The Process!

Professional-Technical Certification
For Faculty at Shoreline Community College

Shoreline
COMMUNITY COLLEGE

Table of Contents

It's the Law

WASHINGTON ADMINISTRATIVE CODE
(WAC) 131-16-070 through 131-16-095

It is a condition of hire for professional-technical faculty and for continued employment must be kept current.

Professional-Technical Certification is issued by the Chief Professional-Technical Administrator.

Why the Law?

Professional-Technical Certification is all about

- Teaching & Facilitating Learning,
- Maintaining Currency in the Classroom, and
- Academic Excellence

Skills Standards

The Professional-Technical Certification system is based on the skill standards needed for the 21st Century classroom. The ten skill standards below were identified by 78 tenured faculty in the community & technical college system across Washington state.

A. Manage the Learning Environments

B. Develop Outcomes, Assessments & Curricula

C. Develop & Review Programs

D. Provide Student Instruction

E. Provide Support & Guidance to Students

F. Perform Administrative Functions

G. Create & Maintain a Professional Environment

H. Promote the Program & Recruit Students

I. Learn & Adapt New Technologies

J. Perform Program Management Functions

The italics and bold Skill Standards A, B, & D are required for Professional-Technical Certification by the WAC. The other seven standards are available options for continued professional development.

The Process

In order to meet the new 2004 Washington Administrative Code (WAC) requirements for Professional-Technical Certification in the community and technical college system, a file documenting each faculty's certification is to be maintained in the Professional-Technical Education Office.

WAC Requirements for Contracted Professional-Technical Personnel

Professional-Technical Education personnel must meet or exceed the following standards in their area of specialization.

Initial Certification Upon Hire

- Good for 3 years
- Applies to Full-Time Faculty
- Applies to Part-Time Faculty teaching two-thirds of a load (66.6%) for 3 consecutive quarters at anytime during the year. (All other Professional-Technical faculty – see page 5)
- Completed Professional-Development Form
- Completed Professional Technical Certification Plan addressing the following skill standards
  - Skill Standard D-Student Instruction
  - Skill Standard A-Supervise the Learning Environments
  - Skill Standard B-Implement Curriculum, Outcomes, & Assessment
- First Aid & CPR (high risk programs only)
  - Manufacturing/Machining
  - Automotive
  - Biotechnology
  - Parent Co-op (works with children)
  - Nursing (just CPR)
  - Dental Hygiene
  - Computer Information Systems (just faculty teaching hardware class)
  - Medical Lab Technology/Phlebotomy
- Documentation to be turned into the Professional-Technical Education Office right after the learning experience

Standard Certification (on going)

- Must be renewed every five years
- Applies to all Full-Time Faculty
- *Applies to all Part-Time Faculty teaching two thirds of a load (66.6%) for three consecutive quarters at anytime during the year*
- Completed Professional Technical Certification Form A
- Completed Professional-Technical Certification Plan addressing the following skill standards:
    - Skill Standard D.-Student Instruction
    - Skill Standard A-Supervise Learning Environments
    - Skill Standard B-Implement Curriculum, Outcomes, & Assessment
- First Aid/CPR (high risk programs only)
    - Manufacturing Machining
    - Automotive
    - Biotechnology
    - Parent Co-op (works with children)
    - Nursing (just CPR)
    - Dental Hygiene
    - Computer Information Systems (just faculty teaching the hardware class)
    - Medical Lab Technology/Phlebotomy
- Documentation to be turned into the Professional-Technical Education Office right after the learning experience

All Other Part-Time Faculty (Those faculty teaching less than two-thirds of a load)

As Per WAC 131-16-092 Section 4
"All other Part-Time Professional Technical faculty must be assessed as to their ability to provide Student Instruction, Supervise Learning Environments and Implement Curriculum, Outcomes and Assessments."

Part-time faculty must complete and return the Professional-Technical Certification Form B, signed by the division dean, to the Workforce (Professional-Technical) Education office via e-mail or hardcopy.

Professional-Technical Certification Form A

Shoreline
COMMUNITY COLLEGE

Your Name:	
Department:	
Today's Date:	

For Prof-Tech. Ed. Use Only:	
Certification Period:	
Certificate Type:	☐ Initial ☐ Standard

FORM A IS FOR ALL FULL-TIME FACULTY AND PART-TIME FACULTY TEACHING TWO-THIRDS OF A LOAD (66.6%) FOR 3 CONSECUTIVE QUARTERS AT ANY TIME DURING THE YEAR.

