industry	Vocational Industrial Clubs of America (VICA)

(7-1-93)

c. Goals and objectives of each student organization are available from the representative state program supervisor. (7-1-93)

06. Sex Equity. Title IX of the Education Amendments of 1972, (Public Law 92-318) and Title II of the Education Amendments of 1976, (Public Law 94-482) provide specific direction and language for Local Education Agency personnel involved in the educational preparation of vocational students to implement fair and equal treatment for all students regardless of sex. (7-1-93)

a. Title IX state in part, "No person in the United States shall on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance...." This has been interpreted to mean there shall be no discrimination in terms of recruitment of students, treatment of students in the classroom and providing placement services. Other issues such as counseling and use of curriculum in a sex fair way are also included. Title IX directly impacts vocational education through Title II. (7-1-93)

b. Title II states in part, "The Commissioner shall not approve five-year (5) State Plan--or an annual Program Plan and Accountability Report.--(until) he has received assurances that...(there is) equal access (for) both men and women.--" This specific mandate directs that projects and programs shall eliminate past discrimination, sex bias and sex role stereotyping. It is essential that all districts follow the mandate and the intent of the two pieces of legislation. (7-1-93)

c. Administrators, counselors and instructors shall be cognizant of the issues and concerns involved and shall provide for equal opportunity in program selection, admittance, training and placement according to

student's interest and ability. Assistance may be requested from the SBVE in the implementation of these concepts. (7-1-93)

07. Inventory. Equipment and instructional materials purchased in whole or in part with funds provided by the Idaho SBVE shall be inventoried and accounted for according to the Policies and Procedures for Handling Vocational Education Materials and Equipment. Copies of this document have been provided each Superintendent in Idaho. Additional copies may be requested from the state office, SBVE. (7-1-93)

08. Evaluation. P.L. 94-482 requires an evaluation for each approved program every five (5) years. Evaluation includes total LEA self-evaluation, on-site evaluation, program visitation and periodic reports which consider: (7-1-93)

- a. Adequate teacher preparation and certification. (7-1-93)
- b. Identified measurable performance objectives for student achievement in programs. (7-1-93)
- c. Instructional programs which provide relevant entry level occupational skills to students. (7-1-93)
- d. Equal opportunities for all students to enroll. (7-1-93)
- e. Commensurate enrollment for the facilities and equipment. (7-1-93)
- f. Co-curricular student leadership opportunities in the appropriate vocational youth group. (7-1-93)
- g. Completion, placement and follow-up of students. (7-1-93)
- h. Functioning vocational advisory councils/committees. (7-1-93)
- i. Employer's satisfaction with student training. (7-1-93)
- j. Adjusting curriculum and practices to meet identified current needs. (7-1-93)

09. Probation/Discontinuation of Approved Vocational Programs. At times it may be necessary to place a program on probation or to discontinue it. Possible reasons may be: noncertified instructor, not meeting state guidelines, lack of student interest, change in labor demands, unsatisfactory student completion and placement. When such situations arise, the following procedures shall be followed: (7-1-93)

a. The State Supervisor shall discuss the deficiencies with the school administrators and the instructors to determine probable causes and potential solutions to the problem. Written documentation of the discussion shall be made. (7-1-93)

b. The State Supervisor shall make written recommendations for eliminating the problems to the school administrators and instructors, and shall provide a one year time line for correction. (7-1-93)

c. When the local education agency corrects the problem, the State Supervisor shall remove the program from probation by written communication to school administrators and instructors. (7-1-93)

d. As appropriate, the State Supervisor shall provide periodic assistance to the LEA as requested for meeting program operation guidelines. (7-1-93)

e. If the problem is not corrected with the one year period, written recommendation for discontinuing the program shall be made by the State Supervisor to the State and Deputy Administrators. (7-1-93)

f. A conference with the State and/or Deputy Administrator(s) shall be requested by the State Supervisor. The Supervisor shall present the case history with recommendations to terminate the program. (7-1-93)

g. In the absence of extenuating circumstances, the State Supervisor shall notify school administrators

and instructor(s) that the program will not be recommended for continued approval to the SBVE. (7-1-93)

h. Copies of all communications shall be provided for the State and Deputy Administrators. (7-1-93)

10. Suggested Career Education Experiences and Vocational Education Relationship. (7-1-93)
(Please see Suggested Career Chart, located at the end of this chapter in Appendix A)

101. -- 199. (RESERVED).

200. PROGRAM STANDARDS FOR SECONDARY AGRICULTURE EDUCATION.

01. Philosophy and Objectives. Agriculture Education programs in Idaho are designed to prepare students for careers on the farm, in agribusiness, forestry, or in horticulture. Students use knowledge gained through classroom and laboratory instruction as a foundation for their supervised occupational experienced programs on farms and at local agribusiness establishments. Vocational Agriculture Programs enable teachers to guide students toward realistic occupational goals and provide entry level skills for job placement or advanced training upon completion of the program. (7-1-93)

02. Instructional Programs. (7-1-93)

a. The department's annual and five-year (5) program plans, including goals, objectives, and activities, shall be on file in the department and with the administration. (7-1-93)

b. A written statement of philosophy for vocational education in agriculture/agribusiness shall be on file and shall be in harmony with the philosophy of the total school. (7-1-93)

c. The instructional program shall be reviewed and modified in light of local, state, and federal manpower data available. (7-1-93)

d. Validated competencies, needed by students for entry and advancement in employment, shall be utilized in developing objectives for the instructional program. (7-1-93)

e. The instructional program shall contain the necessary balance of class time, laboratory work, field trips, occupational experience and summer activities for supervised projects to adequately prepare students for employment or advanced educational programs. (7-1-93)

f. Students enrolled in agriculture/agribusiness education shall be enrolled in other appropriate courses including science, mathematics, social science, and oral and written communications. (7-1-93)

g. The instructional program shall be articulated with other local secondary, post-secondary, and four-year programs of education in agriculture/agribusiness. (7-1-93)

h. Planned visits shall be made to prospective employers by the instructor to determine current manpower needs and to verify the relevancy of the instructional content. (7-1-93)

i. Written courses of study shall be based on validated competencies, evaluated and revised annually and student competencies shall be performance based. (7-1-93)

j. Provisions shall be made to accommodate students with physical handicaps or other special educational needs. (7-1-93)

k. Community resources, facilities, and industries shall be identified and utilized to enhance the quality of the instructional program. (7-1-93)

l. Lesson plans are developed that clearly state instructional objectives in measurable performance terms, activities, and resources to be utilized during instruction. (7-1-93)

- m. Modern and technically accurate instructional materials and textbooks shall be available in sufficient quantities and utilized in the instructional program. (7-1-93)
- n. Students shall have access to current trade journals and other agricultural publications. (7-1-93)
- o. Instruction in safety shall be provided in advance of any shop or laboratory work. (7-1-93)
- p. Transportation shall be provided to students for all planned off campus educational activities. (7-1-93)
- 03. Supervised Occupational Experience (7-1-93)
 - a. Students shall be engaged in supervised occupational experience programs that are related to their occupational objective and are appropriate in light of their ability and place of residence. (7-1-93)
 - b. A systematic plan shall be utilized to select, develop, and evaluate training stations that assist students in obtaining desired occupational competencies. (7-1-93)
 - c. The instructor, student, parent and/or employer shall cooperatively develop a formal training agreement and training plans which shall include essential competencies and experiences that are to be acquired during the program. (7-1-93)
 - d. Students participating in the occupational experience program shall be employed in accordance with all applicable federal and state labor laws. (7-1-93)
 - e. The instructor shall provide effective coordination, supervision, and occupational guidance to students engaged in occupational experience programs. (7-1-93)
 - f. Agriculture/agribusiness instructors shall have at least one (1) class preparation period and/or one (1) period of supervision per instructional day. (7-1-93)
 - g. Each instructor responsible for supervision of occupational experience program shall maintain adequate records to determine student progress and assist in placement. (7-1-93)
 - h. Each student engaged in a supervised occupational experience program shall maintain accurate and up-to-date records including financial transactions and competencies to be acquired during the program. (7-1-93)
 - i. Students shall receive (school) credit for all supervised occupational employment programs that are conducted during regular school hours. (7-1-93)
- 04. Leadership Development. (7-1-93)
 - a. Leadership development activities shall be made an integral part of the instructional program. (7-1-93)
 - b. All secondary agriculture/agribusiness students shall be provided opportunity to join the Future Farmers of America (FFA) and participate in district, state, and national activities. (7-1-93)
- 05. Student Recruitment, Enrollment, and Counseling. (7-1-93)
 - a. Students enrolling in a specialized program of agriculture/agribusiness shall have completed a one (1) or two (2) year basic agriculture program. (7-1-93)
 - b. Enrollment policies shall permit flexible entry and exit from the agriculture/ agribusiness program. (7-1-93)
 - c. Prospective students and their parents shall be visited by the agriculture/agribusiness instructor and

shall be provided copies of the program information and objectives prior to their enrollment in the program. (7-1-93)

d. An individual file shall be maintained on all students and shall contain current information on occupational objectives, supervised occupational experience programs, FFA activities, complete course work, and other necessary subjects. (7-1-93)

e. The agriculture/agribusiness instructor shall advise each student on a regular basis and shall assist those with special educational needs to obtain additional assistance from qualified school personnel. (7-1-93)

06. Public Relations. (7-1-93)

a. Through an effective public relations program, the faculty, students, parents, employers, advisory committee members, and the community shall understand the educational objectives, major activities and accomplishments of the agriculture/ agribusiness program. (7-1-93)

b. Instructors shall establish and maintain cooperative working relations with leaders in related industries, organizations and agencies. (7-1-93)

c. The agriculture/agribusiness instructor shall in cooperation with school counselors, maintain an awareness and information program concerning the vo-ag curriculum and scheduling of all students in the vo-ag program. (7-1-93)

07. Facilities and Equipment. (7-1-93)

a. Classrooms, shops, and laboratory stations shall be adequate for the number of students enrolled. (7-1-93)

b. The equipment in shops and laboratory stations shall replicate that found in the occupations for which training is provided. (7-1-93)

c. Facilities and equipment shall meet all current state and federal safety regulations. (7-1-93)

d. Classrooms, laboratories, supplies and equipment shall be maintained in an orderly, safe and attractive condition. (7-1-93)

e. Facilities and equipment shall be arranged with consideration given to effective teaching, class control, safety, and economy. (7-1-93)

f. A land laboratory, convenient to the school, shall be provided and utilized in the instructional program. (7-1-93)

h. A departmental office shall be located to provide optimum supervision of activities. (7-1-93)

i. Maintenance and service records of equipment shall be on file in the department office. (7-1-93)

08. Staffing. (7-1-93)

a. Instructors shall possess the personal, technical, professional and occupational competencies necessary to prepare students for entry level employment or for advanced educational programs. (7-1-93)

b. Instructors shall be sensitive to the needs of students and shall recognize and make provisions for individual students differences within the instructional program. (7-1-93)

c. Sufficient extended employment shall be provided to assure guidance and effective supervision of students for their projects and activities. The amount of time allotted shall be determined by the establisher district summer program. A twelve (12) month contract is recommended. (7-1-93)

- d. Instructors shall submit to the administration a planned program of activities to be assumed during the summer months. (7-1-93)
- e. Instructors shall submit to the administration a weekly report of summer activities. (7-1-93)
- f. Instructors shall be actively involved in professional teacher organizations which are supported by agricultural educators in the state in continuing in-service development programs. (7-1-93)
- g. At least one (1) instructor in each department shall hold a current Red Cross First Aid Card or its equivalent. (7-1-93)
- h. The recommended assignment per instructor shall be twenty-five (25) hours of classroom instructional time, five (5) hours of student advising, and (10) ten hours of supervision and preparation per week. (7-1-93)
- i. The department shall have access to secretarial services. (7-1-93)
09. Administration and Supervision. (7-1-93)
- a. The agriculture/agribusiness program shall be an integral part of the local district plan for vocational education. (7-1-93)
- b. Representatives of local, area, and state education agencies shall participate in planning the program of instruction and kept informed of the progress made. (7-1-93)
- c. In multiple-instructor departments, one instructor shall be appointed to serve as department head. Job descriptions shall be on file for all department staff members. (7-1-93)
- d. An agriculture/agribusiness advisory committee shall be formed and shall meet at least twice a year to help determine program needs and assist in promotion, and evaluation of the program. (7-1-93)
- e. The advisory committee functions under written guidelines which specify the length of a member's term, responsibilities, and operational procedures. Refer to the Handbook for Local Advisory Committees in Vocational Education available from the SBVE. (7-1-93)
10. Finance. (7-1-93)
- a. The instructional program shall be supported by an annual board-approved budget that considers program needs and the number of students enrolled. (7-1-93)
- b. Appropriate and accurate financial records shall be maintained. Administration and/or board-approved policies shall be provided for the receipt and disbursement of funds. (7-1-93)
11. Placement. The instructor, in cooperation with the school counselor, shall assist in the placement and follow-up of all students. A file of placement and employment records shall be maintained. (7-1-93)
12. Evaluation. (7-1-93)
- a. The instructor, local administrator(s), and appropriate state education agency staff member(s) shall meet to formally examine and evaluate the agriculture/agribusiness program. (7-1-93)
- b. The instructor, local administrator(s), and local advisory committee shall meet on an annual basis to examine and evaluate the agriculture/agribusiness program. (7-1-93)
- c. One (1) and five (5) year follow-up surveys of all former students shall be made to determine their current occupational or educational status. (7-1-93)

- d. Results obtained from program evaluations shall be used to promote, develop, and improve the instructional program. (7-1-93)
- 13. Standards Specific to Agricultural Production and Mechanics. (7-1-93)
 - a. Instructional Program. (7-1-93)
 - i. For classroom, laboratory, and shop activities, the recommended class size shall be fifteen (15) to twenty-two (22) students. For students with special needs, the limit shall be ten (10) per class. The instructor shall provide input regarding selection of students with special needs. (7-1-93)
 - ii. The instructor shall provide orientation sessions for students enrolled in all agriculture courses. Included shall be such items as courses. Included shall be such items as course replacements and course content. (7-1-93)
 - iii. Instructional materials shall be reviewed and upgraded annually. (7-1-93)
 - iv. Programs shall possess proper balance of classroom-laboratory activities and shop work. (Class-Lab = 60%, Shop = 40% of total agriculture education.) (7-1-93)
 - b. Supervised Occupational Experience. (7-1-93)
 - i. The instructor shall conduct on-site supervisory visits based on student needs, with a minimum of two visits per student during a twelve (12) month period. (7-1-93)
 - ii. A minimum of five (5) hours per week shall be scheduled for occupational experience supervision. (7-1-93)
 - iii. Students shall be provided an opportunity to have contact with livestock, crops, and agricultural equipment, either through work experience or on a farm or land laboratory. (7-1-93)
- c. Staffing. Instructors certified to teach in these programs shall have had preparation in agricultural economics and business analysis, animal science, plant and soil science, agricultural mechanics, and leadership development. They shall have had three (3) or more years of farm experience or equivalent occupational experience. (7-1-93)
- d. Facilities and Equipment. (7-1-93)
 - i. Minimum space devoted to production agriculture instruction shall meet required standards. (Figures below are based on twenty (20) students per session.)

