CHAPTER 20. PROGRAMS AND SERVICES

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

780:20-3-1. Administration and supervision

(a) **Advisory committee.** Each approved CareerTech program must have an occupational advisory committee that is formally organized and meets at least once annually. The membership of the advisory committee must be diversified with the majority of membership representative of occupations for which the program is training.

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

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

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

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

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

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

(C) **Participation in and review of IEP/504 Plans.** A representative of the ~~area~~ technology center shall ~~be~~ participate on the IEP/504 team when enrollment in a CareerTech program is considered to be an appropriate part of the student's IEP/504 Plan. CareerTech instructors, whether teaching in an ~~area~~ technology center or in a comprehensive school program, shall have access to a copy of the IEP/504 Plan ~~before the identified student enters the program~~ immediately following the student's acceptance into the program.

(D) **Program of studies.** Students who have IEPs ~~I~~ may earn academic credit toward high school graduation for coursework completed in a CareerTech program, provided that state and federal legislation and policies are followed and:

(i) The IEP team documents the specific competencies for the CareerTech program which addresses the sets of competencies and/or Prior Academic skills required for the academic course and that the course is taught by a highly qualified teacher:

(ii) The IEP is developed with the full participation, as an IEP team member, of a representative from the technology center in which the student will be enrolled:

(iii) The specific course for which the student will receive credit is documented through individualized education program for the student; and,

(iv) The high school and the IEP team monitor the student's progress to ~~assure~~ ensure both the high school and the technology center are meeting the provisions of the IEP.

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

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

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

(5) **Comparable facilities.**

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

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

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

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

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

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

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

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

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

(e) **Cooperative programs.**

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

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

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

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

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

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

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

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

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

(D) **Employer evaluation.** Each employer shall complete a written evaluation of the student's progress at least one time per grading period, and a copy of this evaluation shall be on file in the teacher's office. Employers are also required to have proof of age on file and a work permit if the employee is under18 years of age.

(5) **Scholastic credit.**

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

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

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

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

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

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

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

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

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

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

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

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

(h) **Career guidance and counseling for secondary and full time programs.** Technology centers shall have an identifiable guidance program in place that addresses the career development needs of all students. Technology centers shall provide all students with information and advisement about career and educational options, administer assessment instruments such as interest inventories, aptitude tests, and achievement tests or acquire the results of such assessments to provide guidance in program selection and placement, and provide support for students to help them be successful in their career pathway. This includes but is not limited to:

(1) All students in accredited program have individual career academic plans developed and updated to identify and document career and academic services, as well as technical and academic courses to help maximize career success and employability.

(2) All students are enrolled or placed in a technology center program on the basis of their documented interest and ability to benefit from training, work history, IEP provisions, accommodation plans, and/or their individual career academic plans developed at the sending school or on cooperation with other agencies.

(3) The technology center guidance and counseling staff coordinates all services with guidance and counseling staff from sending schools, higher education institutions and other agencies through regularly planned informational meetings and/or correspondence.

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

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

(i) **Math Credit for Certain Career and Technology Education Classes.** After July 1, 2018 and to fully implement the provisions of SB 1370 (2018), for students on the CORE curriculum only, acceptance and successful completion of one (1) year of a full-time, three-hour career and technology program leading to an industry credential/certificate or college credit shall count as one math unit for high school graduation under the provisions of 70 O.S. 2011, Section 11-103.6 (D), as amended. The Department shall compile a list of State Board approved three-hour, full time postsecondary career and technology programs that satisfies a math unit toward CORE graduation from a public high school accredited by the State Board of Education as authorized by 70 O.S. Section 11-103.6(D)(2).

(j) **Graduation Credits for Certain Career and Technology Education Classes.** The Department shall compile a list of State Board approved three-hour, full time postsecondary career and technology programs that count as units toward graduation from a public high school accredited by the State Board of Education as authorized by 70 O.S. Section 11-103.6.

780:20-3-2. Programs: admissions, operations, enrollment, and length

(a) **Nondiscrimination; admission guidelines.** Students shall be provided access to CareerTech programs and facilities without regard to race, color, national origin, sex, or disability.

(1) **Agricultural Education.** Agricultural Education programs ~~are designed for junior high and high school grades eight through twelve and~~ shall be provided by comprehensive school districts. The Department shall determine the grade levels that may be offered agricultural education programs. Only Department approved agricultural education courses may be taught in approved programs. School districts offering any courses to students below the eighth grade must apply for approval from the Department each year. Technology center school districts shall be prohibited from operating Agricultural Education programs or FFA chapters in any location. Each student enrolled in an agricultural education program shall participate in a supervised agricultural experience project. For each agricultural education program which is funded by the Oklahoma Department of Career and Technology Education, the local school district shall provide transportation services, for the agricultural education program and FFA program related duties and activities. (FFA is an integral part of the agricultural education program.)