Skill Sets

Directions:

The following chart contains a list of activities drawn from the Washington State Skills Standards for Professional-Technical Instructors. Working in collaboration with your division dean, please rate how important each activity is to your job, and how well you feel you are performing the activity.

N	1	2	3	4
Not Applicable	Low/Could Imp.	Moderate	High	Very High

Importance					WA Skill Standard	Key Activity	Performance				
N	1	2	3	4			N	1	2	3	4
					A	**Manage learning environments (required)**					
					A1 – A3	Obtain, set-up and maintain instructional systems, equipment, tools, supplies and materials					
					A4	Develop a growth and replacement plan for systems, equipment and/or tools					
					A5	Supervise learning environments					
					A6	Research, select, and evaluate off-campus learning environments					
					A7	Evaluate and monitor the safety of the instructional areas and practices					
					B	**Develop outcomes, assessments and curricula (required)**					
					B1, B4	Identify, evaluate, modify and implement current outcomes					
					B2, B4	Create, evaluate, modify and implement curriculum					
					B3, B4	Create, evaluate, modify and implement assessments					
					B5	Integrate curriculum with other faculty in the department and in other instructional areas/institutions					
					C						
					C1	Develop, review, and update program course plan					
					C2	Recruit and work with advisory committee and employers to meet changing needs of the program and industry					
					C3	Identify, evaluate, and implement current industry standards and trends					
					C4	Identify and develop core and support courses					

▶

N	1	2	3	4
Not Applicable	Low/Could Imp.	Moderate	High	Very High

Importance					WA Skill Standard	Key Activity	Performance				
N	1	2	3	4			N	1	2	3	4
					C5	Maintain (or obtain) program accreditation					
					C6	Research, identify, evaluate, and implement current industry standards and trends					
					C7	Coordinate program development with other college programs & institutions					
					D	**Provide student instruction (required)**					
					D1	Prepare and/or gather current instructional materials and equipment					
					D2	Provide individual and group instruction					
					D3	Initiate, develop, and implement student assessments					
					D4	Modify instructional material and methods based on student and industry assessments and feedback					
					E						
					E1	Respond to student needs					
					E2	Provide information or referrals to meet student needs					
					E3	Assist students with job placement					
					E4	Provide academic advising					
					E5	Provide career advising					
					E6	Serve as student activity advisor, as applicable					
					F						
					F1	Perform documentation and record keeping duties					
					F2	Record and submit student grades					
					F3	Serve on departmental and college committees					
					F4	Provide input for program, schedules, and college publications					
					F5	Develop and manage budgets					
					F6	Research and assist with writing and implementing grants and targeting financial resources					
					G						
					G1	Collaborate with college staff, faculty and students					
					G2	Work with program advisory committee					
					G3	Serve on departmental and college committees					
					G4	Maintain current knowledge of the field					
					G5	Participate in professional networking					
					G6	Develop a professional development plan					
					G7	Promote a professional instructional environment					

N	1	2	3	4
Not Applicable	Low/Could Imp.	Moderate	High	Very High

Importance					WA Skill Standard	Key Activity	Performance				
N	1	2	3	4			N	1	2	3	4
					H						
					H1	Participate in campus and community events					
					H2	Serve on high school advisory committees, Tech Prep consortia, and/or other community organizations					
					H3	Develop promotional plan					
					H4	Provide information for prospective students					
					H5	Develop and manage public relations information					
					H6	Perform recruiting activities					
					I						
					I1	Obtain and maintain certification on program-specific technology					
					I2	Maintain current knowledge of technology in the field					
					I3	Identify, evaluate and implement emerging technologies according to industry needs					
					I4	Identify, evaluate, and implement new instructional technologies					
					J						
					J1	Perform documentation and record keeping duties					
					J2	Mentor, orient, and support new and part-time faculty					
					J3	Develop criteria, recruit and make recommendations regarding hiring of faculty					
					J4	Manage instructional and program assistants					
					J5	Develop and manage budgets					
					J6	Research and assist with writing and implementing grants and targeting financial resources					

Professional-Technical Certification Plan

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In consultation with the Division Dean, your Professional-Technical Certification Plan may consist of activities to either learn more about a Key Activity or perform the Key Activity. Accordingly, your Plan may not necessarily correlate to your performance level. For example: you may rate your performance level for creating curriculum at a performance level 4 and at importance level 4. Because this activity is important to your program, your Plan may include activities around creating or modifying curriculum. Or, you may rate your performance at researching off-campus learning environments as performance level 2 and importance level 2. Because it is not important to your program, you may not have an activity related to researching off-campus learning environments.