	One Instructor	Additional Per Added Instructor Unit
Office	120 sq ft	60 - 120 sq ft
Classroom	800 sq ft	800 sq ft
Shop	3200 sq ft	400 sq ft
Land Laboratory	Available	Available
2 Shop Entrances	14' high X 20' wide	14' high X 12' wide
Greenhouse	200 sq ft	100 sq ft
Storage -		

	One Instructor	Additional Per Added Instructor Unit
Classroom	160 sq ft	40 sq ft
Shop	320 sq ft	100 sq ft
Fenced Machinery		
Concrete Court	3200 sq ft	

(7-1-93)

- ii. Lighting and ventilation shall be adequate and noise levels shall be minimized to provide for a safe working environment. (7-1-93)
- iii. Shop facilities shall be designed and used for agricultural mechanics and other agricultural instruction. (7-1-93)
- iv. Facilities shall be designed to provide teaching stations that permit a variety of learning experiences, such as milk testing, soil testing and electrical work. (7-1-93)
- v. Facilities shall be designed to provide proper supervision of all teaching and student work stations. (7-1-93)
- vi. A telephone shall be provided in the agricultural department. (7-1-93)
- vii. Adequate student locker, rest room, and clean-up facilities shall be provided. (7-1-93)
- viii. Tools and equipment shall be adequate to implement the instructional program and teaching objectives. (7-1-93)
- ix. The agricultural advisory committee shall provide input regarding the updating of tools and equipment used for instruction. (7-1-93)
- x. Classroom equipment shall meet recommended state standards for effective instruction. (7-1-93)
- e. Administration and Supervision. (7-1-93)
 - i. An effective student-teacher ratio shall be sixty (60) - seventy (70) to one (1). (7-1-93)
 - ii. At the beginning of each school year, instructors shall submit to administrators a list of program activities that require school release time and travel. (7-1-93)
- 14. Standards Specific to Ornamental Horticulture. (7-1-93)
 - a. Instructional Program. (7-1-93)
 - i. The complete program in ornamental horticulture shall include technical horticulture, horticulture mechanics, supervised occupational experience, laboratory experience, leadership training, and occupational guidance. (7-1-93)
 - ii. A minimum secondary school program offering shall be two (2) years. Students shall have completed one (1) or two (2) years of basic study in agriculture/agribusiness education. (7-1-93)
 - iii. Community resources, facilities, and industries shall have been identified and shall be utilized in an attempt to enrich the learning experiences of students. (7-1-93)

- iv. A minimum of ten (10) contact hours per week for a minimum of two (2) years shall be provided for classroom, horticulture mechanics, supervised occupational experience, laboratory experience, leadership and occupational guidance. (7-1-93)
- v. Instruction shall be provided for all students in safe use of chemicals and equipment. (7-1-93)
- b. Leadership Development. Instructors of the ornamental horticulture programs shall serve as advisors to the vocational student organization that provide leadership training for students enrolled in the program. (7-1-93)
- c. Facilities and Equipment. (7-1-93)
- i. The following ornamental horticulture facilities, conforming to state standards, shall be available for use in the instructional program. (7-1-93)

Greenhouse	seventy (70) sq ft/student
Head house and work area	six hundred (600) sq ft
Walk-in cooler	
Storage area	
Classroom	
Instructor's office	
Horticulture mechanics laboratory	
Outdoor land laboratory	(five (5) acres optimum)
Sales display area	
Restrooms, showers, and locker rooms	

- ii. Equipment shall be commensurate with state horticultural industry standards and instructional objectives. (7-1-93)
- iii. An adequate ornamental horticulture library shall be maintained and kept current. (7-1-93)
- iv. Compensation for the instructor or students shall be provided for the time spent in care of plant materials over weekends and holidays. (7-1-93)
- e. Staffing. (7-1-93)
 - i. Instructors shall be certified teachers of agriculture/agribusiness and shall have earned a minimum of twenty (20) semester credits in horticulture. In addition, instructors shall have had twelve (12) months or two thousand (2,000) hours experience in the horticulture industry. (7-1-93)
 - ii. Twenty regular students, or ten (10) special needs students shall be the maximum enrollment in classroom/laboratory classes. (7-1-93)
- 15. Standards Specific to Forestry (7-1-93)
 - a. Facilities and Equipment. (7-1-93)
 - i. An outdoor laboratory or school forest of sufficient scope shall be provided. The location shall be accessible to students during regular class time. (7-1-93)

- ii. An agricultural mechanics laboratory or its equivalent shall be provided, which: (7-1-94)
 - (1) Meets minimum standards for space utilized for furnishings, equipment and providing instruction. (7-1-93)
 - (2) Allows for maintenance and storage of tools and equipment of the type simulating that used in the forestry industry. (7-1-93)
- b. Staffing. (7-1-93)
 - i. Instructors shall be certified teachers of agriculture/agribusiness and shall have earned a minimum of twenty (20) semesters credits in forestry. In addition, instructors shall have had twelve (12) months or two thousand (2,000) hours experience in the forestry industry. (7-1-93)
 - ii. The recommended student-teacher ratio in the classroom shall be twenty (20) to one (1) with fifteen (15) students to one (1) instructor in the laboratory class, and eight (8) to one (1) in logging and sawmilling laboratories. (7-1-93)

201. -- 209. (RESERVED).

210. B1 PROGRAM STANDARDS FOR SECONDARY DISTRIBUTIVE EDUCATION AND MULTI-OCCUPATIONS.

- 01. Program Standards. Program standards are arranged as follows in this section:
 - Distributive Education (B)
 - Multi-Occupations (B-1)
 - Quality Indicators Applicable to Distributive Education and Multi-Occupations Programs (B-2)(7-1-93)
- 02. Distributive Education Defined. Distributive Education, one (1) of the seven (7) major vocational education service fields, shall address that part of the world of work concerned with the marketing of goods and services. Distributive Education shall derive its instructional base from the employment field of marketing and shall have as its mission the preparation of individuals for employment in distributive occupations, including business ownership. (7-1-93)
 - a. The term "distributive" shall be used to highlight the significance of distribution, the primary division of economic activity between production and consumption. Distribution has been defined as the second step in a series of economic processes which brings goods and services from those who produce them to those who use them. When viewed in this perspective, distribution clearly extends throughout the economy, and therefore involves a significant portion of the labor force. The term "distributive occupation" shall be used to describe any occupation which involves the performance of one (1) or more marketing tasks or activities for pay or profit. (7-1-93)
- 03. Philosophy and Objectives. The purpose of Distributive Education shall be to provide quality education, as part of the total program of public education, to meet the needs of all persons of both sexes who desire to enter, progress, and improve their skills, attitudes, knowledge, and ability in occupations involving one or more of the marketing functions involved in the merchandising, marketing or management of the distribution of all manufactured or produced commodities, goods, and services. (7-1-93)
 - a. Distributive Education programs shall be established to be commensurate with the employment, technical and economic needs and demands of the state's occupations involved in the marketing and distribution of goods and services. (7-1-93)
 - b. The Distributive Education program shall be offered at the secondary, postsecondary and adult education levels, and shall combine classroom instruction, cooperative on-the-job training, and co-curricular

activities of the Idaho Association of the Distributive Education Clubs of America, (DECA). (7-1-93)

04. Instructional Plan. Distributive Education in the secondary school shall be offered as a two (2) year program at the junior and senior levels. The instructional program shall provide classroom instruction during the junior year (D.E. I) and advanced instruction (D.E. II) combined with supervised on-the-job training experience (co-op training) in the senior year. (7-1-93)

a. Students shall be employed for from fifteen (15) to twenty-five (25) hours per week and paid the prevailing minimum wage in the on-the-job training phase of the program. Release time shall be provided the teacher-coordinator to perform his/her coordination duties which include placement of students, maintaining contact with training stations, and the preparation of essential documents and reports and including training plans and training agreements. One (1) hour coordination time daily should be allotted the teacher-coordinator for every ten (10) students or major portion thereof.

Curriculum Offerings. Example:

D.E. I

Level: 11th grade Credit 2 (1 per semester)

Purpose: Preparatory instruction providing all students an overview of marketing and distribution and all specific skill training for entry level employment.

D.E. II

Level: 12th grade Credit 2 (1 per semester)

Purpose: Advanced instruction providing knowledge, skills, and attitudes relating to the students' occupational goal which they will be able to apply to an actual on-the-job training experience (co-op training).

Level: 12th grade Credit 1-4 (1/2-2 per semester)

Purpose: A supervised, on-the-job training experience related to the students' career interest that supplements the classroom instruction by providing actual experiences not available in the classroom.

(7-1-93)

b. Curriculum Area. The Distributive Education program shall encompass five (5) marketing competency areas and twenty-three (23) marketing and distributive occupational codes. (7-1-93)

i Competency Areas.

Marketing skills
Product and/or service technology skills
Social skills
Basic skills
Economic concepts

(7-1-93)

ii. Occupational Codes.

(7-1-93)

Occupational Codes	
04.01	Advertising and Display Services
04.02	Apparel and Accessories Marketing
04.03	Automotive, Recreational, and Agricultural Vehicles and Accessories Marketing
04.04	Finance and Credit Services
04.05	Floristry, Farm and Garden Supplies Marketing
04.06	Food Marketing
04.07	Food Services Marketing
04.08	General Merchandise Retailing
04.09	Hardware and Building Materials Marketing
04.10	Home Furnishings Marketing
04.11	Hotel, Motel, and Lodging Services
04.12	Industrial and Institutional Marketing
04.13	Insurance
04.14	International Marketing
04.15	Personal Services Marketing
04.16	Petroleum Marketing
04.17	Real Estate Marketing
04.18	Recreation Marketing
04.19	Transportation and Travel Marketing
04.20	Business Services Marketing
04.21	Business Ownership (Entrepreneurship)
04.22	General Marketing
04.99	Sales and Marketing, Other

d. Instructional Materials, Facilities, and Equipment. Instructional materials and equipment and classroom facilities shall be selected and provided to effectively meet the instructional needs of the teacher and students. Since the purpose of the program is to help students bridge the gap between school and work life, an occupational atmosphere shall be essential. (7-1-93)

i. Instructional Materials and Equipment. (7-1-93)

(1) Equipment purchased with funds provided in whole or in part by the Idaho SBVE shall be located in and used by students in the Distributive Education class, and accounted for annually on the official inventory record. (7-1-93)

(2) Funds shall be made available by the district to provide supplies and materials necessary for meeting the objectives of the program. (7-1-93)

- (3) Textbooks, instructional and supplementary materials shall reflect current business practices, be sufficient in quantity and variety, and appropriate to the objectives of the instructional program. (7-1-93)
- ii. Facilities. The classroom facilities and furnishings shall be of sufficient size, quality, and arrangement to effectively meet the instructional needs of all students. (7-1-93)
- e. Student Organization. The Distributive Education Clubs of America (DECA) shall be the vocational student organization for Distributive Education. DECA along with the classroom and the on-the-job training, shall be the third phase of the Distributive Education program. (7-1-93)
- i. Philosophy. DECA shall be an integral part of the Distributive Education program and opportunities shall be available to all Distributive Education students with emphasis on the development of leadership skills. DECA's activities shall be based on the competencies identified in the instructional program. (7-1-93)
- ii. Activities. DECA activities shall include professional conferences, civic projects, social activities, marketing and sales projects, and competency-based competitive events. (7-1-93)
- iii. Criteria for Activities are contained in the Idaho and National DECA Handbooks. Copies are available from the State Supervisor for Distributive Education. (7-1-93)
- f. Assessment of Program Effectiveness. Evaluation of all programs shall be performed as mandated under the Vocational Education Act. It shall be a continuing process involving the student, teacher-coordinator, school administration, parents, employers, advisory committees, and state staff. Evaluation shall be conducted in such a manner as to reflect both short and long-range effectiveness of the program. As a continuing process, evaluations shall be both formal and informal in nature. A self-evaluation shall be completed annually. This evaluation shall be important and helpful in the continuing assessment of program effectiveness. Periodic evaluations shall be made by the state supervisor and all programs shall be formally evaluated by a state team once every five years. The following are key factors in the evaluation of cooperative vocational education programs. (7-1-93)
- i. Enrollment. The primary goal of Distributive Education shall be to provide entry level skills to all students who want, need and can benefit from such training. For effective instruction, enrollment in each class shall range between fifteen (15) and twenty-five (25). There shall be no sex discrimination, nor sex stereotyping, of students in their enrollment and on-the-job placement. (7-1-93)
- ii. Completion. Students shall be considered completers when they have completed the D.E. II phase of the program in their senior year and have gained entry level skills. (7-1-93)
- iii. Follow-Up. A follow-up report of completers shall be submitted to the state office annually. Follow-up records of students shall be kept for a five (5) year period to determine the effectiveness of the program and shall be used in cooperation with employers and school administrators to determine necessary changes or redirection in the program. For continued program approval, the placement rate shall be a least fifty percent (50%) of those students available for placement. (7-1-93)
- iv. Employer Satisfaction. In a cooperative program, employer satisfaction shall be readily determined and shall be continually maintained by regular visits from the teacher-coordinator and active involvement of the advisory committee. (7-1-93)
- v. In state office evaluations, employers shall be interviewed to determine their assessment of employee skills, work attitudes and overall performance. These interviews can also result in the answering of employers' questions and the acceptance of suggestions for program improvement. The degree of employer satisfaction shall be a factor in determining need for program direction. (7-1-93)
05. B-1 Program Standards for Secondary Multi-Occupations. (7-1-93)
- a. Multi-Occupations Defined. (7-1-93)

- i. Multi-Occupations shall be a cooperative vocational education program that encompasses all areas of occupational training. It shall be designed to serve students who are not receiving training in the specialized vocational education programs. Consequently, it shall be especially applicable to smaller schools. However, it can be beneficial in larger high schools where existing vocational programs still leave a number of students with no opportunities for pursuing their career interests. (7-1-93)
- ii. The Multi-Occupations program shall be an economical and practical method of meeting the diverse needs of many students with a single program. (7-1-93)
- iii. Enrollment in the Multi-Occupations program shall be limited to seniors. (7-1-93)
- b. Program Objectives. (7-1-93)
- i. The purpose of Multi-Occupations shall be to provide quality education, as part of the total program of public education, to meet the needs of all persons of both sexes who can benefit by acquiring entry level skills in the occupation of their choice. (7-1-93)
- ii. Multi-Occupations programs shall be established to be commensurate with the employment, technical, and economic needs and demands of the labor market. (7-1-93)
- iii. The Multi-Occupations program shall combine classroom instruction, cooperative on-the-job training, and co-curricular activities of a vocational education youth group organization. (7-1-93)
- c. Instructional Plan. Multi-Occupations shall be a one-year program offered at the senior level. In the on-the-job training phase, students shall be employed for from fifteen (15) to twenty-five (25) hours per week and paid the prevailing minimum wage. Release time shall be provided the teacher-coordinator to perform his/her coordination duties which include placement of students, maintaining contact with training stations, and the preparation of essential documents and reports including training plans and training agreements. One hour coordination time daily should be allotted the teacher for every ten students or major portion thereof. (7-1-93)
- d. Curriculum Offering. (7-1-93)
- i. General related classroom instruction shall cover basic aptitudes, attitudes, and knowledge pertinent to gainful employment. Specific classroom instruction shall deal with specialized job knowledge and skills related to the students' career interests. However, the specialized training phase shall be provided mainly on the job. It shall be supplemented in the classroom throughout individual activities, some of which shall be used of industry materials and film, bringing resource people to the classroom, and field trips. (7-1-93)
- ii. The Idaho Multi-Occupations Curriculum Guide, available from the State Supervisor for Distributive Education, shall provide the instructional framework for the program. Along with outlining unit topics and objectives, it shall provide suggested activities and evaluation techniques. (7-1-93)
- iii. Topics in the board instructional plan include: (7-1-93)
- (1) Introduction to Multi-Occupations and the cooperative education concept. (7-1-93)
- (2) Pre-Employment Preparation including the job application and interview process. (7-1-93)
- (3) Career Investigation leading to formulation of choices of careers. (7-1-93)
- (4) Growing on the Job -- including human relations and decision making. (7-1-93)
- (5) Basic Skills -- including math and oral and written communications. (7-1-93)
- (6) Business Operations involving a basic understanding of the free enterprise system, the establishment of a business, and key factors such as personnel, merchandising, finance, and credit involved in the success of a business. (7-1-93)