(2) **Business, Marketing and Information Technology Education.** Business, Marketing and Information Technology Education programs are designed to prepare students in grades 6 through 12 and adults for pathways to careers in business, marketing and information technology.

(A) **Business, Marketing & Information Technology (BMITE).** Business, Marketing & Information Technology programs are designed for students in grades 6 through 12 to gain hands-on experiential and

problem-based learning to explore opportunities for careers, post-secondary transitions, and pathways in Business, Marketing & Information Technology (BMITE).

(B) **Occupational Business, Marketing, and Information Technology Education**. Occupational Business, Marketing and Information Technology programs are designed for students in grades 11-12 and/or adults for careers in specific Business, Marketing, and Information Technology occupations.

(C) **BMITE Student Organization.** An active BMITE student organization (CTSO) is an integral part of the BMITE education program. All BITE programs are required to participate in BPA and all Marketing programs are required to participate in DECA, which aligns with the respective program area.

(D) **Pre-Requisite for Comprehensive School Programs**. Fundamentals of Technology is a required pre-requisite course for all programs taught at a comprehensive school prior to advancing to higher level Business and Information Technology courses.

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

(A) **Comprehensive Family and Consumer Sciences Education.** Family and Consumer Sciences programs are designed for students grades 6 through 12 to experience hands-on experiential and problem based learning to explore opportunities for careers, post-secondary transitions and pathways in family and consumer sciences related areas. Approved CTE program teacher contracts will align to school district contract dates.

(B) **Occupational Family and Consumer Sciences Education.** Occupational Family and Consumer Sciences programs are designed to prepare students in grades 11 and 12 and/or adults for careers in specific family and consumer sciences occupations. Approved CTE program teacher contracts will align to school district contract dates.

(C) An active Family, Career, and Community Leaders of America chapter is an integral part of the FCS education program. All approved FCS programs are required to have an active FCCLA chapter.

(4) **Health ~~Careers~~ Science Education.**

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

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

(C) **Health Student Organization.** All programs are required to participate in the student organization that aligns with their approved program area.

(5) **Science Technology Engineering and Mathematics (STEM).**

(A) **STEM Programs.** Science Technology Engineering and Mathematics programs are designed to prepare students grades 5-12 for hands-on and problem-based curriculum that allows students to explore opportunities for careers, post-secondary transitions and pathways in Science, Technology, Engineering and Mathematics (STEM). CareerTech program teacher's contract shall align with the school district contract dates.

(B) **STEM Academy Programs.** Science Technology Engineering and Mathematics academy programs in technology centers are designed for grades ten through twelve. If required by 70 O.S. 11-103.6, the program shall obtain approval from the State Department of Education.

(C) **STEM Student Organizations.** An Active Technology Student Association (TSA)/CTSO is an integral part of the STEM education program. ~~An active TSA chapter includes but is not limited to the elections of an officer team, a program of work that is planned and executed yearly by the TSA chapter, chapter students attend TSA Fall Leadership Conference, and chapter students compete in TSA competitive events at the TSA State Leadership Conference. Full-time STEM instructors shall have no other extracurricular duties or responsibilities other than those required through the TSA student organization and normal school supervisory duties~~. All comprehensive school (K-12) STEM teachers shall participate in the Technology Student Association (TSA) which aligns to their STEM approved program.

(6) **Trade and Industrial Education/TechConnect.** Trade and Industrial Education/TechConnect programs in comprehensive schools are designed for students in grades 6 through 10 for hands-on experience and problem-based learning that allows students to explore opportunities for careers, post-secondary transitions and pathways in Trade and Industrial Education. The state program administrator must approve exceptions. Trade and Industrial Education programs in technology centers are designed for students in grades 11 and 12 and/or adults. In technology center programs, tenth-grade students, or over-age students in a grade lower than the eleventh, may be enrolled upon approval of the sending school.

(b) **Program operations.**

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

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

(3) **Course titles.** CareerTech course offerings must be in agreement with the course titles listed in the current **Standards for Accreditation of Oklahoma Schools**, published by the State Department of Education. These same course titles (or abbreviated titles) should be the class titles entered on the student's transcript.
(4) **Units of credit.** The units of credit shall be determined by the number of periods the student is in class plus on-the-job training, clinical training, or internship served. (Refer to the **Standards for Accreditation of Oklahoma Schools**.)
(5) **Full-time programs.** A full-time program in a comprehensive school shall consist of five CareerTech instruction class periods and one planning period for a six-period day, and six CareerTech instruction class periods and one planning period for a seven-period day. Exceptions to this rule shall include the following:

(A) ~~**Two planning**~~ **Planning and supervisory periods.** Teachers who supervise students' agricultural experience programs shall have a minimum of two periods to plan, supervise, and coordinate the activities of student learners. For schools on non-traditional schedules, teachers shall have the equivalent of a minimum of 90 minutes per day for planning and supervision of students. It is recommended that the last hour of the school day be utilized as the supervisory period. Schools offering Agricultural Education courses the final period of the day must provide a written explanation to the program administrator.