Goals and Related Activities

1. _____

2. _____

3. _____

4. _____

5. _____

Upon completion of this form, please sign the form and forward to your Dean for signature and the Dean for Professional-Technical Programs for approval.

_____   _____
Faculty   Professional-Technical Dean

_____   _____
Date   Date

_____
Division Dean

_____
Date

Professional-Technical Certification
Form B   *For Part-time Professional-Technical Instructors*

Shoreline
COMMUNITY COLLEGE

Your Name:	
Department:	
Today's Date:	

For Prof-Tech. Ed. Use Only:		
Certification Period:		
Certificate Type:	☐ Initial ☐ Standard

FORM B IS FOR ALL PART-TIME FACULTY TEACHING LESS THAN TWO-THIRDS OF A LOAD.

Skill Sets

Directions:
The following chart contains a list of activities drawn from the Washington State Skills Standards for Professional-Technical Instructors. Working in collaboration with your Division Dean, please rate how important each activity is to your job, and how well you feel you are performing the activity.

N	1	2	3	4
Not Applicable	Low/Could Imp.	Moderate	High	Very High

Importance					WA Skill Standard	Key Activity	Performance				
N	1	2	3	4			N	1	2	3	4
					A	**Manage learning environments (required)**					
					A1 – A3	Obtain, set-up and maintain instructional systems, equipment, tools, supplies and materials					
					A4	Develop a growth and replacement plan for systems, equipment and/or tools					
					A5	Supervise learning environments					
					A6	Research, select, and evaluate off-campus learning environments					
					A7	Evaluate and monitor the safety of the instructional areas and practices					
					B	**Develop outcomes, assessments and curricula (required)**					
					B1, B4	Identify, evaluate, modify and implement current outcomes					
					B2, B4	Create, evaluate, modify and implement curriculum					
					B3, B4	Create, evaluate, modify and implement assessments					
					B5	Integrate curriculum with other faculty in the department and in other instructional areas/institutions					
					C						
					C1	Develop, review, and update program course plan					
					C2	Recruit and work with advisory committee and employers to meet changing needs of the program and industry					
					C3	Identify, evaluate, and implement current industry standards and trends					
					C4	Identify and develop core and support courses					

▶

N	1	2	3	4
Not Applicable	Low/Could Imp.	Moderate	High	Very High

Importance					WA Skill Standard	Key Activity	Performance				
N	1	2	3	4			N	1	2	3	4
					C5	Maintain (or obtain) program accreditation					
					C6	Research, identify, evaluate, and implement current industry standards and trends					
					C7	Coordinate program development with other college programs & institutions					
					D	**Provide student instruction (required)**					
					D1	Prepare and/or gather current instructional materials and equipment					
					D2	Provide individual and group instruction					
					D3	Initiate, develop, and implement student assessments					
					D4	Modify instructional material and methods based on student and industry assessments and feedback					
					E						
					E1	Respond to student needs					
					E2	Provide information or referrals to meet student needs					
					E3	Assist students with job placement					
					E4	Provide academic advising					
					E5	Provide career advising					
					E6	Serve as student activity advisor, as applicable					
					F						
					F1	Perform documentation and record keeping duties					
					F2	Record and submit student grades					
					F3	Serve on departmental and college committees					
					F4	Provide input for program, schedules, and college publications					
					F5	Develop and manage budgets					
					F6	Research and assist with writing and implementing grants and targeting financial resources					
					G						
					G1	Collaborate with college staff, faculty and students					
					G2	Work with program advisory committee					
					G3	Serve on departmental and college committees					
					G4	Maintain current knowledge of the field					
					G5	Participate in professional networking					
					G6	Develop a professional development plan					
					G7	Promote a professional instructional environment					

