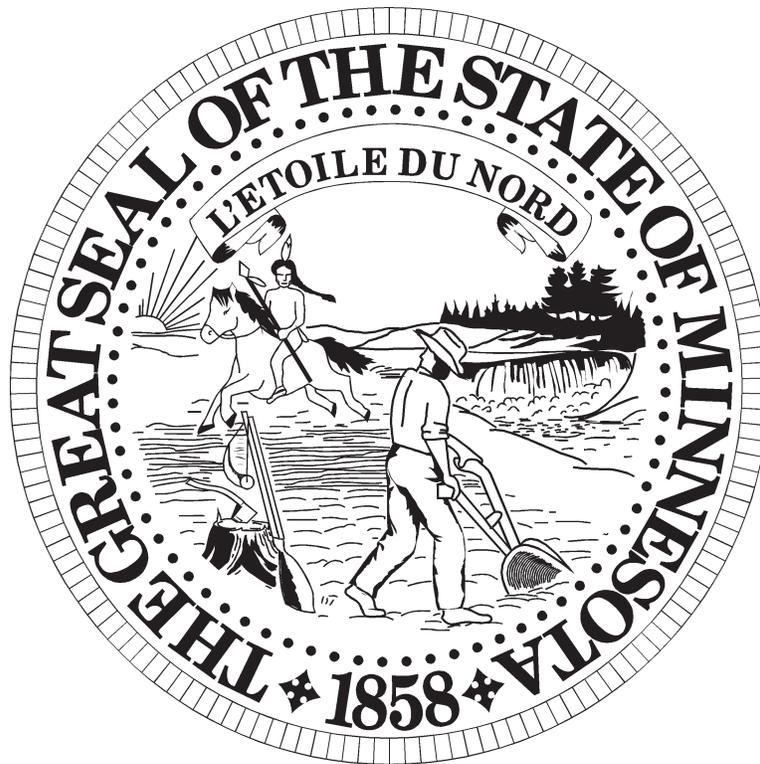


Minnesota

State Register

(Published every Monday (Tuesday when Monday is a holiday.)



**Proposed, Adopted, Emergency, Expedited, Withdrawn, Vetoed Rules;
Executive Orders; Appointments; Commissioners' Orders; Revenue Notices;
Official Notices; State Grants & Loans; State Contracts;
Non-State Public Bids, Contracts & Grants**

**Monday 28 April 2014
Volume 38, Number 44
Pages 1397 - 1448**

Minnesota State Register

Judicial Notice Shall Be Taken of Material Published in the *Minnesota State Register*

The *Minnesota State Register* is the official publication of the State of Minnesota's Executive Branch of government, published weekly to fulfill the legislative mandate set forth in *Minnesota Statutes*, Chapter 14, and *Minnesota Rules*, Chapter 1400. It contains:

- Proposed Rules
- Adopted Rules
- Exempt Rules
- Expedited Rules
- Withdrawn Rules
- Vetoed Rules
- Executive Orders of the Governor
- Appointments
- Proclamations
- Commissioners' Orders
- Revenue Notices
- Official Notices
- State Grants and Loans
- Contracts for Professional, Technical and Consulting Services
- Non-State Public Bids, Contracts and Grants

Printing Schedule and Submission Deadlines

Vol. 38 Issue Number	PUBLISH DATE (BOLDFACE shows altered publish date)	Deadline for: all Short Rules, Executive and Commissioner's Orders, Revenue and Official Notices, State Grants, Professional-Technical-Consulting Contracts, Non-State Bids and Public Contracts	Deadline for LONG, Complicated Rules (contact the editor to negotiate a deadline)
# 45	Monday 5 May	Noon Tuesday 29 April	Noon Thursday 24 April
# 46	Monday 12 May	Noon Tuesday 6 May	Noon Thursday 1 May
# 47	Monday 19 May	Noon Tuesday 13 May	Noon Thursday 8 May
# 48	Monday 26 May	Noon Tuesday 20 May	Noon Thursday 15 May