- (7) Personal Economics -- including contracts, payroll deduction, income taxes, social security, credit, and savings and checking accounts. (7-1-93)
- iii. Small group sessions with students, and sometimes employers, shall be conducted to enable candid discussion of mutual concerns relating to the job and/or what is being studied in class. (7-1-93)
- iv. A credit each semester shall be given for the class and a separate credit shall be granted for the on-the-job experience. The grades for the co-op phase shall be determined by the teacher-coordinator with assistance from respective employers. (7-1-93)
- v. The class part of the program in Multi-Occupations shall normally meet five (5) periods weekly for one full year. (7-1-93)
- d. Instructional Materials, Facilities, and Equipment. Instructional materials and equipment and classroom facilities shall be selected and provided to effectively meet the instructional needs of the teacher and students. Since the purpose of the program shall be to help students bridge the gap between school and work life, an occupational atmosphere shall be essential. (7-1-93)
- i. Instructional Materials and Equipment. (7-1-93)
- (1) Equipment Purchased with funds provided in whole or in part by the Idaho SBVE shall be located in and used by students in the Multi-Occupations class, and accounted for annually on the official inventory record. (7-1-93)
- (2) Funds shall be made available by the district to provide supplies and materials necessary for meeting the objectives of the program. (7-1-93)
- (3) Textbooks, instructional and supplementary materials shall reflect current business practices, be sufficient in quantity and variety, and appropriate to the objectives of the instructional program. (7-1-93)
- ii. Facilities. The classroom facilities and furnishings shall be of sufficient size, quality, and arrangement to effectively meet the instructional needs of all students. (7-1-93)
- e. Student Organization. (7-1-93)
- i. Multi-Occupations programs shall have established chapters of the Distributive Education Clubs of America (DECA). Enrollers shall have the opportunity to join this organization or one of the other vocational education youth groups. The youth organization, along with the classroom and on-the-job training, shall be the third phase of the Multi-Occupations program. (7-1-93)
- ii. DECA activities shall include professional conferences, civic projects, and competency-based events. Emphasis shall be on the development of leadership skills. (7-1-93)
- iii. Criteria for activities shall be contained in the Idaho and National DECA Handbooks. Copies are available from the State Supervisor for Distributive Education. (7-1-93)
- f. Assessment of Program Effectiveness. Evaluation of all programs shall be performed as mandated under the Vocational Education Act. It shall be a continuing process involving the student, teacher-coordinator, school administration, parents, employers, advisory committees, and state staff. Evaluation shall be conducted in such a manner as to reflect both short and long-range effectiveness of the program. (7-1-93)
- i. As a continuing process, evaluations shall be both formal and informal in nature. A self-evaluation shall be completed annually. This evaluation shall be important and helpful in the continuing assessment of program effectiveness. (7-1-93)
- ii. Periodic evaluations shall be made by the state supervisor and all programs shall be formally

evaluated by a state team once every five (5) years. (7-1-93)

iii. The following are key factors in the evaluation of cooperative vocational education programs. (7-1-93)

(1) Enrollment. The primary goal of Multi-Occupations shall be to provide entry level skills to all students who want, need and can benefit from such training. For effective instruction, enrollment in each class shall range between fifteen (15) and twenty-five (25). There shall be no sex discrimination, nor sex stereotyping, of students in their enrollment and on-the-job placement. (7-1-93)

(2) Completion. Students shall be considered completers when they have completed the entire curriculum during their senior year and have gained entry level skills. (7-1-93)

(3) Follow-Up. A follow-up report of completers shall be submitted to the state office annually. Follow-up records of students shall be kept for a five (5) year period to determine the effectiveness of the program and shall be used in cooperation with employers and school administrators to determine necessary changes or redirection in the program. For continued program approval, the placement rate shall be a least fifty percent (50%) of those students available for placement. (7-1-93)

(4) Employer Satisfaction. In a cooperative program, employer satisfaction shall be readily determined and shall be continually maintained by regular visits from the teacher-coordinator and active involvement of the advisory committee. (7-1-93)

(5) In state office evaluations, employers shall be interviewed to determine their assessment of employee skills, work attitudes and overall performance. These interviews can also result in the answering of employers' questions and the acceptance of suggestions for program improvement. The degree of employer satisfaction shall be a factor in determining need for program direction. (7-1-93)

06. B-2 Quality Indicators for Distributive Education and Multi-Occupations Cooperative Education Programs. (7-1-93)

a. Facility, Equipment, and Supplies. (7-1-93)

i. The classroom shall have a minimum of seven hundred (700) square feet of instructional space. (7-1-93)

ii. Sufficient and convenient storage space shall be available for teaching materials and supplies. (7-1-93)

iii. The teacher-coordinator shall have access to and use of equipment for duplicating, typing and development of instructional materials. (7-1-93)

iv. The teacher-coordinator shall have a separate office with filing cabinets, storage space and a telephone. (7-1-93)

v. All facilities shall be accessible to the handicapped. (7-1-93)

vi. A sufficient quantity of instructional materials, reflecting current occupations knowledge and proactive, shall be available for staff and student use and are used. (7-1-93)

vii. The reading difficulty of written instructional materials shall be keyed to the reading competence of students. (7-1-93)

viii. The community shall be used as a resource for instructional materials including business forms, film, and trade journals. (7-1-93)

ix. A yearly budget shall be authorized for supplies and equipment for the distributive education and

- multi-occupations programs. (7-1-93)
- b. Curriculum and Instructions. (7-1-93)
 - i. A curriculum outline with performance-based student competencies identified shall be developed, and lesson plans shall be kept on file by the teacher-coordinator for each instructional unit. (7-1-93)
 - ii. The students' on-the-job training stations shall be occupationally relevant to their career goals and objectives. (7-1-93)
 - iii. Student leadership activities (Distributive Education Clubs of America) shall be incorporated into the course of study. (7-1-93)
 - iv. Provisions shall be made through the use of supplementary aids and services to assure that special needs (handicapped and disadvantaged) students can succeed in the regular instructional environment. (7-1-93)
 - (25). v. Recommended minimum class size shall be fifteen (15) students, with a maximum of twenty-five (25). (7-1-93)
 - vi. Students shall receive credit for their cooperative on-the-job training. (7-1-93)
 - c. Coordination Activities. (7-1-93)
 - i. Students, parents, and training sponsors shall understand the fundamental objectives and requirements of the cooperative distributive education or multi-occupations programs. (7-1-93)
 - ii. The parents, students, employer and school shall have a written Training Agreement concerning the administration of the student's occupational experience; a copy shall be on file with the DE or MO teacher-coordinator. (7-1-93)
 - iii. A training plan shall be developed for each student and shall be relevant and specific to the student's occupational objective. (7-1-93)
 - iv. Supervisory visits shall be planned, timed and of sufficient number so that the teacher-coordinator can assist with crucial training or occupational program problems. The teacher-coordinator shall be provided a minimum of one-half (1/2) hour per week, per student for coordination. (7-1-93)
 - v. The teacher's visits to the student's training station shall be for the purpose of supervising the program activities and the student's learning process. Visits and results shall be listed on coordinator's report forms. (7-1-93)
 - vi. Each senior student shall be participating in the cooperative training experience for between fifteen (15) and twenty-five (25) hours per week. (7-1-93)
 - vii. The teacher-coordinator should be employed on an extended contract to allow for time prior to school opening to locate and establish training stations, and for completion of coordination activities at the conclusion of the school year. For full-time programs, a ten-month contract is recommended. (7-1-93)
 - viii. The appropriate state and federal labor laws, minimum wage and child labor shall be followed. (7-1-93)
 - ix. Adequate files shall be maintained on all employed students. Files shall include occupational objectives, training agreements and plans, record of student's wages and hours, parent-student agreement forms, and evaluations. (7-1-93)
 - x. Travel funds shall be provided the teacher-coordinator for coordination activities. (7-1-93)

- d. Instructional Staff. (7-1-93)
- i. All program staff shall be vocationally credentialed. (7-1-93)
- ii. Each staff member shall have a planned program for professional improvement which may include on-the-job training experiences. (7-1-93)
- iii. Professional competency shall be maintained through staff involvement in professional organizations. (7-1-93)
- iv. The staff shall submit on time all required state and local forms. (7-1-93)

211. -- 219. (RESERVED).

220. PROGRAM STANDARDS FOR SECONDARY AND POST SECONDARY HEALTH OCCUPATIONS EDUCATION.

01. General Statements. Health occupations education program shall encompass those career areas which provide services to individuals in need of health care. They shall include direct patient care and supportive services. Employment in this discipline is available in a wide variety of settings: health care facilities (hospitals, nursing homes, and extended care facilities), community health service agencies and professional offices. Educational administrators shall consider the following factors when determining the kind of program to be offered: student needs, community needs and employer needs. (7-1-93)

a. Student Needs. Opportunities to enroll in programs which develop concepts and related skills to prepare for a career in health. This preparation shall be realistic to the student's abilities, interests, job opportunities, career mobility, continued education and advancement possibilities. (7-1-93)

b. Community Needs. Competent health workers to assist in providing quality health care for its citizens. Job opportunities shall be available to all students upon completion of the program. (7-1-93)

c. Employer Needs. Health Occupations programs that prepare students to be competent employees. Local, community and regional health care institutions shall be surveyed to make sure that the programs considered are compatible with the needs of all groups listed above. An essential part of each course shall include planned, supervised experience as part of the educational program. This experience shall be supervised by the instructor to ensure that the experiences are educationally oriented. The educational program in health shall be an integral part of an accredited institution of high learning, a vocational/technical school or a public school district. (7-1-93)

02. Instructional/Support Staff. (7-1-93)

a. Academic Requirements. Completion of an approved program in the occupational area shall be necessary. In programs where licensure is necessary, the instructors shall hold a current license from the appropriate licensure agency. By 1980, a baccalaureate degree in nursing shall be required for hiring instructors in the practical nursing programs. By 1985, a baccalaureate degree in nursing shall be required for all instructors in the practical nursing program. (7-1-93)

b. Occupational Requirements. A minimum of eight (8) years of full-time successful, recent, gainful employment in the occupation shall be required. A baccalaureate degree in the specific occupations plus three (3) continuous years of full-time, successful, recent, gainful employment in the occupation shall be acceptable. Work experience shall have taken place within the last five years. (7-1-93)

c. Certification Requirements. (7-1-93)

i. Instructors employed to serve for approved Health Occupations Education programs shall hold the current vocational certification. Refer to Idaho Certification Standards for Professional School Personnel for complete information on certification requirements. Available from the State of Idaho Certification Department. (7-1-93)

ii. Verification of appointment as an instructor in an approved vocational program in the occupational area for which certification is required, by a local director of an area vocational school, local school administrator or designated area vocational supervisor. (7-1-93)

iii. Responsibility for certification shall belong to the instructor. (7-1-93)

d. Recertification. (7-1-93)

i. A Type A - Interim Certificate (1 year) may be renewed twice. Within three (3) years following employment, instructors shall complete ninety (90) clock hours in vocational teacher education courses, to qualify for a Type A - Standard Certificate (three (3) year), which shall include:

Occupational and Job Analysis
Methods of Instruction
Philosophy/Principles of Vocational Education
Student Evaluation

These courses may be attained through formal college classes, workshops or in-service education programs. (7-1-93)

ii. Teachers shall show evidence of an individual professional development program. (7-1-93)

iii. Upon the expiration of the Type A - Standard Certificate, an Advanced Vocational Specialist Certificate five (5 year) shall be required. Refer to Idaho Certification Standards for Professional School Personnel. Available from the State of Idaho Certification Department. (7-1-93)

e. Duties of Instructors. (7-1-93)

i. The instructor shall be responsible for the entire class including an active role in recruitment, classroom instruction, clinical instruction and coordinating the students' on-the-job experiences and related instruction. Sex fair procedures shall be used and/or actively sought in all aforementioned areas. The instructor shall be able to organize and teach the classroom and clinical material so that meaningful experiences are made available to the student and objectives of the course are met. Good relations shall be maintained with the health agency in which the student is receiving clinical training. Follow-up studies shall be made on all students completing the course to determine the effectiveness of the educational program. (7-1-93)

ii. All instructors shall carry professional liability insurance to protect themselves and students from the possibility of lawsuits. Payment for the policy shall be made by the instructor or LEA depending on funds available. (7-1-93)

iii. Contractual agreements shall be made between the educational institutions and health facilities defining legal responsibilities of each, including specific obligations, work schedules and liabilities. Contracts shall be written, signed and on file at the educational institution. Contracts shall be made with hospitals, nursing homes, doctor and dental offices, x-ray, laboratory departments and any other facility used. Contracts shall be renewed annually. (7-1-93)

f. Personnel Policies. Written personnel policies that provide for orientation, promotion, leave of absence, sick leave, vacation, holidays and salary increments are recommended. Salaries shall be established at a level with insures recruitment and retention of faculty commensurate with preparation, responsibility and competency. (7-1-93)

g. Organizational Plan. There shall be an organizational plan which demonstrates the relationship of the health education program to the overall institution. (7-1-93)

h. Vocational Counseling. (7-1-93)

- i. Institutional staff, especially guidance counselors, shall be sufficiently knowledgeable of Health Occupations programs to be able to answer inquiries about the program, selection criteria, procedures and class content. (7-1-93)
- ii. The instructor shall refer students to the guidance counselors or proper health supportive service for counseling as needed. (7-1-93)
- iii. Non-traditional students shall be actively recruited for all Health Occupations programs. (7-1-93)
- i. Other Support Staff. Secretarial help shall be available, as needed, for Health Occupations instructors. (7-1-93)
03. Instructional Offerings. (7-1-93)
 - a. Characteristics of all Health Occupations Education Programs (7-1-93)
 - i. Philosophy and Objectives. There shall be a statement of philosophy which is consistent with the philosophy of the parent institution, including a state of sex fairness. There shall be terminal objectives which are realistic and attainable within the program of instruction. Objectives shall be based on the concept to prepare a practitioner to give safe and competent care and to function within the legally defined scope of practice. Objectives also shall provide for development of the person as an individual. (7-1-93)
 - ii. Conceptual Framework. The state conceptual framework for the curriculum shall reflect the philosophy of the educational program and shall be relevant to the objectives of the program. (7-1-93)
 - iii. Measurable Objectives. There shall be measurable objectives for each Health Occupations course which shall reflect the philosophy and objectives of the health program. (7-1-93)
 - iv. Selection of Learning Experiences. Learning experiences and methods of instruction shall be selected to fulfill the stated objectives for each program. (7-1-93)
 - v. Curriculum. The curriculum shall be designed to provide all students with the necessary knowledge, skills and attitudes required to prepare for entry into employment in the selected field. Sex fair methods shall be included in curriculum development and lesson plans. Sex fair textbooks shall be utilized or active measures shall be taken to order sex fair textbooks. Leadership skills are taught as an integrated segment of the curriculum. Membership is encouraged in the student organization, Vocational Industrial Clubs of America, (V.I.C.A.). (7-1-93)
 - b. Program Offerings. The following PS programs are offered in Health Occupations:
Practical Nursing
Respiratory Therapy
Medical Secretary
Dental Assisting
Dental Laboratory Technician
Therapy Technician Assistant (7-1-93)
- i. The only secondary program offered in Health Occupations at this time is Orientation to Health Occupations. This program offers skills in a variety of Health Occupation careers depending on the size of the program and availability of training areas. (7-1-93)
- ii. The individual program rules, regulations and standards that are particular to that program shall be identified under separate headings and appear in Section 7. (7-1-93)
04. Instructional Facilities, Equipment and Materials. In order for Health Occupations programs to be successful, adequate facilities shall be provided for classroom, laboratory, storage and office space to meet program needs of all students. These facilities shall be provided and maintained by the LEA. When possible, the Health Occupations unit shall be a part of, or an addition to, the main school building complex. The laboratories or facilities

shall create the atmosphere as much as possible of the appropriate health care agency for which the training will be conducted. (7-1-93)

a. Classroom. The size of the classroom shall be adequate for the largest class using it. Suitable lighting, ventilation, sound control, seating arrangement, location, functional equipment and furnishings shall be designed for the activities being conducted. Specific safety standards regarding radiation precautions, fire laws, electrical hazards and the handling of chemical gas mixtures shall be practiced in the classroom, laboratory and clinical areas. (7-1-93)

b. Laboratory Area. A laboratory area shall be provided for students to utilize in skill development activities and shall be available for use by all students in Health Occupations programs. (7-1-93)

c. Storage. Adequate shelves, storage cabinets and areas shall be provided to store equipment, supplies and demonstration materials. (7-1-93)

d. Office Space. Each instructor shall be provide with office space. It is recommended that the office shall conveniently provide space for a desk, counseling chairs, filing cabinet, book shelves and a telephone. (7-1-93)

e. Reference Center/Library. A learning resource center that has health occupations reference material available shall be provided for student use. This may be provided in the classroom area or as a part of the institutional library. (7-1-93)

f. Student Areas. Lounge and lavatory area shall be provided and available for all students. (7-1-93)

g. Consumable Supplies. Funds shall be made available by the district to provide supplies and materials necessary for meeting the objectives of the program. (7-1-93)

h. Visual Aids and Equipment. Textbooks, instructional and supplementary materials shall reflect current industry practices, be sufficient in quantity and variety, and appropriate to the objectives of the instructional program. Equipment purchased with funds provided in whole or in part by the Idaho SBVE shall be located in and used by all the students in the Health Occupations Education class. (7-1-93)