N	1	2	3	4
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Importance					WA Skill Standard	Key Activity	Performance				
N	1	2	3	4			N	1	2	3	4
					H						
					H1	Participate in campus and community events					
					H2	Serve on high school advisory committees, Tech Prep consortia, and/or other community organizations					
					H3	Develop promotional plan					
					H4	Provide information for prospective students					
					H5	Develop and manage public relations information					
					H6	Perform recruiting activities					
					I						
					I1	Obtain and maintain certification on program-specific technology					
					I2	Maintain current knowledge of technology in the field					
					I3	Identify, evaluate and implement emerging technologies according to industry needs					
					I4	Identify, evaluate, and implement new instructional technologies					
					J						
					J1	Perform documentation and record keeping duties					
					J2	Mentor, orient, and support new and part-time faculty					
					J3	Develop criteria, recruit and make recommendations regarding hiring of faculty					
					J4	Manage instructional and program assistants					
					J5	Develop and manage budgets					
					J6	Research and assist with writing and implementing grants and targeting financial resources					

Upon completion of this form, Faculty and Division Dean sign the form and forward to the Dean of Workforce (Professional-Technical) Education for approval. ▶

Faculty

Date

Division Dean

Date

Professional-Technical Dean

Date

Professional-Technical Certification Activities & Documentation Options

Sample activities and sample documentation are shown below. Other activities and documentation are negotiable with the Professional-Technical Dean.

Sample Activities	Sample Documentation
Paid field work or clinical experience	Letter from employer, work log or pay stub
Credit classes (can include work on BA/BS, Masters or Doctoral work)	Transcript, certificate of completion, or evidence of completion
Professional-Technical Certification Courses & Non credit classes	Transcript, certificate of completion, or evidence of completion
Conferences, Workshops, Seminars	Agenda, certificate of completion or registration
Independent Research & Travel Related to discipline	Copy of research report
New course development	Syllabus & Master Course Outline
Authoring book and/or chapter of a book	Summary or copy of document

Steps in the Process

Form A

FULL-TIME FACULTY AND PART-TIME FACULTY TEACHING TWO-THIRDS OF A LOAD (66.6%) FOR 3 CONSECUTIVE QUARTERS ANYTIME DURING THE YEAR.

First Step

Faculty fills out Professional-Technical Certification **Form A** and identifies growth opportunities. Along with the Division Dean.

Second Step

Faculty fills out Professional-Technical Certification **Plan** on the back page of Form A and identifies 5 activities along with the Division Dean:

Elements to remember when identifying activities:

- Focus on reaching professional goals as a facilitator of learning
- Customize plan to meet your development as a professional teacher
- Determine measurable outcomes & link outcomes to skill standards
- Determine timeline for successful achievement of outcomes.

Third Step

Faculty and Division Dean sign document and e-mails or hands in **Form A** to Professional-Technical Dean.

Form B

PART-TIME FACULTY TEACHING LESS THAN TWO-THIRDS OF A LOAD

First Step

Faculty fills out Professional-Technical Certification **Form B** and identifies growth opportunities along with the Division Dean.

Second Step

Faculty & Division Dean sign document and e-mails or hands in **Form B** to Professional-Technical Dean.

Instructional Dean	*or to*	**Administrative Assistant**
Professional-Technical Education		Professional-Technical Education
Shoreline Community College		Shoreline Community College
206-546-4595		206-546-5876

Check List for Initial Certification
& Standard Certification

❑ Completed Professional-Technical Certification **Form A** or **Form B**

❑ Completed Professional-Technical Certification **Plan** addressing Skill Standards
A, B, D with five activities

❑ First Aid & CPR (if required)

❑ Documentation (Turn into 1000 Building, Professional-Technical Education Office
right after the learning experience).

New Washington Administrative Code (WAC) 2014 Professional Technical Certification

WAC 131-16-070 Adoption and publication of district personnel selection practices and standards. Each college district board of trustees shall adopt and publish a statement of personnel selection practices and standards governing all nonclassified service personnel which are designed to ensure high standards of excellence in all phases of district operations, satisfy the standards of regional and national accrediting organization, and provide for a professional staff representing a wide range of educational and professional experience. Such personnel practices and standards shall be consistent with WAC 131-16-080.

WAC 131-16-080 General standards of qualifications for community and technical college personnel. Prior to employment of candidates to perform professional services in Washington community and technical colleges, the district board of trustees shall establish that the candidate possesses:

(1) Scholarship and/or technical skill that represents appropriate study, training, and skills in the proposed area of assignment,

(2) Expertise as a practitioner as evidenced by reports of former associates and supervisors,

(3) A demonstrable understanding and acceptance of the role to be played as a partner in an educational enterprise serving the best interests of the students,

(4) A demonstrable understanding and acceptance of the mission, role, and character of the community or technical college,

(5) The ability to perform assigned duties in a manner consistent with the goals of the institution and the community and technical college system, and

(6) Personal characteristics that contribute to the ability to promote the welfare of the students, the institution, and the state of Washington.

