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CHAPTER 290-6-1
CAREER/TECHNICAL EDUCATION (CTE)

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290-6-1-.01	<u>Framework Of Secondary Career/Technical Education.</u>

(1) Career and Technical Education (CTE) is a blend of academic, career-specific, general workplace, and life skills leading to further education and employment. CTE is an essential component of the secondary curriculum. It is a critical element in meeting the needs of students in academic achievement, career exploration, career preparation, and leadership development. CTE is managed according to a strategic plan containing the vision, mission, and measurable goals and objective leading to successful CTE program implementation.

(2) CTE in Alabama is organized according to the following 16 National Career Clusters:

- (a) Agriculture, Food, and Natural Resources.
- (b) Architecture and Construction.
- (c) Arts, Audio/Video Technology and Communications.
- (d) Business Management and Administration.

- (e) Education and Training.
- (f) Finance.
- (g) Government and Public Administration.
- (h) Health Science.
- (i) Hospitality and Tourism.
- (j) Human Services.
- (k) Information Technology.
- (l) Law, Public Safety, Corrections and Security.
- (m) Manufacturing.
- (n) Marketing.
- (o) Science, Technology, Engineering and Mathematics.
- (p) Transportation, Distribution, and Logistics.

(3) Pathways are sub-groups organized within the 16 Clusters that are based on a set of common knowledge and skills. Pathways contain course offerings which define a CTE program.

(4) A CTE program is an area of study that blends academic, occupational, and life skills leading to a credential, employment, and further education. Program components include an SDE-approved curriculum, equipment, and facilities; engaged business partners; and appropriately certified teachers utilizing a program of study.

(5) A program of study is a sequence of instruction consisting of coursework, co-curricular Career and Technical Student Organization (CTSO) activities, work-based learning, and other learning experiences that provide preparation for a career. Programs of study shall be implemented using a variety of methodologies and experiences that provide coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of Alabama State Board of Education approved courses that align secondary education with business and industry credentials, technical skill assessments, and postsecondary and higher education.

(a) CTE provides instruction in the knowledge and skills necessary to manage the challenges of living and working in a diverse, global society and provides preparation for continued learning.

(b) Career and Technical Student Organizations which are an integral, co-curricular component of each CTE program and which enhance classroom instruction, develop leadership and workplace readiness skills, and provide opportunities for personal and professional growth.

(c) School-based instruction and paid or non-paid workplace experiences.

(d) Programs include statewide articulations, dual enrollment, accelerated credit, and the Early College Enrollment Program. CTE leads to industry-recognized credentials or certificates at the postsecondary level, or an associate or baccalaureate degree.

(e) These programs are located in, but not limited to, middle and junior high schools, comprehensive high schools, CTE centers, technical high schools, academies, magnet schools, and other secondary instructional institutions.

Author: Dr. Joseph B. Morton

Statutory Authority: Code of Ala. 1975, §§16-37-3 through 4.

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290-6-1-.02 Methods Of Administration Manual For

Career/Technical Education. Policies and procedures are detailed in the *Methods of Administration Manual (MOA)* for CTE available from the CTE Section and Department Web site, referred to hereafter as the "Department."

Author: Dr. Joseph B. Morton

Statutory Authority: Code of Ala. 1975, §§16-3-12, 16-3-13, 16-37-1 et seq.

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290-6-1-.03 Planning And Accountability.

(1) Planning.

(a) Planning efforts aimed at program improvement shall reflect the goals of the Department's strategic plan.

(b) Local boards shall submit an approvable plan as required by state and federal law and in accordance with the Alabama State Plan for Career and Technical Education.

(c) Local CTE Advisory Councils and Committees shall actively participate in the development of the local plan.

(d) Determination of the career clusters and pathways to be provided by the Local Education Agency (LEA) shall be planned in collaboration with workforce and economic development partners to address local, regional, and state employment and economic development opportunities.

(e) The Department shall approve continuation, deletion, and addition of local CTE programs through the program application process as defined in the MOA Manual.

(2) Accountability.

(a) CTE shall be managed according to local and state-approved plans.

(b) Accountability measures shall include Comprehensive LEA Monitoring (including Methods of Administration for the Office of Civil Rights), business/industry program certification, data collection, and may include teacher and student credentialing.

(c) All LEAs shall provide data required for federal and state reporting abiding by timelines and methods as prescribed by the Department.