05. Evaluation. (7-1-93)

a. Follow-up. The Health Occupations program shall be evaluated yearly by graduates, students, staff, advisory council and employers. Records shall be maintained for follow-up information on all graduates. The program instructor shall utilize evaluation information for program revision. The state supervisor shall review all program evaluations and conduct a periodic evaluation of all programs with a written report submitted to administration and instructors of the program. Provisions shall be made for a record system that provides accurate recording of admissions and retention. Provision shall be made for safe storage of records to prevent loss, destruction or access by unauthorized personnel. (7-1-93)

b. Measuring Student Achievement. Evaluation methods and tools to be used for measuring student achievement shall be determined by the faculty responsible for teaching the course of instruction. Evaluation of students shall be in terms of measurable objectives and competency based. (7-1-93)

c. Enrollment. While the primary goal of vocational education is to provide entry-level skills to all individuals, there are certain limits related to student/teacher ratios and cost effectiveness that must be observed. The recommended minimum size for a vocational class shall be ten (10) students with a maximum of twenty (20). (7-1-93)

06. Adult Extension Courses. Adult extension courses shall be offered in Health Occupations under the guidelines outlined in the State Guidelines for Organization and Administration of Vocational Education Adult Classes. Available from the SBVE, 650 W. State Street, Boise, Idaho 83720. (7-1-93)

07. Individual Program Standards, Rules and Regulations. (7-1-93)

a. Respiratory Therapy. Refer to "Guideline Essentials of an Accredited Educational Program for the Respiratory Therapy Technician", adopted 1977 by the American Medical Association Council on Medical Education in collaboration with the American Association for Respiratory Therapy, American College of Chest Physicians, American Society of Anesthesiologists, American Thoracic Society, which sponsor the Joint Review Committee for Respiratory Therapy Education. Copies of these guidelines may be obtained from:

State Board for Vocational Education
Health Occupations Education
650 West State Street
Boise, ID 83720

or

Joint Review Committee
for Respiratory Therapy Education
Suite 125
1720 Regal Row
Dallas, TX 75235

(7-1-93)

b. Medical Secretary. Follows standards for Idaho Health Occupations programs in vocational education. (7-1-93)

c. Dental Assisting. Follows standards for Idaho Health Occupations programs in vocational education. (7-1-93)

d. Dental Laboratory Technician. Follows standards for Idaho Health Occupations programs in vocational education. (7-1-93)

e. Therapy Technician Assistant. Follows standards for Idaho Health Occupations programs in vocational education. (7-1-93)

f. Orientation to Health Occupations. Follows standards for Idaho Health Occupations programs in vocational education. (7-1-93)

g. Practical Nursing. Follows State of Idaho Board of Nursing Minimum Standards, Rules and Regulations. Copies of these guidelines may be obtained from:

State Board for Vocational Education
Health Occupations Education
650 West State Street
Boise, ID 83720

or

Idaho State Board of Nursing
413 West Idaho
Boise, ID 83702

(7-1-93)

221. -- 229. (RESERVED).

230. PROGRAM STANDARDS FOR SECONDARY HOME ECONOMICS EDUCATION.

01. Program Definition. The term "home economics education" (consumer and homemaking education and occupational home economics education) signifies instructional programs, services and activities at all educational levels for: (7-1-93)

- a. The occupation of homemaking including but not limited to, consumer education; food and nutrition; family living and parent education; child development, care and guidance, housing and home furnishings; home management, clothing and textiles; and (7-1-93)
- b. Employment in home economics occupation in the above areas. (7-1-93)
- 02. Program Philosophy and Objectives. (7-1-93)
 - a. Secondary consumer/homemaking (C/HE) programs in Idaho contribute essential living skills needed by individuals and families, since everyone in a homemaker in today's society. Effective development of homemaking skills can add measurably to individual and family economy as well as to the gross national product. Program objectives compatible with this philosophy follow. (7-1-93)
 - i. Prepare students for the occupation of homemaking. (7-1-93)
 - ii. Help students combine the roles of homemaker and wage earner. (7-1-93)
 - iii. Assist students to understand the economic, social and cultural conditions which impact on individuals and families. (7-1-93)
 - iv. Assist in the development of individuals' essential living skills. (7-1-93)
 - v. Aid students in increasing leadership skills for becoming contributing members of society in the home, school and community. (7-1-93)
 - vi. Provide students with career exploration activities related to home economics to aid them in making career decisions. (7-1-93)
 - vii. Help individuals and families improve home environments and the quality of personal and family life. (7-1-93)
 - b. Secondary occupational home economics (HERO) programs in Idaho develop entry level skills related to home economics in the classroom or through a bona fide cooperative program. Such programs enable students to become successfully employed in business or industry. The following program objectives to accompany this philosophy have been identifies. (7-1-93)
 - i. Provide students with occupational skills related to home economics which will allow them to enter and progress on the job. (7-1-93)
 - ii. Develop student's work heavyweights acceptable to employers. (7-1-93)
 - iii. Aid students in increasing leadership skills for becoming contributing members of society in home, school and community. (7-1-93)
 - iv. Help students understand the economic, social and cultural conditions which impact on them as workers and family members. (7-1-93)
 - v. Enable students to obtain and progress in a job related to their training. (7-1-93)
- 03. Instructional Programs. Two (2) kinds of home economics programs shall be offered in secondary schools of Idaho: a consumer/homemaking program, a Home Economics Related Occupations program, or both. (7-1-93)
 - a. An approved consumer/homemaking program shall: (7-1-93)
 - i. Consist of three (3) levels of consumer/homemaking courses including: Level I - Basic, Level II -

- Special Interest and Level III - Preparation for Independent Living. (7-1-93)
- ii. Follow the recommended scope of course offerings outlined in the Consumer/Homemaking Curriculum Guide #141-142, approved by the State Board of Education. These guides have been provided to superintendents in each district, and can be provided by the State Supervisor of Home Economics Education on request. (7-1-93)
 - iii. Utilize input from appropriate advisory committees in planning and evaluating the Consumer/Homemaking (C/HE) programs. (7-1-93)
 - iv. Provide appropriate instruction for all levels of student ability. (7-1-93)
 - v. Integrate principles of consumer education, personal management, relationships, employment skills and safety in each home economics subject area. (7-1-93)
 - vii. Provide opportunities for Future Homemakers of America (FHA/HERO) participation as an integral part of the instructional program. (7-1-93)
 - viii. Have a prepared teaching plan filed with the appropriate administrator at the beginning of the school year. (7-1-93)
 - ix. Use the home and community as laboratories for student learning experiences which are planned and approved by parents, teachers and students. Teacher supervision of these experiences is expected. (7-1-93)
 - x. Demonstrate that recruitment procedures for enrolling students are non-discriminatory and non-segregated. (7-1-93)
 - xi. Enroll only the number of students that space and equipment can accommodate efficiently for effectively teaching and learning. (7-1-93)
 - (1) Laboratory classes shall serve no more than twenty-four (24) students per period, space and equipment permitting. (7-1-93)
 - (2) An acceptable standard for food preparation is a maximum of four (4) students per kitchen unit. (7-1-93)
 - (3) An acceptable standard for clothing construction is a maximum of two (2) students per sewing machine. (7-1-93)
 - (4) Maximum teacher load per program shall be one hundred twenty (120) students. (7-1-93)
 - xii. Schedule vocational home economics classes for sufficient time to accomplish the defined objectives. Sixty (60) minute periods, for laboratory classes, are needed to adequately meet program objectives. Idaho Accreditation Standards and Procedures for Secondary Schools (1977) issued by the State Department of Education states "Laboratory classes shall aggregate not less than one hundred forty-five (145) clock hours for allowance of a unit of credit." (7-1-93)
 - xiii. Assure that an adequate budget based on curriculum needs and number of students enrolled, in provided for: current teaching materials, consumable supplies, maintenance and operation of the departments facilities and equipment. An acceptable standard for consumables is twelve dollars (\$12) to fifteen dollars (\$15) per student. (7-1-93)
 - xiv. Reimburse teacher's travel costs for home visits, delivery services and student leadership activities. (7-1-93)
 - xv. Select teachers on the basis of qualifications in a non-discriminatory fashion. (7-1-93)

- xvi. Provide for extended employment of teachers. (7-1-93)
- (1) An acceptable standard for (C/HE) and in-house (HERO) programs is up to two (2) weeks in order to: supervise students projects/experiences develop curricula; work with youth groups, advisory committees and agencies; and conduct other activities for program improvement. (7-1-93)
- (2) An acceptable standard for coordinators of cooperative (HERO) programs is up to four (4) weeks in order to: establish work stations; work with employers, advisory committees and youth groups; develop curricula; and conduct follow-up of students and other activities for the improvement of the program. (7-1-93)
- b. Curricular Offerings for Consumer/Homemaking Courses. The following courses outlined in the Consumer Homemaking Curriculum Guide #141-142 have specified general objectives which shall be used by the local education agency to identify expected student competencies. All curricula, educational materials and media proposed or purchased by the local education agency for any course shall be sex fair. (7-1-93)
- i. First Level - Basic Consumer Homemaking--thirty-six (36) weeks-9th Grade. This course shall be basic to all vocational consumer/homemaking programs in secondary schools. Content shall include: human relationships; care and guidance of children; management of resources; feeding, clothing and housing families; nutrition; and consumer and occupational information Guide #141, Bridging the Gap is available from the office of the State Supervisor of Home Economics Education. (7-1-93)
- ii. Secondary Level-Special Interest Courses--10th Grade and Above. Schools shall be encouraged to enroll students for at least two (2) semesters beyond basic consumer/homemaking. Second level courses shall be of semester length and provide a non-repetitive sequence of learning. Guide #142, Consumer Homemaking in Secondary Schools is available from the office of the State Supervisor of Home Economics Education. (7-1-93)
- (1) Recommended linkages for a year of second level specialty classes which provide continuity and application of knowledge and skills are: (7-1-93)
- (2) Nutrition/Contemporary Meal Management - Children and Parenting; (7-1-93)
- (3) Clothing/Fabrics/Fashion - Environment for Living; (7-1-93)
- (4) Management of Personal and Family Resources - Relationships Within Families; (7-1-93)
- (5) Schools with scheduling problems should consider rotating semester length special interest classes each year so that students desiring to, can complete four (4) or more of these classes during their years in high school. (7-1-93)
- (6) Advanced special interest classes shall only be considered for approval if a proposal is submitted with justification and approval of the administration and advisory committee. Justification shall include: the number of students to be served; the reasons for the request; assurance that second level students will not be eliminated; and that added cost will not reduce the regular program offerings or the budget for the regular program. (7-1-93)
- (7) Children and Parenting--eighteen (18) weeks. Shall include the study of heredity and environment; preparation for the arrival of children; children's growth patterns and the application of parenting skills. Laboratory instruction shall include nursery school, play school or work experience in day-care facilities or kindergarten. (7-1-93)
- (8) Management of Personal and Family Resources--eighteen (18) weeks. Shall include the skills of decision-making; management of time and energy; selection, care and use of supplies and equipment; business procedures regarding contracts, investments, credit purchases and insurance; evaluation of advertising and product safety; preservation of health; and related occupations. (7-1-93)
- (9) Nutrition/Contemporary Meal Management--eighteen (18) weeks. Shall include the study of nutrition; selection, purchasing, preparation and service of food; food preservation and storage; and related occupations. (7-1-93)

(10) Clothing/Fabrics/Fashion--eighteen (18) weeks. Shall include a study of the psychological, sociological and economic implications of clothing construction; production, use and maintenance of clothing; fabric study; and related occupations. (7-1-93)

(11) Environment for Living--eighteen (18) weeks. Shall include factors affecting housing choices; furnishing and maintaining homes; conserving energy; community resources; and occupations relating to housing and home design. (7-1-93)

(12) Relationships Within Families--eighteen (18) weeks. Shall include analyzing self in relation to personal goals and values; identifying existing interpersonal relationships; assuming responsibility within the present family structure; establishing independence; identifying role expectations; strengthening relationships within the family life cycle; reviewing causes of conflicts; and recognizing the importance of commitment to relationships. (7-1-93)

iii. Third Level - Preparation for Independent Living--eighteen (36) weeks 11th or 12th grade. These courses prepare individuals to become contributing members of society as consumers living independently, in homes, dorms or apartments, alone or with others. (7-1-93)

(1) Adult Living--thirty six (36) weeks. Shall include identification of values, goals and lifestyles as well as skill development in: management of clothing purchases, repairs, upkeep; selection of housing and its maintenance; nutrition, food selection, preparation and storage; human relationships; care of children; handling resources; and consumer and occupational information. (7-1-93)

(2) Family Life Management--thirty six (36) weeks--Management of Personal and Family resources coupled with Relationships Within Families. Instruction shall include: a study of personal and family values and goals; self analysis and its application to career selection and preparation; personal adjustment necessary for job and/or family responsibility; financial planning for independent and family life; and preparation for marriage and its responsibilities. (7-1-93)

c. HERO programs approved shall: (7-1-93)

i. Prepare students for entry into employment in child care services, food services, clothing services, home furnishing services, home management services or other occupations utilizing home economics knowledge and skills. (7-1-93)

ii. Provide instruction only at the upper secondary level (11th and 12th grade) in one of the fields or a combination in a multi-occupational program through laboratory or bona fide cooperative education. (7-1-93)

iii. Be designed from an analysis of the job in order to identify tasks to be learned and performed, level of competencies expected, and method of instruction to be utilized. Consideration shall also be given to meeting students' and industries needs. (7-1-93)

iv. Utilize input from an advisory committee. (7-1-93)

v. Provide opportunities for making Future Homemakers of America (FHA/HERO) an integral part of the instructional program. (7-1-93)

vi. Have filed an annual HERO teaching plan with the designated local administrator at the beginning of school. File training agreements, student training plans and weekly coordinator reports with the designated local administrator. (7-1-93)

vii. Maintain records of trainees for required follow-up information. (7-1-93)

viii. Include under "Instructional Program" - Subsection 230.03.a.ix. through 230.03.a.xv. (7-1-93)

d. Curricular Offerings for HERO Courses. Programs for occupational preparation open to both males

and females shall be offered only at the upper secondary level in food services, child care services, clothing services, home services, institutional services or a combination of these in a multi-occupational program through self-contained laboratory and/or cooperative education experiences. (7-1-93)

i. Basic occupational HERO class for 11th grade students shall be a combination of laboratory and related instruction offered daily for one or two periods for the total school year. (7-1-93)

ii. Advanced occupational HERO class for 12th grade students may be a continuation of the combination as indicated under "Basic" or a cooperative education class combining in-school instruction with paid work experience in the occupation, for which students are also given school credit. The related instruction for a cooperative class shall be scheduled for a minimum of five (5) hours per week. (7-1-93)

04. Teacher Preparation. Vocational endorsement requirement for home economics teachers in Idaho shall include a bachelor's degree with a single major in home economics and work in each of the following areas: (7-1-93)

a. Vocational education courses covering: advisory committee usage; coordination of cooperative programs; occupational and job analysis; principles/philosophy of vocational education; and vocational guidance. (7-1-93)

b. Home Economics methods of teaching covering: art principles; child development and laboratory experience; clothing and textiles; consumer education/family finance; family relations; food and nutrition; home management and practicum; housing, home furnishings and equipment. (7-1-93)

c. Home Economics methods of teaching covering: secondary and adult methods in home economics; classroom and laboratory techniques; demonstration techniques; evaluation of learning; organization/administration of FHA/HERO/; Occupational Home Economics; and planning vocational home economics curriculum. (7-1-93)

d. Occupational Experience - a minimum of five hundred (500) cumulative hours of work experience in business or industry in occupations related to home economics. (Participation in an occupation internship or approved HERO training program may be equated in lieu of some work experience.) (7-1-93)

e. Teacher coordinators of cooperative programs and teachers of occupational classes related to home economics shall have two (2) years related work experience. (7-1-93)

f. Professional improvement, on a regular basis, shall be shown by teachers in order to remain current with educational trends and content. (7-1-93)