WAC 131-16-091 Additional qualifications in areas of specialization. In addition to the general standards required by WAC 131-16-080, the district board of trustees shall establish that candidates for appointment meet or exceed the following standards in their areas of specialization:

(1) Teaching personnel.

(a) Professional teaching personnel performing services for which advanced degrees are commonly available shall hold the equivalent of a master's degree in the field of their educational service from an accredited college or university or a bachelor's degree and professional expertise in the field of their educational service; or

(b) Professional teaching personnel in professional-technical fields for which bachelor's or master's degrees are not commonly available shall be particularly qualified to provide instruction in their area of specialization as demonstrated by possession of the following:
  (i) Sufficient broad and comprehensive training;
  (ii) Industry recognized certification when available; and
  (iii) Two years relevant work experience and/or relevant, current teaching experience that particularly qualifies them to provide instruction in their area of specialization. ▶

▶ (c) In extraordinary cases, the requirements in (a) and (b) of this subsection may be waived by the college president. For personnel under waiver, a professional development plan must be developed to meet criteria under (a) or (b) of this subsection. This plan must be completed during the initial certification process.

(d) Part-time professional-technical teaching personnel must meet minimum qualifications as defined by (a), (b), or (c) of this subsection and have verification on file. This record must be on file for each part-time instructor during each quarter of teaching employment.

(2) Other instructional personnel.

All other professional-technical instructional personnel, including teachers' aides, lab assistants, and tutors, who do not meet the work experience and educational requirements specified above, may be employed either on a full-time or part-time basis. Such individuals shall possess appropriate technical skills and knowledge in the specific program area assigned; and such individuals shall work under the direct supervision of, or in direct coordination with, an appropriately qualified professional. Each college district shall maintain job descriptions for each position in this category.

(3) Chief professional-technical administrator.

The chief professional-technical administrator shall have:

(a) Earned an advanced degree, masters or doctorate, in a professional-technical area or have equivalent administrative expertise as demonstrated by successful performance of broad administrative responsibilities; and

(b) Been employed as a full-time professional-technical instructor or have the equivalent experience in business or industry or other public agencies; and

(c) Supervisory/administrative experience.

The chief professional-technical administrator must understand and have the ability to assess professional-technical faculty's ability to provide student instruction, supervise learning environments and implement curriculum, outcomes, and assessments. The chief professional-technical administrator must keep a copy of his/her current certificate in his/her personnel file.

(4) Other professional-technical administrators.

Other administrators who oversee professional-technical programs, must demonstrate to the employing agency a commitment to and understanding of professional-technical education, and their ability to use the professional-technical faculty skills standards to guide and support the professional development of the professional-technical instructors they supervise.

WAC 131-16-092 Maintaining and improving certification competencies for professional-technical administrators and instructors. It shall be the responsibility of the president of each institution or district to assure compliance with the following standards, which must be met or exceeded by all districts:

(1) The institution or district will certify, through the chief professional-technical administrator or designee, each full-time professional-technical instructor and administrator and maintain documentation of such certification. The certificate and the documentation on file shall specify the function and/or the specific occupational area for which the individual is certified.

(2) Each full-time contracted professional-technical instructor shall have a professional development plan, approved by the supervising professional-technical administrator or designee. The professional development plan shall be developed in collaboration with the instructor in accordance with local bargaining agreements. The chief professional-technical administrator or designee shall maintain a file of all such plans. Such plans shall be reviewed periodically, as determined by the institution.

(3) Full-time professional-technical instructors must complete the requirements of the initial certification within three years to attain standard certification. Standard certificates must be renewed every five years.

(4) Part-time professional-technical instructors teaching a two-thirds full-time load for more than the equivalent of three quarters must complete the requirements of the initial certification within three years, to attain standard certification. Standard certificates must be renewed every five years.

(5) All other part-time professional-technical instructors must be assessed as to their ability to provide student instruction, supervise learning environments and implement curriculum, outcomes, and assessments.

(6) The chief professional-technical administrator shall be certified by the president, who will maintain the chief professional administrator's professional development plan.