(d) The strategies used in each program to assist students to meet or exceed the negotiated levels of performance, and the outcomes of the data gathered related to the negotiated levels of performance, shall be evaluated by the LEA annually.

(e) Failure to meet LEA negotiated/identified accountability requirements may cause state and federal funds for CTE to be withheld in full or in part, or to be otherwise restricted.

(f) Teachers must possess appropriate certification as prescribed by the *Alabama Administrative Code* and *Subject and Personnel Codes*.

(g) Teachers must possess knowledge and skills as prescribed by industry standards and the Department.

(h) The LEA shall have on file documentation of appropriate CTE activities with measurable goals and objectives and timelines for each teacher with an extended contract.

(i) All CTE programs in each LEA shall participate in a national- or state-facilitated, on-site evaluation leading to a business/industry certification.

(3) The Department will determine the appropriate certification agency for all programs (Business Industry Certification [BIC] or other approved certifying agency) as outlined in the *CTE MOA Manual*.

(4) New programs must obtain business/industry certification within three consecutive years of the beginning of the program.

(5) Programs shall be recertified according to the prescribed procedures of the appropriate certification agency.

(a) All programs, as verified annually in the local plan, must remain in continued compliance with the appropriate state or national certifying agency.

(b) Any program that does not attain or maintain industry-certified status within two consecutive years will be recommended for termination.

(i) State and federal funds shall not be used for the terminated program. These funds may be reallocated to other CTE programs within the system.

(ii) After one year, terminated programs may be reinstated. Programs must certify to industry standards during the year of reinstatement.

(c) Any program that does not obtain business/industry certification during the reinstatement year must submit a corrective action plan to the Department prior to the end of the reinstatement year for approval to continue.

(d) Any program that defaults on the corrective action plan or does not receive approval of the corrective action plan

shall close for a minimum of three years prior to applying for reinstatement.

(e) After one year, locally closed programs that re-open shall certify according to their initial on-site program review year, or if that date occurred during the closed period, must certify the year re-opened.

(6) Policies and procedures for the state BIC process are outlined in the CTE MOA Manual.

Author: Dr. Joseph B. Morton

Statutory Authority: Code of Ala. 1975, §16-37-2.

History: Recodified Code of Ala. 1975. **Repealed and Replaced:** Filed September 19, 1997; effective October 24, 1997. **Repealed and**

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290-6-1-.04 Curriculum And Instruction.

(1) Curriculum.

(a) Each teacher shall use a curriculum based on the current state-approved course of study.

(b) Courses shall be delivered to appropriate grade level students for the designated lengths of time prescribed in the course of study.

(c) All course content standards shall be taught to the rigor prescribed in the course of study and by the certifying agency.

(d) Each teacher shall use the SDE-approved course of study supported by plans of instruction (POI), lesson plans, and a course syllabus for each course taught, as outlined in the MOA Manual.

(e) CTE teachers shall integrate academic content into the CTE curriculum.

(2) Instruction.

(a) Each teacher shall incorporate research-based instructional strategies and a variety of assessments to include Department-approved assessments that validate technical skill attainment.

(b) Instructional resources may include textbooks, supplemental materials, software, tools, and equipment as outlined on the SDE/CTE-approved equipment and textbook lists.

(c) Instruction shall be delivered in a clean, safe, and orderly learning environment.

(d) Instruction and learning shall take place in an environment that replicates the workplace and incorporates workplace procedures.

(3) Live Work.

(a) Live work policies and procedures shall be reviewed or approved by the local board a minimum of every three years.

(b) Each LEA shall ensure that students who perform live work are protected from liability through contractual agreement between the LEA and clients.

(c) Live work shall not be conducted in competition with private enterprise.

(d) Live work can only be performed when tasks are directly related to the knowledge acquired and skills currently being taught in the program as part of the course of study or to reinforce acquired knowledge and skills previously taught.

(4) Work-based Learning Experiences.

(a) Work-based learning experiences shall be implemented according to requirements as outlined in the CTE Work-based Learning section of the MOA Manual and local board policies.

(b) Work-based learning experiences requiring Cooperative Education Seminar shall be managed by a work-based learning/cooperative education coordinator who meets the requirements as outlined in the *Subject and Personnel Codes*.

(c) Students shall participate in work-based learning experiences in accordance with eligibility requirements as approved by the Department and outlined in the MOA Manual.