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

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

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

(E) **Science Technology Engineering and Mathematics.** Teachers of Science Technology Engineering and Mathematics may be allowed to teach one related course, subject to approval of the STEM division program manager.

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

(A) **Agricultural Education.**

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

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

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

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

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

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

(i) **Full-time programs in comprehensive schools.** A full-time program in comprehensive school shall consist of five instructional class periods (five credits) and one planning period for a six-period day or six instructional class periods (six credits) and one planning period for a seven-period day that is offered to students in grades 6 through 12. Block schedules, including trimesters, will be approved if they provide one full unit/credit per course and offer a full schedule of approved courses with one planning period. Instructors shall teach only approved business, marketing and information technology education courses that are aligned with an approved occupational outcome. State-approved syllabi identify the required length of courses - one-half or full unit of credit. All comprehensive programs are required to participate in the student organization that aligns with their approved program area (BPA – Business and

IT programs; DECA – Marketing) and meet the minimum requirements associated with these student organizations as determined by the state program administrator.

(ii) **Full-time programs in technology centers.** A full-time program in a technology center shall consist of instruction for students in grades 10-12 and adults, have an occupational outcome, and include a work-based learning component.

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

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

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

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

(i) **Full-time programs.** A full-time program shall consist of only approved family and consumer sciences classes with one planning period in the daily schedule. Each single teacher program shall offer at least two complete programs of study in a three-year period. A multi-teacher district shall offer one more program of study than the number of teachers per building. Coaching, administration, or other similar full-time duties must be approved by the state program manager in writing prior to implementation.

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

(iii) **Unfunded programs.** In the case of an approved unfunded family and consumer sciences program, the program must follow state policy and guidelines and maintain an active Family, Career and Community Leaders of America chapter to remain in good standing.

(D) **Occupational Family and Consumer Sciences Education.**

(i) **Full-time occupational programs in comprehensive schools.** A full-time occupational family and consumer sciences education program in the comprehensive school will include two or more classes, two to three periods in length for 11th- and 12th-grade students.

(ii) **Full-time occupational programs in technology centers.** A full-time occupational family and consumer sciences education program in a technology center will include two classes, three periods in length for 11th- and 12th-grade students and adults.

(iii) **Length; order.** Two years of occupational training may be offered.

(E) **Health Science Education.**

(i) **Comprehensive Schools.** High schools vary in length and may be offered in one, two or three blocks of time.

(ii) **Technology Centers.** Programs vary in length and in hours per day according to accrediting bodies and program requirements. Secondary programs in technology centers may be one or two academic years in length and vary in hours per day.

(iii) **Unfunded programs.** Non-funded Health Science programs must follow state policies and guidelines and maintain an active health HOSA student organization chapter to remain in good standing.

(F) **Science, Technology, Engineering and Mathematics (STEM).**

(i) **Full-time program.** In a six-period day, instructor shall teach five approved CareerTech STEM courses and/or one approved related course. In a seven-period day, instructor shall teach six approved CareerTech STEM courses and/or one approved related course. In an eight-period day, instructor shall teach seven approved CareerTech STEM courses and/or one approved related course. Block schedules, including trimesters, will be approved if they provide one full unit/credit per course and offer a full schedule of approved courses with one planning period.

(ii) **Part-time comprehensive school programs.** Comprehensive school CareerTech STEM education programs that are less than full-time will be funded as a half-time program and will be approved only through the permission of the state program manager. A part-time program shall include a minimum of three approved CareerTech STEM education 8000 level courses.

(iii) **Unfunded programs.** Non-funded Science, Technology, Engineering and Math Education programs must follow state policies and guidelines and maintain an active CareerTech student organization chapter ~~in order~~ to remain in good standing.

(iv) **Technology Center.** A full-time program shall consist of two three/four-hour block courses in STEM Education.

(G) **Trade and Industrial Education.** TechConnect (grades 6-10): The appropriate approved courses need to be taught from one of the following career pathways: Tech Connect Agriculture, Food and Natural Resources; Tech Connect Architecture & Construction; Tech Connect Arts; A/V Technology and Communications; Tech Connect Information Technology; Tech Connect Law, Public Safety and Security; Tech Connect Manufacturing; Tech Connect Transportation, Distribution and Logistics; Tech Connect Diversified Programs.