(7) Certification under the standards specified in WAC 131-16-070 through 131-16-094 is a condition of continued employment for all professional-technical education personnel.

(8) Safety and occupational health practices standards are met by meeting the requirements as set down by OSHA and WISHA. (As referenced in WAC 296-800-100 to 296-800-370.)

WAC 131-16-093 Types of professional-technical education certificates. In issuing certificates for full-time and part-time professional-technical instructors, as identified in WAC 131-16-092 (3) and (4), the college district shall utilize the following nomenclature and shall meet the standards set forth below as a minimum:

(1) Teaching personnel.

Initial certification.

(a) Upon hire, teaching personnel will be issued initial certification by the chief professional-technical administrator. Initial certification lasts three years. The initial certification process includes documentation of a professional development plan which identifies priorities for professional growth as specified in WAC 131-16-094. An initial certificate is not renewable for professional-technical instructors.

Standard certification.

(b) Standard certification will be issued by the chief professional-technical administrator upon completion of the requirements for initial certification. Standard certification must be renewed on a five-year cycle. To maintain standard certification, professional-technical instructors must develop and complete a professional development plan as specified in WAC 131-16-094.

(c) The hiring institution shall hold an orientation for all new full-time professional-technical instructors. The orientation outline must be on file at each campus.

First aid and CPR.

(d) A current first-aid certificate, including CPR and bloodborne pathogens, must be earned by professional-technical instructors prior to the second quarter of employment in professional-technical programs where the instructional environment brings students into physical proximity with machinery, electrical circuits, biologicals, radioactive substances, chemicals, flammables, intense heat, gases under pressure, excavations, scaffolding, ladders, and/or other hazards. Responsibility for ensuring that appropriate staff has first aid training will rest with the assigned chief professional-technical administrator. The specific type of first-aid program, including CPR, required of professional-technical instructors shall be achieved by passing a course of first-aid/CPR/bloodborne pathogen instruction and participation in practical application of subject matter determined and required by the department of labor and industries. Specifically excluded from conformance to the first-aid requirement are:

    (i) Those instructors who teach related subjects to professional-technical students, i.e., mathematics, English, or communications skills, etc., when such subjects are taught in classrooms rather than shops or laboratories.

    (ii) Physicians, registered nurses, licensed practical nurses, and others when their occupational competencies and training include first-aid knowledge and skills equal to or superior to that represented by the first-aid certification being required under these regulations.

(2) Chief professional-technical administrators.

Upon hire, the chief professional-technical administrators will be issued initial certification. To maintain certification, the chief professional-technical administrator must develop and complete a professional development plan that includes as a minimum his/her ability to use the professional-technical faculty skill standards to guide and support the professional development of the professional-technical instructors they supervise.

WAC 131-16-094 Certification process for professional-technical instructors. The certification process for professional-technical instructors includes assessing the attainment of the standards contained in the professional-technical skill standards and the completion of a professional development plan. The professional development plan identifies priorities for professional growth. The priorities should address, at a minimum, the professional-technical faculty's ability to provide student instruction, supervise learning environments and implement curriculum, outcomes, and assessments. The professional development plan shall be developed in collaboration with the instructor and will include, based on local bargaining agreements, at least five professional development activities, linked to the professional-technical faculty skill standards. The professional development plan includes:

(1) Faculty (self) and administrator identification of professional development activities for professional growth.

(2) Measurable outcomes and objective standards for measurement of skill standard achievement.

(3) A timeline for successful achievement of outcomes. Examples of professional development activities include, but are not limited to, workshops, courses of instruction, conferences, industry experiences and projects. The assigned professional-technical administrator supervisor shall be responsible for the approval of the professional development plan. The chief professional-technical administrator shall be responsible for the approval of professional development activities.

WAC 131-16-095 Defining reciprocity. The following standards describe the recognition of professional-technical or vocational teaching certification issued by a community or technical college or the superintendent of public instruction.

(1) Instructors issued a professional-technical education certificate that meets the standards specified in WAC 131-16-080 through 131-16-094 by any community or technical college under the jurisdiction of the state board shall be recognized as certified by all colleges in the community and technical (CTC) system.

(2) It is also recognized that a vocational teaching certificate issued by the office of the superintendent of public instruction will be recognized by the community and technical colleges as fulfilling the minimum requirements for the specific subjects contained in the certification.