(5) Career and Technical Student Organizations (CTSO).

(a) Career and Technical Student Organizations function as an integral part of the CTE instructional program with state and national affiliation that provides support for skill attainment and leadership development. Each local program shall be affiliated with

the respective state and national organizations as identified by the Department.

(b) The implementation of the CTSO program of work shall be an integral part of CTE instructional programs.

(c) Teachers in multi-teacher programs shall share equally in the planning and implementation of the CTSO program of work.

(d) Each CTE teacher shall serve as an advisor for the identified CTSO as prescribed by the national and state by-laws.

(e) LEA's are encouraged to build school calendars to incorporate CTSO activities to maximize student participation.

(f) Students enrolled in CTE programs shall have the opportunity and be encouraged to become active members of the CTSO relating to their program of study and to participate in activities sponsored by the state and national organizations.

(6) Safety Procedures.

(a) Students shall achieve 100% proficiency in the application of safety procedures prior to participating in laboratory work, work-based learning, and other times, as needed, using locally designed safety assessments that address the unique needs of the program.

(b) Programs shall be operated in compliance with federal, state, and local health and safety requirements.

(c) The CTE teacher or LEA-appointed designee shall provide supervision for all students at all times.

(d) Supplies and equipment shall be used and stored systematically and safely.

(e) Each LEA shall ensure that Health Science students assigned to clinical experiences are protected from malpractice liability through a contractual agreement between the LEA and health agency practitioners or through student malpractice insurance policies.

Author: Dr. Joseph B. Morton

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290-6-1-.05 Students.

(1) Pre-Enrollment.

(a) Assessment and guidance activities shall be used to align students' interests and aptitudes to a career cluster. Exploratory courses may be used to assist students in identifying interests and aptitudes.

(b) Assessments and *Education Plans* development shall occur prior to course enrollment to ensure appropriate program placement.

(c) CTE students' *Education Plans* shall be based on interest and aptitude assessment results and coursework that supports their career objective or cluster.

(d) Program information shall be made available to students listing entry requirements, course descriptions, and course requirements, including non-traditional opportunities.

(2) Priorities and Requirements for Enrollment.

(a) CTE courses should be made available to students in Grades 7 and 8 to assist in career preparation and the development of practical living skills.

(b) CTE programs shall be made available to students in Grades 9 through 12 with priority enrollment given to the students that have the maximum opportunity to become a concentrator or completer.

(3) Enrollment.

(a) Enrollment in Career and Technical programs will have an average class size of no less than 12 students and no more than the maximum identified class size for secondary classes.

(b) Class size shall not exceed the safe working capacity of the facilities, equipment, and supervision.

(c) Class demographics must reflect the demographics of the student population for the school.

(d) Class demographics must reflect the demographics of the feeder school student population for the CTE center.

(e) Enrollment in work-based learning experiences to include cooperative education will be implemented in accordance with guidelines outlined in the work-based learning section of the MOA Manual.

(f) A CTE designee having knowledge of the content standards of the CTE course(s) which the IEP team is considering for the student shall serve as a member of the IEP team.

(g) A Career and Technical Implementation Plan (CTIP) shall be developed as part of the Individualized Education Program (IEP) process prior to the student entering the CTE program if accommodations and/or modifications are required. The plan shall remain on file with the CTE teacher while the student is enrolled in the program. Each plan shall be evaluated, as needed, using student performance objective criteria as prescribed by the plan.

(h) Students with a CTIP that requires program modifications as defined by the IEP team will be counted as two students for the purposes of enrollment counts.

(4) Special Populations.

(a) LEAs receiving funds for serving special populations in CTE shall have on file documentation to support the use of the federal funds for the improved performance of these students. Special populations include individuals: with disabilities; from economically disadvantaged families, including foster children; preparing for non-traditional fields; with limited English proficiency; and who are single parents, including single pregnant women.

(b) LEAs shall complete and have on file an improvement plan that supports the special assistance provided when students identified as special populations require special assistance through the use of the federal funds.

(5) Student Program Continuance.

(a) Continuation in a program leads to an industry-recognized credential, a certificate or associate degree at the postsecondary level, or a baccalaureate degree.

(b) The three levels of CTE program involvement are:

(i) Participant - A student earning one credit in a CTE program.

(ii) Concentrator - A student earning two credits in a CTE program.