05. Instructional Materials/Equipment/Facilities. The local education agency shall be expected, in Consumer/Homemaking or Home Economics Related Occupations programs, to provide: (7-1-93)

a. Materials. Current non-biased instructional media, materials and library resources. (7-1-93)

b. Equipment. Up-to-date equipment for student use, experimentation and evaluation relative to choice in the market place and reflective of: (7-1-93)

i. The majority of home in the community, or (7-1-93)

ii. The business or industry for which training is given. (Equipment and materials purchased in whole or part with vocational funds shall be located in the department and inventoried annually.) (7-1-93)

c. Facilities. A laboratory of sufficient size to accommodate individual and group experiences, safely and efficiently, for both males and females, in all instructional content areas. (7-1-93)

06. Vocational Student Organization. As an integral part of the Consumer/Homemaking or Home Economics Related Occupations program, opportunities shall be provided for participation in a vocational student organization. (7-1-93)

- a. Future Homemakers of America shall be the official student organization for vocational home economics students. FHA is used to designate consumer/ homemaking (C/HE) chapters. HERO is used to designate chapters in occupational preparation (HERO) programs. (7-1-93)
- b. The goal of the organization shall be to help students assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation and community involvement. (7-1-93)
- c. Opportunity shall be provided for all students enrolled in C/HE or HERO programs to participate in chapter leadership activities. (7-1-93)
- d. Chapter activities (Program of Work) shall be developed from the concerns of members, correlated with the area of study and with stated goals and annual objectives of the organization as a co-curricular component of the program. (7-1-93)
- e. National, state and district dues shall be submitted to the Idaho Association Future Homemakers of America in order to be an affiliated chapter. (7-1-93)
- f. Active chapter members shall be dues paying members who have the privilege of holding office, representing the chapter, attending district, state and national meetings. (7-1-93)
07. Evaluation. P.L. 94-482 shall require both self-evaluation and on-site evaluation with special consideration given to: (7-1-93)
- a. Eliminating sex role stereotyping and providing equal opportunity for both sexes. (7-1-93)
- b. Quality C/HE programs which give attention to nutrition education, parenthood education, reaching the disadvantaged/handicapped, and provision of up-to-date instruction for living effectively as a consumer in society. (7-1-93)
- c. Cost effectiveness and program quality related to program capacity and enrollment. The advisability of program continuation when less than a total of twelve (12) students and enrolled in the three (3) levels (refer to Subsection 230.03.a.i.) is questionable. (7-1-93)
- d. Completion of two (2) or more years of the C/HE program by students in order for them to gain some entry level skills for the occupation of homemaking. The justification for program continuation, when less than twenty-five percent (25%) of the terminating students complete two (2) or more years of the C/HE program, is questionable. (7-1-93)
- e. Follow-up of students by conducting a survey of consumer/homemaking program completers to determine the usefulness of the program and to assist in changing the curriculum to meet identified needs and for follow-up of students in an HERO program to determine placement and employer satisfaction. (7-1-93)
- f. HERO programs effectively preparing students for employment. A placement of forty percent (40%) of the students on jobs related to their training shall be necessary for continuation of program approval. (7-1-93)

See example of flow chart in Appendix A, located at the end of this chapter.

231. -- 239. (RESERVED).

240. PROGRAM STANDARDS FOR SECONDARY INDUSTRIAL ARTS EDUCATION.

01. General Statements. (7-1-93)
- a. Industrial Arts Education shall be that instructional program which pertains to subject matter

organized for the learning of technical, consumer, occupational recreation, historical, and cultural aspects of industry. Industrial Arts shall include those learning experiences which involve experimentation, design, construction, and evaluation, as well as the tools, machines, and processes of industry. In Idaho, two (2) types of industrial arts programs shall be available: (7-1-93)

i. A comprehensive Industrial Arts program shall provide students a general education aspects of our industrial and technological culture. (7-1-93)

ii. A prevocational Industrial Arts program shall provide students with sufficient occupational information and basic preparation to achieve successfully in advanced vocational and technical programs. (7-1-93)

(1) A prevocational exploratory cluster program is designed for grades 9-10. (7-1-93)

(2) A prevocational developmental program is designed for grades 11-12. (7-1-93)

b. Goals for Industrial Arts. (7-1-93)

i. Develop an insight and understanding of industry and its place in our culture. (7-1-93)

ii. Discover and develop talents, aptitudes, interests, and potentials of individuals. (7-1-93)

iii. Develop an understanding of industrial processes and the practical application of scientific principles. (7-1-93)

iv. Develop basic skills in the proper use of common industrial tools, machines and processes. (7-1-93)

v. Develop problem solving and creative abilities involving the materials, processes and products of industry. (7-1-93)

c. Specific goals for Prevocational exploratory programs. Develop skills in making informed and meaningful occupational choices. (7-1-93)

d. Prevocational developmental programs. Prepare individuals for enrollment in advanced vocational and technical education post secondary programs. (7-1-93)

02. Instructional Staff. (7-1-93)

a. Certification for instructors employed to instruct in approved industrial arts programs shall hold current certification as required. (Refer to Idaho Certification Standards for Professional School Personnel available from State of Idaho Certification Department. (7-1-93)

b. Instructor duties include responsibility for assisting in active student recruitment, classroom instruction, and laboratory management and safety. Instructor shall coordinate vocational articulation for prevocational students and shall provide related instruction. Instructors shall utilize sex fair procedures in fulfilling their duties. (7-1-93)

c. It is desirable for persons who teach prevocational Industrial Arts classes to have professional preparation in each of the following areas: (7-1-93)

i. Principles, Philosophy or Foundations of Industrial/Technical Education. (7-1-93)

ii. Utilization of Vocational Advisory Committees. (7-1-93)

iii. Organization and Administration of Vocational Youth Groups. (7-1-93)

iv. Occupational Education Information. 7-1-93)

- v. It is desirable that prevocational Industrial Arts instructors have work experience in their respective field of prevocational instruction. (7-1-93)
- d. Instructors shall keep guidance counselors up-to-date on industrial arts programs and sufficiently knowledgeable in order to answer inquiries about the program, effectively assist in student selection, relate class procedures and understand enrollment limits. (7-1-93)
- e. When justified, other supportive staff such as laboratory aides/assistants and the availability of secretarial and custodial help shall be provided. (7-1-93)
03. Instructional Offerings. (7-1-93)
- a. Common characteristics of industrial arts education programs shall include: (7-1-93)
- i. A statement of philosophy consistent with the state, district, and school philosophies. (7-1-93)
- ii. Establish district and school program goals. (7-1-93)
- iii. Establish realistic student performance objectives for each curricular offering. (7-1-93)
- iv. Learning experiences and instructional methods selected to fulfill the stated objectives of each program for all students. (7-1-93)
- v. Develop student evaluation process and course/program assessment. (7-1-93)
- vi. Course content and instructional material presented shall be consistent with the approved state curriculum. (7-1-93)
- vii. An organized, comprehensive safety instructional program shall be an integral part of each program taught. (7-1-93)
- b. Approved program offerings. Vocational Education curriculum guides for Industrial Arts Education are available from the state supervisor of Industrial Arts. Specific Instructional Program Standards for the fourteen (14) industrial arts guides will be provided on request. (7-1-93)
- i. Comprehensive Industrial Arts grades 7-12. (7-1-93)
- (1) General Industries shall provide students with exploratory experiences and laboratory activities in metals, woods, plastics, drafting, electricity, power, home maintenance, and leather. This program is designed for the comprehensive general industrial arts laboratory and permits a wide range of flexibility in subject content offerings. Refer to Voc Ed Guide #173 for further information. (7-1-93)
- (2) Industrial Metals shall provide students an understanding of the metals working industry and related occupations. Student learning experiences shall include designing, planning, constructing, and evaluating techniques. Industrial Metals content acquaints students with a wide variety of metal areas including sheet metal, wrought iron, foundry, forging, heat treating, art metals, metal machining, and metal finishing. Refer to Voc Ed Guide #174 for further information. (7-1-93)
- (3) Industrial Plastics shall provide students with an understanding of the industrial plastics industry and related occupations. Students shall become acquainted with various plastic materials, the forms in which they exist, and basic industrial processes of molding and forming, mold making, casting, coating, thermofusion, and fabrication used in production of plastic products. Refer to Voc Ed Guide #176 for further information. (7-1-93)
- (4) Industrial Woods assists students in developing an understanding of the woodworking industry and related occupations. Students shall be provided learning experiences which include planning, preparing, constructing, and evaluating techniques and methods. Course content includes introduction to wood technology, tools, machines,

laminating, forming, carpentry, and finishing. Refer to Voc Ed Guide #175 for further information. (7-1-93)

(5) American Industries shall assist students to develop an understanding of the industrial enterprise system in America with emphasis on the role and function of industry as it relates to materials, personnel, production processes, energy, management, distribution, and industrial occupations. Students shall develop an understanding of the technology involved in producing industrial products through real and simulated laboratory experiences with primary emphasis on construction, manufacturing, graphic communications and power/energy. Refer to Voc Ed Guide #144 for further information. (7-1-93)

ii. Prevocational Industrial Arts Offerings. A local district shall have the option to develop a prevocational program from the following nine guides or design a custom-built program from input received through an advisory committee. The program shall articulate to secondary or post secondary vocational education programs and shall meet the intent and guidelines of prevocational industrial arts offerings. (7-1-93)

(1) Exploratory clusters for grades 9-10. (7-1-93)

(2) Construction shall be the study of process and of the socio economic problems of building construction. Student learning experiences shall include experimenting, designing, constructing, and evaluating construction methods and processes through the use of tools and materials on model and actual situations. Student laboratory activities shall include site selection, surveying, contacting, site preparation and completion of a construction product. Refer to Voc Ed Guide #145 for further information. (7-1-93)

(3) Graphic Communications shall be the study of basic processes of communicating information through graphic systems of drawing, drafting, printing, and photography. Student learning experiences shall include planning, preparing, producing, and evaluating techniques and methods of communicating graphically. Refer to Voc Ed Guide #147 for further information. (7-1-93)

(4) Manufacturing shall be the study of the processes and of the socio-economic contributions of industries concerned with the creation of consumer products. Student learning experiences shall be developed around the concepts of industry which are demonstrated through the use of tools, machines and materials in planning products, preparing for production, producing products, distribution, and studying occupations. Refer to Voc Ed Guide #146 for further information. (7-1-93)

(5) Power/Energy shall provide students with an understanding of energy sources, conversion, transmission, and utilization of power. Student learning experiences shall include theory, maintenance, and servicing of machines and equipment with emphasis on small engines, electricity, fluidics, alternative energy sources, plus the related socio-economic and occupational information. Refer to Voc Ed Guide #148 for further information. (7-1-93)

(6) Developmental Courses for grades 11-12. (7-1-93)

(7) Drafting shall provide students opportunity to experience the basic language of industry and technology. Students shall gain a basic background in communicating ideas through lines, symbols, and drawings and develop an understanding of the broad scope of mechanical drawing. Student learning activities shall involve lettering, freehand sketching, orthographic projection, geometric construction, dimensioning, sectioning, reproducing pictorial drawing instruments and techniques. Refer to Voc Ed Guide #149 for further information. (7-1-93)

(8) Electricity/Electronics shall include study of the fundamentals of theory, measurement, control, and application of electrical energy. Student learning activities shall include demonstrating, experimenting, designing, constructing, testing electric devices, and researching information concerning programs and occupations in electronics. Refer to Voc Ed Guide #130 for further information. (7-1-93)

(9) Graphic Arts shall be the study of graphic reproduction using the tools, materials, and processes of the printing industry. Student learning experiences shall include designing, planning, composing, printing, and evaluating reproduction techniques in the graphic arts industry. Cameras, printing presses, and copy machines shall be among the many equipment items made available to students. Refer to Voc Ed Guide #151 for further information. (7-1-93)

(10) Industrial Materials and Processes shall be study of industrial-technical materials and processes including their properties and utilization as they are fabricated into usable products. Student learning experiences shall include hand machine, and automated processes for the fabrication testing of metals, woods, plastics, and synthetic materials. Refer to Voc Ed Guide #153 for further information. (7-1-93)

(11) Power Mechanics shall be the study of the sources, conversion, transmission, and utilization of energy and power. Student learning activities shall include the theory, maintenance, and servicing of engines and machines. Students shall also learn about the application of power and energy systems to common power devices and transportation vehicles. Content shall include information on further education programs and occupations related to power and transportation industries. Refer to Voc Ed Guide #159 for further information. (7-1-93)

04. Instructional Facilities, Equipment, and Materials. Facilities for instruction in industrial arts programs shall provide space arranged to facilitate supervision of learning, be planned to insure comfort and safety of students and be indicative of working conditions found in industry. (7-1-93)

a. Laboratories shall be designed for the learning activities to be conducted and include suitable lighting, ventilation, sound control, location of functional equipment and furnishings to insure safety standards are enforced and practiced. (7-1-93)

b. Laboratories shall be provided of sufficient size that are large enough to facilitate supervision, allow for safety, and be arranged to accommodate industrial operations. (7-1-93)

c. Space allocations shall be consistent with the nature of instructional activities presented in the laboratory, as well as the number of students enrolled per section. (7-1-93)

i. Class size shall not exceed twenty (20). (7-1-93)

ii. Class size shall not be less than ten (10) for cost effective purposes. (7-1-93)

d. Textbooks, instructional, and supplementary materials shall reflect current industry practices; be sufficient in quantity, variety, and appropriateness to meet the objectives of the instructional program. (7-1-93)

e. Equipment purchased with funds provided in whole or in part by the Idaho SBVE shall be located in and used by the students in the industrial arts education program. All equipment shall be maintained on an up-to-date inventory. The State Office shall monitor this inventory record. (7-1-93)

05. Student Leadership Organization. The American Industrial Arts Student Association (AIASA) shall be the official student organization for industrial arts students. The Idaho Industrial Arts Student Association (IIASA) shall be affiliated with AIASA and shall be the avenue by which good leadership training is provided. (7-1-93)

a. Purposes of IIASA shall be: (7-1-93)

i. To provide opportunities for the development of leadership in social, civic, scholastic, and community activities. (7-1-93)

ii. To encourage scholastic motivation by providing opportunities to integrate and use the knowledge and skills of other educational disciplines in practical ways. (7-1-93)

iii. To increase the knowledge and broaden the understanding of all students living in our industrial technological society. (7-1-93)

iv. To assist in the making of informed and meaningful occupational choices. (7-1-93)

v. To provide opportunities to promote industrial arts in school, community, state and nation. (7-1-93)

vi. To inspire students to respect the dignity of labor, and to appreciate craftsmanship. (7-1-93)

- b. The program of IIASA shall provide: (7-1-93)
 - i. Industrial Arts students with activities which are related to the instructional program both in and out of the classroom. (7-1-93)
 - ii. Activities that are co-curricular rather than extra-curricular. (7-1-93)
- 06. Program Evaluation. The maintenance of a quality program of industrial arts shall require continuous evaluation of the goals, processes, and products relative to student, staff, curriculum, instruction, support services, facilities, organization and administration. (7-1-93)
 - a. Evaluation shall measure the effectiveness of industrial arts programs by: (7-1-93)
 - i. Assessing the goals and objectives. (7-1-93)
 - ii. Identifying and assessing the instructional techniques and methods being utilized. (7-1-93)
 - iii. Identifying and recommending methods to effectively eliminate program weaknesses. (7-1-93)
 - iv. Relating evaluation outcomes to standards. (7-1-93)
 - v. The SBVE and the Local Educational Agency share cooperatively in the evaluation of industrial arts programs, services, instruction, facilities equipment and activities. (7-1-93)
 - b. Prevocational industrial arts programs shall be further evaluated by: (7-1-93)
 - i. The effective utilization of a local advisory committee. (7-1-93)
 - ii. The extent that the curriculum presentation assists individuals in developing their vocational interests and abilities for furthering their vocational goals. (7-1-93)
 - iii. The periodic review and update of program goals, course outlines with the performance objectives and the methods of student evaluation. (7-1-93)
 - iv. Determining that adequate career guidance and counseling is an integral part of the program. (7-1-93)
 - v. Provide for a follow-up of students who complete one or more prevocational course offerings. (7-1-93)

See example in Appendix C, located at the end of this chapter

241. -- 249. (RESERVED).