(H) **Integrated Academics.** Academics taught in the technology center shall be delivered in the context of the program in which each student is enrolled. If academic instruction is offered for credit through the sending school, it shall be structured ~~so as~~ to meet current requirements. Students must meet, within the structure of the academic class, the attendance requirements of their comprehensive schools in order to receive academic credit.

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

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

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

(A) **Agricultural Education.**

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

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

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

(iv) **Employment in Agribusiness.** The Agricultural Education course, Employment in Agribusiness, is considered a Cooperative Program in which students can earn scholastic credit if the course meets all requirements for cooperative programs. It must be taught and supervised by the agricultural education instructor. The work-site experience must be directly related to the curriculum offered in the program.

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

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

(ii) **Programs in technology centers.** Business, Marketing and Information Technology Education courses may enroll a maximum of 25 students at a ratio of one work station per student. Consideration should be given to the size of the facility and access to appropriate training stations.

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

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

(I) Non-laboratory courses-30 students

(II) Laboratory courses-24 students

(III) Work-based learning - The School and Community Partnership course is a work-based course in which students gain work-site experience and elective credit. The work-site experience must relate directly to an Oklahoma family and consumer sciences career cluster. Enrollment in this course is limited to 24 students.

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

(D) **Health Science Education.**

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

(ii) **Technology Centers.**

(I) **Full time high school health science programs.** A minimum of ten and a maximum of eighteen students per instructor shall be enrolled in a Health Science Education program.

Those programs utilizing student-centered learning as the primary method of instruction shall have a maximum of fifteen students per instructor. Technology center program enrollment may also be limited by state and/or national accrediting bodies, by equipment, classroom and/or laboratory facilities and by clinical site availability. If the program is typically an adult program (such as LPN) then the enrollment shall be the same as the adult program.

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

(III) **Blended adult and high school health science programs.** A minimum of ten and a maximum of fifteen students per instructor shall be enrolled in a Health Science Education Program.

(E) **Science, Technology, Engineering and Mathematics. Student Enrollment Limits.** The maximum enrollment for each period of a STEM program shall be 24 students. Consideration should be given to the size of the facility.

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

(i) **Maximum enrollment.** The maximum enrollment for each Trade and Industrial Education, TechConnect program section shall be 20 students, with the exceptions of cosmetology, which may have a maximum of 22 students, and Industrial Cooperative Education (ICE) programs, which may have 50 students per career transitions teacher. Consideration should be given to the size of the facility.

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

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

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

780:20-3-5. Career and Technology Student Organizations

(a) **Student organizations as an integral part of the CareerTech program.** The Oklahoma Department of Career and Technology Education is the responsible entity for governance and administration of the career and technology student organizations and therefore each CareerTech occupational division has the authority to develop and enforce policy of the student organizations consistent with CareerTech program design and operation. All CareerTech programs shall establish and maintain an active student organization as outlined and assessed by CareerTech occupational divisions. Full-time CareerTech instructors shall have no additional extracurricular duties or responsibilities that impede the ability to provide an active CareerTech student organization as determined by the Department.

(b) **Membership in appropriate organization.** Each student who participates in student organization activities shall be a member of the student organization designed for the occupational program in which the student is enrolled.

(c) **Organizations.** Career and technology student organizations shall include:

(1) DECA (Business, Marketing and Information Technology Education)

(2) BPA (Business, Marketing and Information Technology Education and STEM), Business Professionals of America.

(3) FFA (Agricultural Education)

(4) FCCLA (Family and Consumer Sciences Education), Family, Career and Community Leaders of America

(5) HOSA (Health Careers Education and STEM)

(6) TSA (STEM, Business Information Technology Education, Health Careers Education, Trade and Industrial Education), Technology Students Association

(7) SkillsUSA (Trade and Industrial Education and STEM)

(d) **Accountability; loss of program funding.** The school and the career and technology student organization chapter will be held accountable for the actions of the student organization members and the advisor participating in any career and technology student organization activity. Failure to comply with the official rules of such activities may, after an opportunity to present reasons why said action should not occur, result in the loss of the state funding for that CareerTech program.

(e) **FFA Membership Eligibility.** Any student in Grades ~~8~~7-12 must be regularly enrolled in a year long course of study in Agricultural Education at school in order to be eligible to participate in any FFA activity. For the purpose of this section; at school is defined as physically present and supervised in a classroom by a certified agricultural education instructor. Exceptions are granted to students who attend a school with block schedule and who, therefore, may have completed a year-long course of study in

Agricultural Education in one semester. Annual local, state, and national FFA dues must also be paid in order to be eligible to participate in any FFA activity.