(iii) Completer - A student earning concentrator status in a CTE program and one additional CTE credit.

(c) Each CTE teacher in coordination with administrators and counselors shall assist and maintain documentation as required by the Department for all program concentrators and completers with plans for further education or employment.

Author: Dr. Joseph B. Morton

Statutory Authority: Code of Ala. 1975, §16-37-4.

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290-6-1-.06 Community Resources.

(1) Advisory Councils and Committees consist of a core group of business, industry, and/or community members who serve as advisors to the program.

(a) Each LEA shall have a system-level CTE Advisory Council and each CTE program shall have an advisory committee.

(b) Advisory Council and committee guidelines are outlined in the MOA Manual.

(2) Community Involvement.

(a) CTE personnel shall establish and maintain partnerships with community leaders, representatives from businesses, industries, organizations, economic development, and other workforce development agencies in addition to their advisory council and committee members.

Author: Dr. Joseph B. Morton

Statutory Authority: Code of Ala. 1975, §16-37-4.

History: **Recodified** Code of Ala. 1975. **Repealed and Replaced:**

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290-6-1-.07 Professional Development.

(1) Professional development is a comprehensive, sustained and intensive approach to improving the effectiveness of teachers and principals (including CTE Administrators/Directors) in raising student achievement.

(a) Professional development shall be offered for teachers and administrators by the Department based on the CTE Professional Development Plan.

(b) Professional development shall include collaborative work among teachers and administrators for the purpose of improving student achievement, including but not limited to, developing and refining curriculum, conducting peer observation and peer coaching in instructional techniques and skill development, and strengthening the use of a variety of instructional and assessment approaches to enhance student engagement and maximize learning for all students enrolled in CTE programs.

(2) The Department shall offer an annual New Teacher Institute and New Administrator Academy.

(a) Completion of the New Teacher Institute is required for all teachers seeking certification through the CTE Level and Specialty Area Certification approaches and CTE Alternative Baccalaureate Certification approach as prescribed in the Teacher Certification section of the *Alabama Administrative Code*.

(b) Completion of the New Administrator Academy is required for all CTE Administrators within their first year of appointment.

(3) All teachers shall complete business/industry awareness hours based on the requirements of business/industry certification to stay current in their field.

(4) All work-based learning/cooperative education coordinators shall annually obtain two hours of professional development regarding child labor laws.

Author: Dr. Joseph B. Morton

Statutory Authority: Code of Ala. 1975, §16-37-3.

History: **Recodified** Code of Ala. 1975. **Repealed and Replaced:** Filed September 19, 1997; effective October 24, 1997. **Repealed and**

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290-6-1-.08 Financial Support.

(1) Instructional-Related Expenses.

(a) CTE programs shall be provided financial support toward instructional supplies and materials, equipment, CTSO activities, professional development, business/industry awareness, cooperative education coordination, and other program-related activities.

(b) All CTE programs shall be provided local financial support to emulate prevailing business and industry standards that fulfill the career cluster requirements in an amount of not less than \$300 per teacher, plus not less than \$3 per student based upon previous year 40-day enrollment count. These local maintenance funds shall be in addition to the amounts otherwise allocated by the state legislature.

(c) Written budget shall be developed for each CTE program.

(2) Use of CTE Funds.

(a) Federal and State funds shall be used to support CTE personnel, instructional activities, administrative activities, or other CTE purposes.

(b) CTE personnel shall participate in routine school activities and special projects expected of all other professional personnel.

(c) Equipment purchased with CTE funds shall only be used for CTE activities.

(d) Maintenance of Effort (MOE) shall be provided as required by state and federal regulations.

Author: Dr. Joseph B. Morton

Statutory Authority: Code of Ala. 1975, §16-37-5.

History: Repealed and Replaced: Filed September 19, 1997; effective October 24, 1997. **Amended:** Filed May 20, 1998; effective June 24, 1998. **Repealed and New Rule:** Filed December 8, 2005; effective January 12, 2006. **Repealed and New Rule:** Filed September 10, 2009; effective October 15, 2009.

290-6-1-.09 Records. Each teacher shall maintain a file for each student according to specifications described in the MOA Manual.

Author: Dr. Joseph B. Morton

Statutory Authority: Code of Ala. 1975, §16-37-7.