250. PROGRAM STANDARDS FOR SECONDARY OFFICE OCCUPATIONS EDUCATION.

- 01. Office Occupations. Instruction in the program shall encompass business skills, techniques, economic understanding, and attitudes necessary to enable students to participate in the economy as wage earners and consumers. (7-1-93)
 - a. The Office Occupations Departments of Idaho high schools have a dual responsibility. This dual responsibility shall consist of offerings which impart general information to help students make meaningful decisions in life and prepare students for entry level employment. (7-1-93)
 - b. General business education courses shall inform and impart knowledge regarding business activities which can be taken by students for the individualized knowledge or skill which can be gained. (7-1-93)

c. Office Occupations programs shall be designed to provide students with skills, based on manpower needs of the area, which are suited to the needs, interests and abilities of students. Office Occupations programs shall be available to all students and be designed to overcome sex discrimination and sex stereotyping. (7-1-93)

02. Objectives of Office Occupations Education. (7-1-93)

a. The 1963 Vocational Education Act, as amended in 1968 and 1976, authorized Federal Grants to states to assist them: (7-1-93)

i. To maintain, extend and improve existing programs of Office Occupations. (7-1-93)

ii. To develop new programs of Office Occupations for persons of all ages, in all communities of the state which are suited to the students' needs, interests and abilities. (7-1-93)

iii. To design programs of Office Occupations which provide for the development of occupational skills necessary for initial employment and advancement in a business career. (7-1-93)

b. Each LEA Annual Plan shall be reviewed in light of the above objectives and within the limits of the following program mandated and suggested standards. (7-1-93)

03. Instructional Plan. Programs in Office Occupations shall provide students with an opportunity to gain skills and knowledge necessary to obtain entry level positions. "--vocational education means organized education programs which are directly related to the preparation of individuals for--employment or for additional preparation for a career requiring other than a baccalaureate or advanced degree." (The following State Guides have been prepared to assist programs in meeting the goals of vocational education. Copies are available upon request from the Idaho State Department of Vocational Education.)

Vo-Ed #114 Guidelines for Office Occupations
Vo-Ed #137 Guidelines for Office Practice
Vo-Ed #156 Guidelines for Advanced Typewriting
Vo-Ed #161 Curriculum Guide for Business and Office Education
Vo-Ed #167 Guide for Cooperative Office Occupation Program (7-1-93)

a. The office occupations program shall reflect a series of planned activities and learning leading to the development of essential office skills and the ability to apply these skills in the office setting. (7-1-93)

i. The basic program shall include a sequential offering of vocational and non-vocational classes such as: typewriting, shorthand, office machines and office procedures. Optional vocational and introductory classes are Outlined below. (7-1-93)

ii. Sequential Office Occupations Chart of Recognized Business and Office Education Offerings. (7-1-93)

(1) Course titles are presented in the Sequential Office Occupations Chart at their earliest year of availability, but this does not preclude enrollment during subsequent years. (7-1-93)

(2) Individual schools may offer additional enrichment or alternate non-listed courses to meet local needs. (7-1-93)

(3) A Sequential Office Occupations Chart for a basic business program has not been identified as the needs of the student may vary depending on whether the student is taking courses for personal use or college preparation. (7-1-93)

iii. Secretarial Core.

Secretarial Core.			
9th Grade	10th Grade	11th Grade	12th Grade
	Typing I	*Shorthand I or *Machine Shorthand	*Office Procedures, Secretarial
		*Typing II	*Shorthand II

*Courses which may be reimbursable as approved by the State Board (1976).

**Accounting I may be reimbursed under certain conditions. If interested, contact the State Supervisor.
 (7-1-93)

iv. Secretarial Enrichment.

Secretarial Enrichment			
9th Grade	10th Grade	11th Grade	12th Grade
General Business	Office Machines (Computations)	**Accting/ Bookkeeping I	*COOP
Recordkeeping	Business Communications	*Intro to Data Processing	*Data Processing
		*Data Processing I	
		Economics	
		Business Law	

*Courses which may be reimbursable as approved by the State Board (1976).

** Accounting I may be reimbursed under certain conditions. If interested, contact the State Supervisor.
 (7-1-93)

v. Program curriculums shall consider both the needs of the student and the occupational opportunities; be designed to provide learning in office tasks; meet job standards; be constantly changing to keep pace with changes in occupational opportunities and requirements; and be flexible enough for open entry/exit scheduling.

(7-1-93)

b. The office occupations curriculum shall be planned program leading to a career in one of the following broad office occupations clusters:

(7-1-93)

14.0100	Accounting and Computing Occupations
14.0201	Computer and Console Operators
14.0203	Programmers
14.0299	Other Business Data Processing
14.0300	Filing, Office Machines, Clerical Occupations

14.0400	Information Communications Occupations
14.0500	Materials Support, Transportation
14.0600	Personnel Training and Related Occupations
14.0700	Steno., Secretarial and Related Occupations
14.0800	Supervisory and Adm. Mgmt. Occupations
14.0900	Typing and Related Occupations

c. Competency based job entry-level employment standards shall be utilized in assessing student learning and satisfactory completion of specific subject matter. (7-1-93)

d. Written course outlines, as required by the Idaho SBVE and identified in the various Guides shall be on file and reflect the actual activities of the office occupation courses. They shall be expressed in terms of student performance criteria. (7-1-93)

e. Class Scheduling (Secondary). (7-1-93)

i. A sufficient number of class periods and offerings shall be provided to serve the needs of all students desiring to become proficient in office skills. (7-1-93)

ii. The basic vocational classes and Clerical Office Procedures should be an average of one school hour or class period daily. (7-1-93)

iii. Secretarial Office Procedures and Advanced Shorthand should be scheduled back-to-back in a two (2) school hour or double period block. (7-1-93)

f. Cooperative Program in Office Occupations. When offered the program shall be cooperative arrangement between the school and community employers to provide related work and school experiences for senior students enrolled in the Office Procedures class. These two experiences shall be planned and supervised by the school and employers so that each contributes to the students' perfected skill and employability. Refer to Guide #167 for further information; available upon request from the Division of Vocational Education. (7-1-93)

i. To effectively organize the Cooperative Program, extended contracts provide for coordinating activities between the school and training stations prior to the start of the school year and the completion of reports following the end of the school year. (7-1-93)

ii. Teacher-Coordinators shall have one hour release time per CO-OP section during the school day for coordination of CO-OP class. (7-1-93)

iii. Accounting Bookkeeping Core.

Accounting Bookkeeping Core			
9th Grade	10th Grade	11th Grade	12th Grade
	Typing I	**Accounting/Bookkeeping I	*Accounting/Bookkeeping II/
			Office Procedures

*Courses which may be reimbursable as approved by the State Board (1976).

** Accounting I may be reimbursed under certain conditions. If interested, contact the State Supervisor.

iv. Accounting/Bookkeeping Enrichment.

Accounting/Bookkeeping Enrichment			
9th Grade	10th Grade	11th Grade	12th Grade
General Business	Typing I	Business Law	Office Procedures, Clerical
Recordkeeping	Office Machines (Computations)	*Typing II	*COOP
	Business Communicatons	Economics	*Shorthand I
		*Intro to Data Processing	*Data Processing II
		*Data Processing	

*Courses which may be reimbursable as approved by the State Board (1976).

** Accounting I may be reimbursed under certain conditions. If interested, contact the State Supervisor. (7-1-93)

v. Clerical Core.

Clerical Core			
9th Grade	10th Grade	11th Grade	12th Grade
	Typing I	*Typing II	Office Procedures, Clerical

*Courses which may be reimbursable as approved by the State Board (1976).

** Accounting I may be reimbursed under certain conditions. If interested, contact the State Supervisor. (7-1-93)

vi. Clerical Enrichment.

(7-1-93)

Clerical Enrichment			
9th Grade	10th Grade	11th Grade	12th Grade
General Business	*Office Machines (Computations)	*Accounting/ Bookkeeping I	*COOP
Recordkeeping	Business Communications	*Intro to Data Processing	*Data Processing II
		*Data Processing I	
		Economics	
		Business Law	

*Courses which may be reimbursable as approved by the State Board (1976).

** Accounting I may be reimbursed under certain conditions. If interested, contact the State Supervisor.

04. Instructional Materials and Equipment. Facilities for instruction in office occupations shall provide space arranged to facilitate supervision, be planned to insure comfort and safety of students and be indicative of the working conditions typical of the occupation for which training is provided. The following standards shall be followed: (7-1-93)

a. Districts shall provide classrooms equipped similar to offices in the community. Equipment shall include:

Electric typewriters
Duplicating equipment
Computational equipment
Dictation/transcription equipment (7-1-93)

b. Equipment purchased with funds provided in whole or in part by the Idaho SBVE shall be located in and used by students in the office occupations complex; and, accounted for annually on the official inventory record. (7-1-93)

c. Textbooks, instructional and supplementary materials shall be on the approved textbook adoption list, sufficient in quantity, reflect up-to-date business practices trends in offices, be in good condition and appropriate to the objectives of the office occupations program. (7-1-93)

d. Funds shall be made available to provide supplies and materials necessary for meeting the vocational office occupations objectives. (7-1-93)

e. The office occupations complex shall be easily accessible to physically handicapped students according to the standards set forth in Title IX and be available to males and females on a non-biased, non-discriminatory equal basis. (7-1-93)

f. Storage space shall be provided for instructional supplies and teacher/ student materials. (7-1-93)

g. The following recommendations shall be considered to further enhance the office occupations program. (7-1-93)

i. A systematic written plan for replacement of equipment shall be followed by the school administration. (Distributors of the equipment are the best source for suggested replacement schedules for the equipment they sell and service.) (7-1-93)

ii. All equipment shall be physically inventoried at least one a year and current records maintained. (7-1-93)

iii. Environmental conditions, such as the heat, light, ventilation and acoustics shall be controllable. (7-1-93)

iv. Provide sufficient electrical outlets to allow for the safe operation of machines during the instructional period. A central master switch to all outlets assures additional safety control. (7-1-93)

v. Needed class size depends on enrollment, but it should be large enough to facilitate supervision and be arranged to simulate office conditions. (7-1-93)

vi. Reference material should be available for use by office occupations students including a variety of current supplemental information not normally found in textbooks; ie: occupational handbooks, trade journals, newspapers, dictionaries, spelling aides. (7-1-93)

vii. The office occupations facility should show evidence of proper custodial maintenance. (7-1-93)

05. Student Organization. Opportunities for active participation in a vocational student organization shall be available to office occupations students with emphasis on the development of leadership skills. (7-1-93)

- a. Office Education Association (OEA) Purpose. (7-1-93)
 - i. To provide all students with vocational objectives of office occupations the opportunity to affiliate and participate. (7-1-93)
 - ii. To provide a means of uniting the members of Office Occupations classes into a group which has common interests and goals. (7-1-93)
 - iii. To develop leadership by having students plan together, organize and carry out worthy activities and projects. (7-1-93)
- b. Student activities shall be related to the instructional program both in and out of the classroom and be emphasized as co-curricular rather than extra-curricular. (7-1-93)
 - i. Officers shall be elected who are interested, willing to work and have the time to serve. (7-1-93)
 - ii. Every member of the group shall be involved in the program of work. (7-1-93)
 - iii. Meaningful activities and programs shall be scheduled. (7-1-93)
- c. State and national offices shall be maintained to provide continuity for the coordination of organization and activities. (7-1-93)

04. Assessment of Program Effectiveness: In addition to a continuing self-evaluation by Local Education Agencies, a continuing evaluation shall be conducted by State Staff through a review of the program and review of records and reports submitted to the State Office. Special attention shall be given to placement and follow-up of graduates. (7-1-93)

- a. Enrollment -- While the primary goal of vocational education is to provide entry level skills to all individuals, there are certain limits related to student/teacher ratios and cost effectiveness that must be observed. The recommended minimum size for a vocational class shall be ten (10) students with a maximum of twenty (20). (7-1-93)
- b. Completion -- Students shall be considered completers when they have completed all or a major section of an instructional program and have gained entry level skills. To be counted as a completer, secondary students shall have graduated or left high school with entry level skills. (7-1-93)
- c. Follow-up -- Federal mandate requires an annual follow-up of completers. Detailed placement records shall be maintained and available upon request of the SBVE office. Secondary vocational education programs shall maintain a minimum placement rate of fifty percent (50%) of those students available for placement. (7-1-93)
- d. Employer satisfaction: Random samples shall be taken by the State Office to determine employer satisfaction related to employee skills, work attitudes and overall performance. The degree of employer satisfaction shall be used to determine the need for further direction and evaluation of the program. (7-1-93)

251. -- 259. (RESERVED).

260. PROGRAM STANDARDS FOR SECONDARY SEX EQUITY EDUCATION.

01. Purpose. The primary purpose of establishing program standards that reflect sex equity concepts is to assist the Local Education Agency (LEA) in the development of criteria and standards that will provide for equitable treatment of all students. A second purpose is to supplement those program standards developed by the specific Vocational Education program area. It is recommended that the LEA will conduct its own self-analysis to determine that it does assure equal access and opportunity for students to enroll into Idaho's Vocational Education

programs. These standards are considered vital and essential to every Vocational Education program. It is hoped that the LEA will continue to make progress regarding sex equity. (7-1-93)

02. Philosophy. It is the philosophy of the Idaho SBVE that all students who want, need and can profit from, should have equal access into all vocational programs regardless of sex, equal treatment while in the program, and opportunity for equal placement. One objective of all secondary and post secondary education agencies shall be the elimination of sex bias, sex role stereotyping and sex discrimination. (7-1-93)

03. Instructional Staff. All faculty shall be considered for hire based on competence, talent, skill, motivation, academic and occupational preparation. Sex should not be a barrier for selection unless it can be proven to be a bona fide* occupational requirement. *Title IX of the Education Amendments of 1972, Public Law 92-318, states in Section 86.61--"nothing contained in this section shall prevent a recipient from considering an employee's sex in relation to employment in a locker room or toilet facility used only by members of one sex." (7-1-93)

04. Instructional Plan. (7-1-93)

a. Curriculum. Curriculum shall be planned that will consider all students on an equal basis. Any previously biased materials shall be presented in a non-biased way. The instructor shall be on the alert for materials that are sex fair. (7-1-93)

b. Lesson Plans and Revision. As material is deleted from existing curriculum, materials shall become free from sex role stereotyping, bias, and discrimination. Efforts shall be made to produce sex fair related materials. As new materials are purchased, care shall be taken to assure that it is sex fair. Publishers shall be encouraged to update current materials and develop all new materials in a non-biased way. (7-1-93)

c. Instructional Delivery System. All students in a specific occupational program shall be treated the same. There shall be no "boys only" or "girls only" presentations. Voluntary assignments shall be based on student preference or competence and not sex. Discipline shall be the same for all students. (7-1-93)

d. Student Competencies. All students shall be evaluated and graded according to their performance, ability and academic competency and the criteria established for performance in the specific occupation for which she or he is enrolled. (7-1-93)

05. Equipment. (7-1-93)

a. Classroom Environment. All students shall be allowed to use all the instructional equipment in a given classroom situation. (7-1-93)

b. Laboratory or Clinical Area. All students shall be placed for occupational and laboratory experiences based on program and occupational requirements. (7-1-93)

06. Student Organizations. Vocational student leadership organizations shall be available to all students. Activities shall be integrated throughout the entire program. Advisors and students shall foster a sex fair philosophy. Students shall have equal opportunity for leadership activities based on talent, ability, skills and motivation and shall not be barred from participation based on sex. (7-1-93)

07. Advisory Committee (7-1-93)

a. Philosophy. The advisory committee members shall be oriented to and assisted in obtaining and maintaining sex equity concepts as they relate to Vocational Education programs. They shall incorporate into their educational philosophy the concept of all programs being open, accessible and available to all students regardless of sex. (7-1-93)

b. Advisory Committee Structure. Local advisory councils shall have an appropriate representation of both sexes. Each member shall foster sex fair concepts in all activities. Participation and public relations shall be based on the knowledge that all students deserve equal treatment and equal employment placement. (7-1-93)

- c. Areas of Service. Members shall be assisted to understand that whenever they participate in program evaluation that sex fair concepts shall be given equal consideration along with curriculum, instruction and student learning. (7-1-93)
08. Teacher Education In-Service. (7-1-93)
- a. Philosophy. Every Vocational Education instructor in Idaho shall participate in program and course offerings relating to the concepts of sex equity, including, but not limited to: (7-1-93)
- i. Legislation....Title IX, Title II and 504*
*Title IX....Education Amendment of 1972, Public Law 92-318. Title II....Education Amendments of 1976, Public Law 94-482 504. Rehabilitation Act of 1973 regarding the Handicapped. (7-1-93)
- ii. Use of curriculum (7-1-93)
- iii. Grievance procedures (7-1-93)
- iv. Treatment of students (7-1-93)
- v. Understanding what constitutes sex bias, sex role stereotyping and sex discrimination (7-1-93)
- b. Formal Course Work. Every Vocational Education instructor in Idaho shall have opportunity to take course work relating to sex equity concepts. Instructors are urged to become trainers for their local area. (7-1-93)
- c. Summer Conference. (7-1-93)
- i. Philosophy. Every course offering at summer conference shall have sex equity concepts and philosophy integrated throughout. Since this may be difficult due to the nature of some of the courses, or the teachers themselves, then a course in sex equity concepts should be offered each time. The program should be well-advertised through all the vocational disciplines so that all teachers have the opportunity to take the course. (7-1-93)
- ii. Attendance. To adequately cover the content, course offerings shall be a minimum of fifteen (15) hours in length. Teachers shall attend all sessions in order to receive credit for the class. (7-1-93)
- iii. Participation. Evaluation for the class shall be on a pass/fail basis. Participation in the course activities shall be taken into consideration when grading the student. (7-1-93)
09. Evaluation. (7-1-93)
- a. Counseling. Counselors shall be aware of Title IX and Title II legislation. They shall be aware of resources that are available to assist in counseling students into resources that are available to assist in counseling students into programs of their choice, either traditional or non-traditional. Students shall be encouraged to enter vocational courses based on their interest, motivation, and talent rather than from stereotyped concepts. (7-1-93)
- b. Recruitment. The Local Education Agencies shall actively recruit both male and female students for each vocational program offering. Efforts to recruit students into non-traditional course offerings should be, but not limited to: (7-1-93)
- i. Media....newspaper advertising, television, radio; (7-1-93)
- ii. Printed program brochures; (7-1-93)
- iii. Bulletin boards; (7-1-93)
- iv. Parent-teacher groups; (7-1-93)
- v. Program advisory councils; (7-1-93)

- vi. Career awareness days. (7-1-93)
 - c. Enrollment. All programs shall be open to all students regardless of sex. Although no specific quotas are required, those programs with a high (eighty percent (80%) or over) percentage of students traditional of one sex shall take active measures toward recruitment to ensure that the opposite sex is aware of the program and has ample time to consider and enroll. (7-1-93)
 - d. Completion. Data shall be kept by sex on enrollments, completions and follow-up. (7-1-93)
 - e. Follow-Up. Follow-up shall be done, including data collection by sex, to ascertain whether or not the non-traditional students are actively engaged in the occupational area for which they were vocationally trained. (7-1-93)
 - f. Employer Satisfaction. An effective system should be designed to include questions asked employers regarding the degree, level, and quality of performance of the non-traditional student. Questions should also be asked to see if employers would continue to utilize and actively solicit non-traditional students based on level of competence and satisfaction. (7-1-93)
10. Program Approval. All Local Education Agencies shall provide Vocational Education programs on a sex equity basis if State funds are utilized. Discrimination toward students, either male or female, which prevents them from enrolling, being fairly treated or given equal opportunity for placement, shall be cause for withdrawal of vocational program approval. (7-1-93)

261. -- 269. (RESERVED).

270. PROGRAM STANDARDS FOR SECONDARY SPECIAL NEEDS EDUCATION.

01. Program Definition. The primary purpose of vocational special needs education is to help develop the skills, knowledge, and attitudes of handicapped or disadvantaged individuals necessary to be employable and/or to seek further education and training. Each program also seeks to provide experiences which contribute to the making of informal and meaningful occupational choices by students. A vocational special needs program shall be defined as any special program whose objective is to provide special or additional services to handicapped or disadvantaged students. In order to better define the term "special needs program," it becomes necessary to define the characteristics of handicapped and disadvantaged students. Definitions from P.L. 94-482 are presented below, together with terms used in defining individual special needs programs. (7-1-93)
- a. The term "handicapped", when applied to persons, means persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance or who require a modified vocational education program. Part C, Sect. 195 (7). (7-1-93)
 - b. The term "disadvantaged" means persons (other than handicapped persons) who have academic or economic handicaps and who require special services and assistance in order to enable them to succeed in vocational education programs, under criteria developed by the Commissioner based on objective standards and the most recent available data. Part C, Sect. 195 (16). (7-1-93)
 - c. Vocational Skill Development Program is a service or activity designed to prepare individuals for anticipated employment as semi-skilled or skilled workers, technicians, or professional support personnel in recognized occupations and in new and emerging occupations including occupations of a trade, technical, business, health, office, homemaking, agriculture, distributing, or other. Instruction is designed to fit individuals for initial employment in a specific occupation of a cluster of closely-related occupations in an occupational field. Such instruction includes education in manipulative skills, theory, auxiliary information, and other associated knowledge. (7-1-93)
 - d. Preparation for Advanced Education is a program, service, or activity designed to prepare

individuals for participation in advanced or highly skilled post secondary and technical education programs leading to employment in specific occupations or a cluster of closely related occupations and for participation in vocational education teacher education programs. This may be accomplished through the vocational skill development program as individual students apply acquired skills toward a higher level of training and is not, necessarily, a separate program element. (7-1-93)

e. Prevocational-Introductory means an instructional program, service, or activity designed to familiarize individuals with the broad range of occupations for which special skills are required and the requisites for careers in such occupations, to provide introductory knowledge and skills in identified program areas, and/or to provide for informed consumer decision making. (7-1-93)

f. Every vocational special needs program shall contribute to preparation for optimum employment of each individual. "Optimum" preparation for employment includes developing employment objectives for each student based on their interests, abilities, achievement levels, intelligence, and aptitudes. Special Needs Programs shall make available to each student the same quality and variety of course offerings, instructors, equipment, and supplies as regular vocational programs. Special needs students shall have access to every opportunity to develop to their full employment potential. (7-1-93)

02. Program Objectives. As an integral part of the educational process in the public school, vocational special needs programs shall have, as specific objectives, one or more of the following: (7-1-93)

a. Vocational Skill Development. To prepare individuals for entry level employment in recognized occupations, and emerging occupations. (7-1-93)

b. Preparation for Advanced Vocational Education. To prepare individuals for participation in advanced or highly skilled PS and technical education. (7-1-93)

c. Development of Prevocational-Introductory Work Skills. To assist individuals in the making of informed and meaningful occupational choices and to prepare students for multiple roles such as homemaker, wage earner, and consumer. (7-1-93)

d. Support Service to Regular Programs. Vocational Education is mandated by PL 94-482 and PL 94-142 to provide appropriate prevocational programs and/or supportive service to persons who are handicapped and/or have academic economic, or other disadvantages that prevent them from succeeding in a regular vocational program. Persons who have handicaps and/or disadvantages are termed as have "special needs". (7-1-93)

e. Close cooperation and coordination with the State Department of Education, Special Education Division is encouraged to insure the student receives the optimum training possible. The Special Education Division is concerned mainly with the general educational development of handicapped students, and the Vocational Education Division is concerned primarily with the occupational skills and attitudes needed for a student to be successful in competitive employment. (7-1-93)

f. In planning for attainment of the program objectives, program coordinators shall develop procedures for documenting efforts made to assist vocational students in achieving the following individual student objectives: (7-1-93)

i. Identify individual interests, abilities, and goals. (7-1-93)

ii. Develop positive self-concepts, positive attitudes toward work and social skills necessary for effective relationships. (7-1-93)

iii. Recognize the dignity of each occupation and appreciate the contributions which each makes to society. (7-1-93)

iv. Explore employment trends and the nature of work in a wide range of careers related to their personal interests, abilities, and goals. (7-1-93)

- v. Explore and successfully participate in job tasks related to a variety of careers. (7-1-93)
- vi. Explore the basic process of production, processing, servicing, and distribution of the American Economy and the importance of human relationships and ingenuity of these processes. (7-1-93)
- vii. Practice creativity, initiative, and decision making in solving problems related to career planning and satisfaction of personal, occupational, and family responsibilities. (7-1-93)
- viii. Formulate educational plans in line with employment possibilities and personal potential. (7-1-93)
- 03. Instructional Program offerings. Instructional plans for vocational special needs education shall take one of two forms. The first form is the mainstreamed course offerings. Mainstreamed students may be expected to achieve the same objectives as regular students or program objectives may be modified to meet the special abilities of the identified vocational special needs student. In no case shall an identified vocational special needs student be placed in a mainstreamed environment without identifying the additional services necessary for successful completion. (7-1-93)
 - a. In instances where the degree of handicapping or disadvantaging conditions are so pronounced as to make successful completion of a regular or modified regular program impossible, even with additional support services, students may receive instruction in self-contained environments. (7-1-93)
 - b. Teacher student ratios must be kept low for the maximum amount of interaction to take place between teacher and student. For comparison purposes, a special needs student will be counted as three (3) regular students in determining class size. Those schools in which class size approximates a regular class must be able to show the special class is being modified in another effective manner. (7-1-93)
 - c. Acceptance of special needs education programs will be based on an annual proposal and budget. Factors considered in funding are relative ability to pay and low income population. For Special Programs for the Disadvantaged, unemployment and school dropout figures will be used. If sufficient funds are not available to fully fund all allowable costs, an across the board percentage decrease may be implemented. Matching funds will be required to comply with Federal Regulation. (7-1-93)
- 04. Instructional Materials/Equipment/Facilities. (7-1-93)
 - a. Standards for Mainstream Programs shall be as follows: (7-1-93)
 - i. Textbooks and text materials used for mainstreamed special needs students shall be the same as the textbooks and the text materials used for regular students. When text materials are being selected, strong consideration shall be given to textbooks and materials which are published at more than one reading level. The ability to modify textbooks and revise them to lower reading levels is a basic certification requirement of special needs teachers. When this service is required, local education agencies shall provide the preparation time necessary to accomplish the revisions. (7-1-93)
 - ii. Textbooks and text materials used for mainstreamed special needs students shall be on the approved textbook adoption list, be sufficient in quantity, reflect up-to-date practices in the vocational area of the mainstreamed program, be in good condition and appropriate to the stated objectives of the student's educational plans. (7-1-93)
 - iii. No differentiation in use of equipment shall be made between mainstreamed special needs students and regular students other than use of specifically modified equipment required for particular handicaps. For example, mainstreamed students shall not be assigned to manual typewriters if electric typewriters are available to regular students. (7-1-93)
 - iv. Materials or equipment acquired with funds stipulated for procurement of special materials and/or equipment for mainstreamed students shall be utilized for the stipulated purpose. (7-1-93)
 - v. An inventory of all equipment designated for mainstreamed special needs programs shall be

maintained and physically accounted for at least one (1) a year. Specialized or modified equipment which is not presently being utilized shall be so designated and shall be made available for lease, loan, transfer, or purchase by other programs. (7-1-93)

b. Minimum Standards for Self-Contained Programs. (7-1-93)

i. Basic texts and accompanying documents provided by local education agencies for self-contained programs shall be geared to the level of the student population being served and shall represent an investment of at least the pro-rata per student investment in like materials for regular students, times the number of students served. (7-1-93)

ii. Equipment and supplies for self-contained programs shall be of at least the quality, and in the amounts, of like equipment used in regular programs in the district. Equipment and materials designated as obsolete or obsolescent for regular programs shall be used only with the express consent of the state supervisor of vocational special needs. (7-1-93)

iii. Equipment or materials which have been purchased or modified to meet the specific need of a handicapped student or students shall not be used in regular programs without the express consent and approval of the state supervisor of vocational special needs. (7-1-93)

iv. An inventory of all equipment designated for self-contained special needs programs shall be maintained and physically accounted for at least one a year. Specialized or modified equipment which is not presently being utilized shall be so designated and shall be made available for lease, loan, transfer, or purchase by other programs. (7-1-93)

05. Student Organizations. Because of the adverse affects on students of providing labels such as "special", special student organizations for special needs students shall not be instituted. Special needs students shall be encouraged to participate in regular vocational student organizations; all such organizations shall be organized in a manner which will include special needs students in their activities. (7-1-93)

06. Assessment of Program Effectiveness. Program effectiveness shall be based primarily on the degree to which programs achieve their stated objectives. Components of evaluation shall include, but not be limited to, the following: (7-1-93)

a. Vocational Special Needs Programs shall have one or more of the following specific functions as an integral part of their process: (7-1-93)

i. Vocational Skill Development (7-1-93)

ii. Preparation for Advanced Vocational Education (7-1-93)

iii. Development of Prevocational - Introductory Work Skills (7-1-93)

iv. Support Services to Regular Programs. Personnel involved with Vocational Special Needs Programs shall collect pertinent data, as requested, which will reflect the degree to which their particular program is achieving its stated function. (7-1-93)

b. Programs shall be evaluated on the degree to which students' individual interests, abilities, and goals are identified. Documentation of efforts made to reach identified goals shall be maintained by the program personnel for review by the State Supervisor or other interested parties. (7-1-93)

c. Since development of recognition of the dignity of each occupation and appreciation of the contributions which each makes to society should be a primary objective of each program, the degree to which programs attempt to develop occupational knowledge of each student shall be an element of evaluation. (7-1-93)

d. Exploration of employment trends and the nature of work in a wide range of careers related to students' personal interests, abilities, and goals in another basic objective of programs for disadvantaged or

handicapped students. In keeping with this basic objective, the degree to which information sessions and occupational knowledge experiences are presented, shall be an element of evaluation. (7-1-93)

e. Certification, appropriate work experience, and successful teaching experience, as well as competency development in the area of special needs shall be an item of program evaluation. (7-1-93)

f. In keeping with Section three (3) of these standards, teacher student ratios are an important element of program evaluation. As stated in these standards, a special needs student should be counted as three regular students in determining class size. For self-contained programs, it must be shown that class size based on this comparison factor does not exceed class size for regular programs. For mainstreamed programs, the degree to which mainstreamed class sizes are reduced relative to regular class sizes will be considered as an evaluation factor. (7-1-93)

g. As stated in standard four, instructional materials for special needs students shall not be a lower quality than materials used in regular classes. Materials used in special needs programs shall be compared to materials used in regular programs and the results will constitute an evaluative factor of the special needs program. (7-1-93)

h. The degree of special needs student participation in regularly organized vocational student organizations shall be an evaluative factor. (7-1-93)

i. Special Needs programs will be evaluated on the structure and degree of participation and input of advisory committees. (7-1-93)

j. Following the first year of organization of special needs program, the degree to which staff members participated in staff upgrading opportunities shall constitute an evaluation factor. (7-1-93)

k. Summary: The previously listed elements of evaluation constitute minimum evaluative components of all special needs programs. Additional elements of evaluation may be negotiated at the beginning of each school year or at the beginning of each funding cycle, by the program administrator and the State Supervisor of Vocational Special Needs. (7-1-93)

271. -- 279. (RESERVED).