History: **Recodified** Code of Ala. 1975. **Repealed and Replaced:** Filed September 19, 1997; effective October 24, 1997. **Repealed and New Rule:** Filed December 8, 2005; effective January 12, 2006. **Repealed and New Rule:** Filed September 10, 2009; effective October 15, 2009.

290-6-1-.10 Instructional Resources.

(1) The Department shall provide current equipment lists in accordance with the current course of study. All programs shall be equipped with fully functional and well-maintained equipment according to the applicable equipment list. All equipment lists and the course of study are available from the Department.

(2) The Department shall provide a current list of State Board of Education approved textbooks. Programs shall have current instructional resources available for student use.

(3) Each CTE program shall annually complete an inventory of equipment, software, tools, and furnishings. Refer to the MOA Manual for required inventory components.

(4) A schedule and procedure for replacement and preventive maintenance, repairs of equipment, and instructional resources shall be used to ensure that prevailing business and industry standards are met as prescribed in the MOA Manual.

Author: Dr. Joseph B. Morton

Statutory Authority: Code of Ala. 1975, §16-37-8.

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290-6-1-.11 Definitions.

(1) Accountability. The measurement of the educational effectiveness and efficiency of a program.

(2) Accommodations. Alterations in the way tasks are presented that allow students with learning disabilities to complete the same assignments as other students. Accommodations do not alter the content of assignments; give students an unfair advantage; or in the case of credentialing, technical skill

attainment, and business and industry skill assessments, change what a test measures.

(3) Advisory Committee. A core group of business, industry, and community individuals with knowledge related to a specific CTE program that provides advice on program components.

(4) Advisory Council. Skilled and knowledgeable individuals organized at the state or system level organized to provide advice on occupational and employment trends, societal needs, and relevance of CTE offerings in meeting these needs.

(5) Business/Industry Certification (BIC). The validation that CTE programs comply with and maintain quality standards as agreed upon by business and industry, education professionals, and the Department.

(6) Career Cluster. A grouping of occupations and broad industries based on commonalities. The 16 career clusters provide a framework designed to prepare students to transition successfully from high school to employment or further education.

(7) Career Objective. A student's statement of interest toward seeking future employment in a given occupation based on knowledge obtained from a career assessment, personal experiences, exploration and discovery experiences, etc.

(8) Career Pathway. A specialized grouping of knowledge and skills within a career cluster.

(9) Career and Technical Alternative Baccalaureate Certificate (CTABC). A teaching certificate requested for an individual who holds a B.S. degree from a regionally accredited institution and meets additional Department requirements as outlined in the *CTABC Summary*.

(10) Career and Technical Education Center. A specialized school that may serve two or more high schools that shall provide five or more occupational program to be used exclusively or principally in providing services to students in preparation for employment or further education.

(11) CTE Program. An area of study that blends academic, occupational, and life skills leading to a credential, employment, or further education.

(12) Career and Technical Implementation Plan (CTIP). A component of the Individualized Education Program (IEP) for the CTE student who needs accommodations and/or modifications in the CTE course.

(13) Career and Technical Education Level Certificate or Specialty Area Certificate. A CTE teaching certificate awarded to individuals who meet occupational standards and Department requirements for technical education and health science endorsements.

(14) Career and Technical Student Organization (CTSO). An organization that functions as an integral part of the CTE instructional program with state and national affiliation that provides support for skill attainment and leadership development. CTSOs recognized in Alabama are: DECA - An Association for Marketing Students, FBLA-Future Business Leaders of America, FCCLA-Family, Career and Community Leaders of America, FFA, HOSA, SkillsUSA, TSA-Technology Student Association.

(15) Clinical Experiences. Planned activities (non-paid) promoting the acquisition of knowledge by providing opportunities for the application of theory through assignments in a health care setting such as a hospital, long-term care facility, clinic, community health agency, or other approved health care provider as part of a Health Science program.

(16) Completer. A student earning concentrator status in a CTE program and one additional CTE credit.

(17) Concentrator. A student earning two credits in a CTE program. Courses with prerequisites must be taken sequentially.

(18) Cooperative Education. A structured component of CTE that integrates classroom instruction and learning with productive and progressive supervised work-based experiences in fields related to students' career objectives or career clusters.

(19) Courses of Study. State Board of Education approved curriculum describing minimal instructional content for CTE.

(20) Educational Plan. A developmental plan used to outline a student's course choices in support of a career goal.