280. PROGRAM STANDARDS FOR SECONDARY TRADE AND INDUSTRIAL EDUCATION.

01. Program Definition. Trade and Industrial Education is a service area in Vocational Education, with numerous program options available. A program in Trade, and Industrial Education is designed to develop measurable manipulative skills, safety judgment, trade ethics, leadership abilities, technical knowledge and related occupational information which prepares individuals for successful employment in recognized occupations. A program of Trade and Industrial Education shall serve a dual need. It shall meet the needs of students to prepare them for employment and it shall meet the needs of the labor market locally, statewide and/or nationwide. (7-1-93)

02. Program Objectives. When offered, Trade and Industrial Education shall be perceived as a part of a total educational system, a component of a well rounded educational program. Skills, such as those found in Trade and Industrial Education, must be learned by secondary students, so that when the two (2) components are coupled together, each individual is capable of making life adjustments, of earning a living, or making a vital contribution to our nation's skilled manpower force, and of continuing his or her education in PS institutions. (7-1-93)

a. It is generally recognized that the use of measurable performance objectives provides the best method of determining the competency of the learner. However, a block of clock hours of instructional time is necessary to achieve the maximum development of acceptable levels of performance requirements necessary for trade proficiencies. Such a block of time is, at present, the best way to: (7-1-93)

i. Provide for the physical change that takes place in one's life in adapting from an irregular schedule to a "real work" situation, (7-1-93)

- ii. Meet the varied abilities of all students, (7-1-93)
 - iii. Provide sufficient time to meet the minimum performance of the trades. (7-1-93)
03. Instructional Program Offerings. As a basis for the operation of the program, and for its evaluation, each Trade and Industrial Education program shall engage in a management system involving the establishing of a philosophy or mission and the use of goals and objectives for accomplishing that mission. (7-1-93)
- a. To assure quality programs, competency based curriculum with measurable objectives should be developed by educational personnel with input from advisory committee members from industry. They shall include the most up-to-date knowledge and skills required in the occupation and shall be designed to prepare the student for job entry level employment. The curriculum shall be presented in a non-biased, nondiscriminatory way - free from sex stereotyping. (7-1-93)
 - b. The curriculum shall not only provide job information and skill development, but shall also provide ways to help students develop efficient work habits, acquire positive attitudes about leadership, and about the personal, psychological, social, and economic significance of work. This can best be implemented through active participation in the Vocational Industrial Clubs of America (VICA) at the local, state, and national levels. (7-1-93)
 - c. The instructional content shall include applications of mathematics, scientific principles, and communication skills related to the occupations. (7-1-93)
 - d. All Trade and Industrial Education programs shall include a systematic and regular program of instruction in safety practices, accident prevention, and occupational health habits. (7-1-93)
 - e. Courses of study shall be flexible and subject to revisions periodically by the instructor to reflect technological changes with the assistance of Labor and Management, Advisory Committees, Consultants, Teacher Educators, and Local Governments. A multi-media approach shall be used in the instructional delivery system. (7-1-93)
 - f. Each cooperative program shall be organized on a basis that requires the student to attend a related class for at least one (1) period per day and to receive training at a work station in the community for no less than fifteen (15) hours per week. (7-1-93)
 - g. The related class period per day shall be scheduled for each student learner for technical instruction directly related to the occupation in which the student is employed and for other general information designed to make him/her a better employee and individual. First and second year students shall be placed in separate related instruction classes. (7-1-93)
 - h. An individual training plan shall be developed for each student in the cooperative program. This plan shall be used to coordinate classroom instruction and on-the-job training. (7-1-93)
04. Instructional Materials/Equipment/Facilities. It is essential that instructional shops, laboratories, and related instructional facilities are developed to duplicate conditions of industry; that is, the total environment in which the student is being trained (the job, operation, tools, and equipment) shall as nearly as possible, duplicate the environment in which the individual subsequently will work. In addition, the classroom facilities shall be of sufficient size, quality, and arrangement to effectively meet the instructional needs of all students. Instructional supplies and materials shall be comparable to those found in industry and must be available in sufficient quantity to insure development of marketable competencies. (7-1-93)
05. Student Organizations. The Vocational Industrial Clubs of America (VICA) is the official student organization for Trade and Industrial Education. VICA was established to provide through an organized, co-curriculum club program, the experience that trade preparation and cooperative students need to grow in leadership, citizenship, and character. VICA has a program of work which outlines seven major goals and sets and pace for VICA nationwide. (7-1-93)
- a. Personal growth - individual self-improvement through scholarships, citizenship and participation

in home school and community activities. (7-1-93)

b. Community understanding - improvement of relations among students, between students and teachers, employees and employers, management and labor, school and community and other nations. (7-1-93)

c. Safety in shops, classrooms, on the job and on the highway. (7-1-93)

d. Teacher recruitment - the engagement of capable students to enter the field of trade and industrial education. (7-1-93)

e. Vocational student cooperation among youth in all areas of vocational education. (7-1-93)

f. Good public relations - providing a general public awareness of the good work that students engaged in Trade and Industrial Education are going to not only themselves, but their community, state, nation and world. (7-1-93)

g. Professional advancement - to prepare students for obtaining jobs by introducing them to job interview procedures and acquainting them with available job opportunities. (7-1-93)

h. VICA is an integral part of the educational program, reinforcing and enlarging upon skill instruction. By helping students understand their role in the community and the importance of job performance, it lends relevance to education. It has raised the status of industrial -technical education and attracted capable young people to jobs that our country must fill. (7-1-93)

06. Assessment of Program Effectiveness. Admission to any Trade and Industrial Education Program shall be determined by the student's interest in, and need for, the program, his/her ability to profit from the instruction, and the reasonable potential for employability in the particular occupation following completion. Previous orientation and exploratory experiences are highly desirable. (7-1-93)

a. Programs developing skilled workers, semi-skilled workers, or technicians shall be organized for, and composed of, students who have the ability and aptitude to attain a high level of performance in the Trade and Technical Occupations with the time allotted. Such classes shall not enroll less than ten (10) nor more than twenty (20) students. (7-1-93)

b. One teacher/coordinator in a Trade and Industrial Cooperative Program shall not coordinate the on-the-job training for more than thirty (30) students during any one term if a large variety of occupations are served by the program. Additional students may be accepted if there are several placement in like occupations at the same location. (7-1-93)

c. Quality programs are based on one thousand eighty (1,080) clock hours of instruction for junior and senior students and ninety (90) clock hours prevocational instructional activity for sophomores. Recommended scheduling is one (1) hour per day for one semester for sophomore students, and a three (3) hour block of time for junior students and a three (3) hour block of time for seniors. Time spent in the laboratory/shop may vary from sixty percent (60%) to seventy-five percent (75%) with the remainder of the instructional time devoted to technical related instruction and student leadership training. To be recognized as a State Board approved vocational program and eligible for reimbursement, the T&I program must operate for a minimum of seven hundred twenty (720) hours of instruction for juniors and seniors plus one hundred eighty (180) hours of prevocational training. (7-1-93)

d. Procedures for an annual and long-range follow-up of students shall be provided. The program shall have a placement of fifty percent (50%) of the graduates available for employment in a related occupation to the training provided. (7-1-93)

e. Employer satisfaction of the graduates is the final evaluation. If the student is employed and the employer is satisfied with the student, the Trade and Industrial Education program has succeeded. (7-1-93)

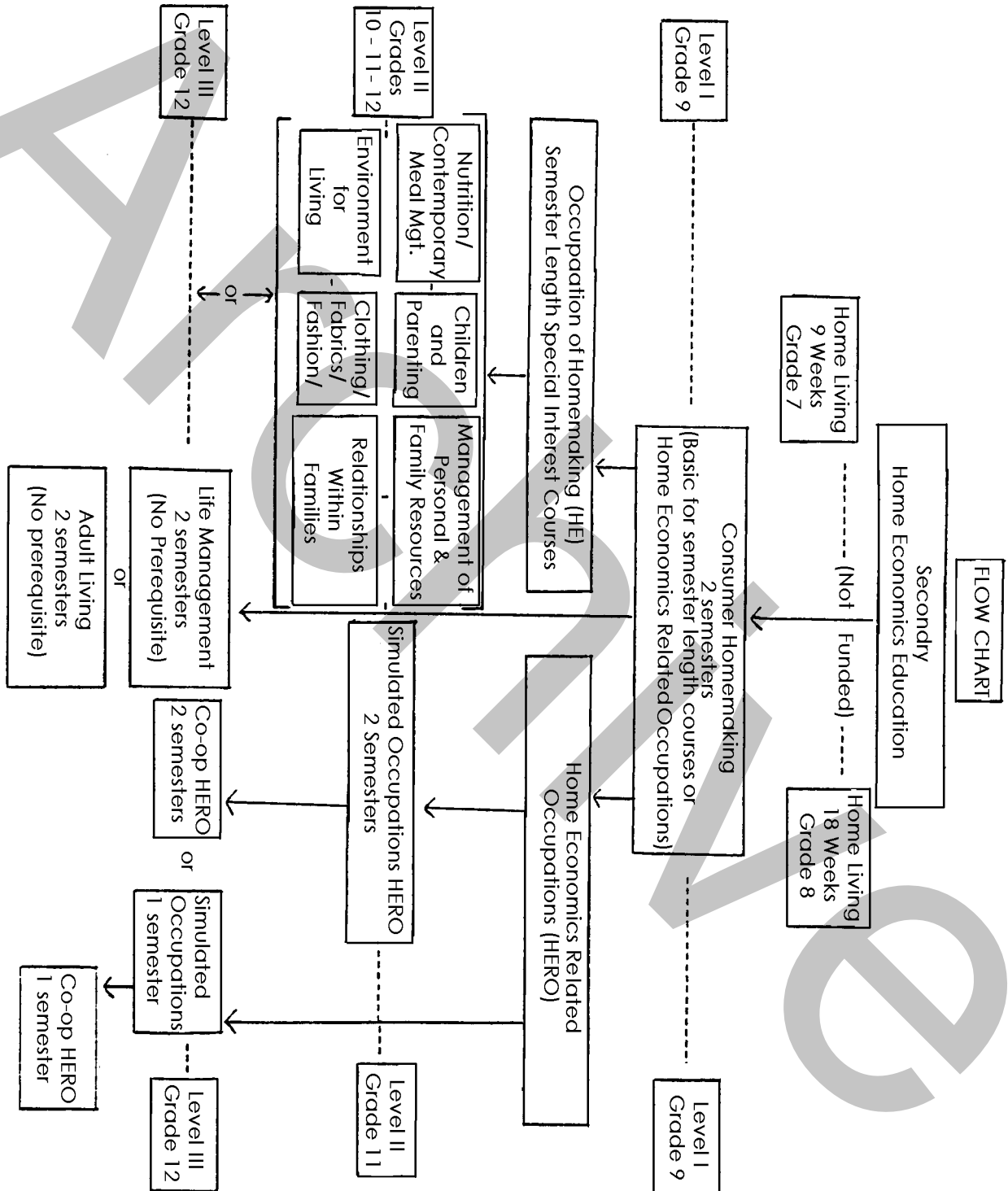
281. -- 999. (RESERVED).

APPENDIX A

SUGGESTED CAREER EDUCATION EXPERIENCES & VOCATIONAL EDUCATION RELATIONSHIP

Grades K-6	Grades 7-9	Grades 10-12	Options After Grade 12
<p>Students Develop Self-Awareness and an Understanding of Their Interests, Abilities & Aptitude</p>			
<p>Students Develop Attitudes About the Personal, Social, and Economic Significance of Work</p>			
Career Awareness	Career Exploration	Occupational Preparation	
<p>Sights and Sounds of Occupations: What are the occupations? Who works in them? What are the people's life styles? Who do they work with? Where are their jobs? How do they accomplish their responsibilities?</p>	<p>Student Enrolls in General/Academic Courses Student Explores Clusters of Their Choice Through: General Business Consumer Homemaking Industrial Arts Prevocational Education Student Practices Making Career Decisions</p>	<p>Student Enrolls in General/Academic Courses as Prerequisite for Further Education Student Specializes in an Occupational Area by Enrolling in a Vocational Education Program: Agriculture Education Distributive Education Health Occupations Home Economics Office Occupations Trades and Industries</p>	<p>Employment Vocational - Technical School 4-year College Adult Education</p>

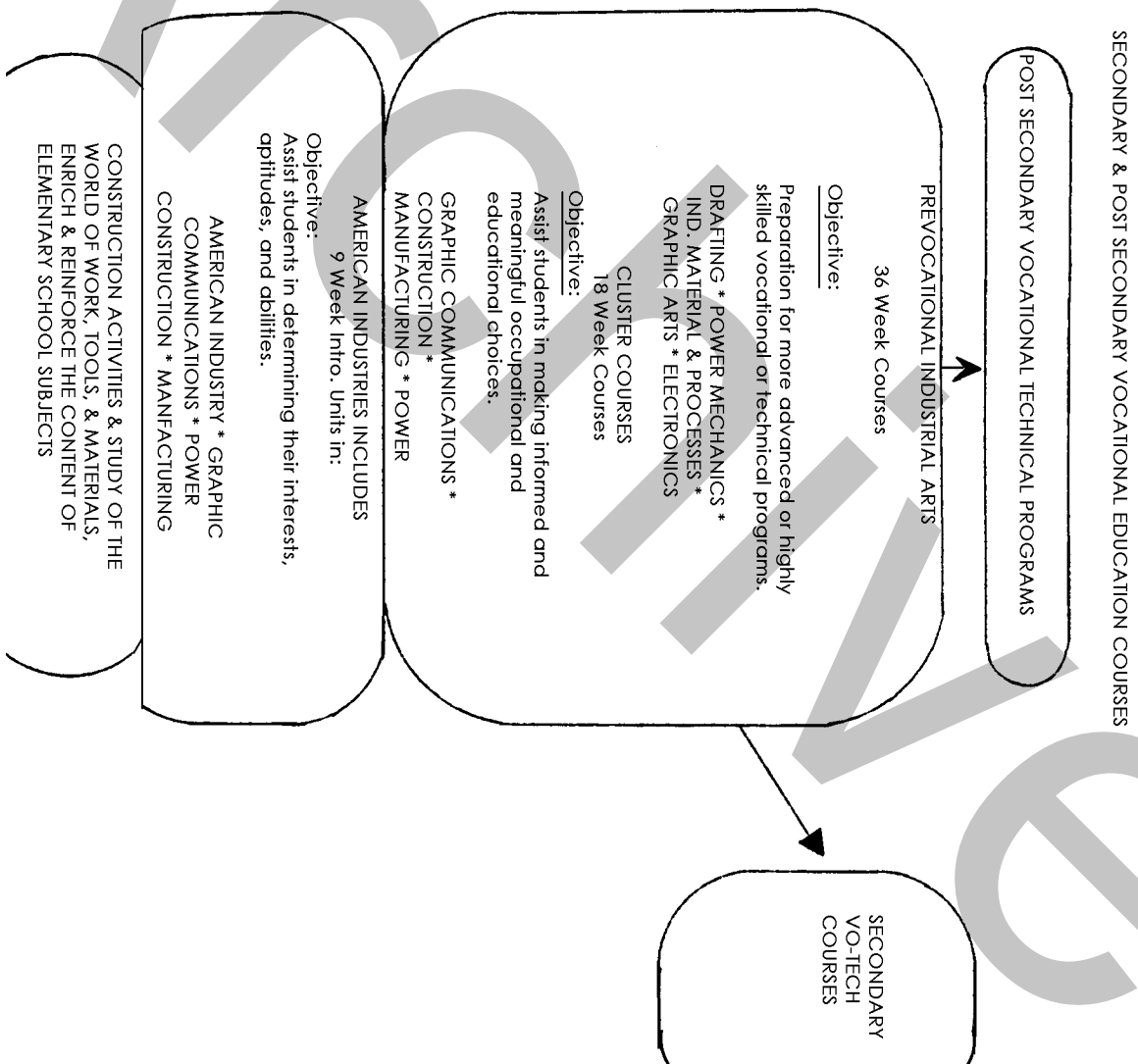
APPENDIX B



APPENDIX C1

GRADE LEVEL	CHARACTERISTIC OF LEVEL
12	PREVOCATIONAL INDUSTRIAL ARTS
11	EXPLORATORY CLUSTER
10	ORIENTATION
9	AWARENESS
8	
7	
K-6	Course selection is local district option

SEQUENCE OF PREVOCATIONAL INDUSTRIAL ARTS COURSES
And Their Relationship To



APPENDIX C2

SEQUENCE OF INDUSTRIAL ARTS COURSES