(21) Extended Contract. Time that a CTE teacher is employed by the LEA beyond the traditional contract period.

(22) Lesson Plan (CTE). A CTE prescribed structured outline that guides curriculum, instruction, and assessment for a designated period of time based on course content.

(23) Live Work. Work presented from outside the classroom (may be from community sources, school-based projects, etc.) to be

conducted by students that relates to the knowledge and skills taught as part of a CTE program of study.

(24) Local Maintenance Funds. Local financial support provided to emulate prevailing business and industry standards that fulfill the career cluster area requirements in an amount not less than \$300 per teacher, plus not less than \$3 per student based upon previous year 40-day enrollment count. These funds are in addition to the amounts otherwise allocated by the state legislature.

(25) Maintenance of Effort. A requirement that no local board shall be permitted to spend fewer state dollars for CTE than it did during the 1994-95 school year.

(26) Methods of Administration Manual. Document containing policies and procedures for managing CTE programs and their components. Sections within this manual include:

- Administrative Code
- Administrative Code Interpretation
- Administrator's Desk Reference
- Advisory Committee Handbook
- Business and Industry Certification (BIC) Guidelines
- Definitions Manual
- Equipment Lists
- Partnerships
- Program Application
- Work-based Learning Manual

(27) Methods of Administration for Office of Civil Rights. Policies and procedures to ensure the rights of individuals according to the U.S. Department of Education Office of Civil Rights.

(28) Modifications. Changes made to the course content. Modifications can only be made for students with an IEP seeking certificates of attendance, not for students seeking diplomas. When course content is modified, the student is not pursuing the required content standards for completion of CTE programs. In order for any student (including a student with disabilities) to earn credit that can be applied toward obtaining an Alabama High School Diploma, the content that is prescribed in the applicable Alabama course of study must be taught. If the prescribed content is not taught, then credit may not be given for this course toward the Alabama High School Diploma.

(29) Negotiated Level of Performance. Level of performance agreed upon between the U.S. Department of Education

and Alabama State Department of Education for state performance expectations; and between the Department and local education agencies for local performance expectations.

(30) New Administrator Academy. Required professional development activities during the first year of employment, provided by the CTE section to new CTE administrators to orient them to instructional leadership, administrative tasks, and program responsibilities.

(31) New Teacher Institute (NTI). Professional development activities provided to new teachers to meet requirements for a CTE Level or Specialty Area Certificate endorsed in technical education or health science education, or a Career and Technical Alternative Baccalaureate Certificate.

(32) Nontraditional Student. A student in a program that addresses an occupational area in which the student's gender group is less than 25 percent of individuals employed nationally in the occupational area.

(33) Postsecondary Education. Education after high school.

(34) Professional Development Plan. A document that details the professional development framework, methods of delivery, and the learning outcomes for CTE teachers and administrators.

(35) Program Application and Accountability Plans for CTE. The funding application that is a part of the LEA's comprehensive plan addressing the administration and management of CTE programs. The Department distributes federal funds based on this application and pursuant to the policies, procedures, rules, and regulations of the State Board of Education.

(36) Program of Study. A sequence of instruction consisting of coursework, co-curricular CTSO activities, work-based learning, and other learning experiences that provide preparation for a career.

(37) Program of Work. An organized list of tasks and objectives that includes timelines, activities, responsibilities, and evaluations.

(38) Safety Assessment. The means of determining that students can perform at a proficient level (100%) regarding safety requirements of the CTE course.

(39) Special Populations. Individuals with disabilities; from economically disadvantaged families, including foster children; preparing for nontraditional training and employment; and single parents, including single pregnant women.

(40) State Plan for CTE. Accountability plan written by the state CTE Section and approved by the State Board of Education and the U.S. Department of Education addressing requirements of federal legislation to ensure continued Career and Technical funding.

(41) Syllabus (CTE). An overview, summary, or outline of a course listing the course name, prerequisites, course goals, course description, and assessment procedures.

(42) Work-Based Experience. A methodology that provides students with educational opportunities in a work setting that typically cannot be obtained in a classroom.

(43) Work-Based Learning/Cooperative Education Coordinator. An individual who holds a Class B or higher certificate in Career and Technical Education, has taken the coursework "Functions of the Coordinator" or "Principles of Coordination," and coordinates a program of study and practice that provides legal employment for students with structured work-based experiences and school-based instruction

Author: Dr. Joseph B. Morton

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