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Governor: Mark Dayton (651) 296-3391	Administration Commissioner: Spencer R. Cronk (651) 201-2555	Editor: Robin PanLener (651) 297-7963, robin.panlener@state.mn.us
Lieutenant Governor: Yvonne Prettner Solon (651) 296-3391	Plant Management Division: Christopher A. Guevin (651) 201-2350	Assistant editor: John Mikes (651) 297-4616, john.mikes@state.mn.us
Attorney General: Lori Swanson (651) 296-6196	Minnesota's Bookstore: Mary Mikes (651) 297-3979	Subscriptions Manager: Loretta J. Diaz (651) 297-8777, loretta.diaz@state.mn.us
Auditor: Rebecca Otto (651) 296-2551		
Secretary of State: Mark Ritchie (651) 296-2803		

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Minnesota Rules: Amendments and Additions

NOTICE: How to Follow State Agency Rulemaking in the State Register

The *State Register* is the official source, and only complete listing, for all state agency rulemaking in its various stages. State agencies are required to publish notice of their rulemaking action in the *State Register*. Published every Monday, the *State Register* makes it easy to follow and participate in the important rulemaking process. Approximately 80 state agencies have the authority to issue rules. Each agency is assigned specific **Minnesota Rule** chapter numbers. Every odd-numbered year the **Minnesota Rules** are published. Supplements are published to update this set of rules. Generally speaking, proposed and adopted exempt rules do not appear in this set because of their short-term nature, but are published in the *State Register*.

An agency must first solicit **Comments on Planned Rules** or **Comments on Planned Rule Amendments** from the public on the subject matter of a possible rulemaking proposal under active consideration within the agency (*Minnesota Statutes* §§ 14.101). It does this by publishing a notice in the *State Register* at least 60 days before publication of a notice to adopt or a notice of hearing, or within 60 days of the effective date of any new statutory grant of required rulemaking.

When rules are first drafted, state agencies publish them as **Proposed Rules**, along with a notice of hearing, or a notice of intent to adopt rules without a hearing in the case of noncontroversial rules. This notice asks for comment on the rules as proposed. Proposed emergency rules, and withdrawn proposed rules, are also published in the *State Register*. After proposed rules have gone through the comment period, and have been rewritten into their final form, they again appear in the *State Register* as **Adopted Rules**. These final adopted rules are not printed in their entirety, but only the changes made since their publication as Proposed Rules. To see the full rule, as adopted and in effect, a person simply needs two issues of the *State Register*, the issue the rule appeared in as proposed, and later as adopted.

The *State Register* features partial and cumulative listings of rules in this section on the following schedule: issues #1-13 inclusive; issues #14-25 inclusive (issue #26 cumulative for issues #1-26); issues #27-38 inclusive (issue #39, cumulative for issues #1-39); issues #40-52 inclusive, with final index (#1-52, or 53 in some years). An annual subject matter index for rules was separately printed usually in August, but starting with Volume 19 now appears in the final issue of each volume. For copies or subscriptions to the *State Register*, contact Minnesota's Bookstore, 660 Olive Street (one block east of I-35E and one block north of University Ave), St. Paul, MN 55155, phone: (612) 297-3000, or toll-free 1-800-657-3757. TTY relay service phone number: (800) 627-3529

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Comments on Planned Rules or Rule Amendments. An agency must first solicit Comments on Planned Rules or Comments on Planned Rule Amendments from the public on the subject matter of a possible rulemaking proposal under active consideration within the agency (*Minnesota Statutes* §§ 14.101). It does this by publishing a notice in the *State Register* at least 60 days before publication of a notice to adopt or a notice of hearing, and within 60 days of the effective date of any new statutory grant of required rulemaking.

Rules to be Adopted After a Hearing. After receiving comments and deciding to hold a public hearing on the rule, an agency drafts its rule. It then publishes its rules with a notice of hearing. All persons wishing to make a statement must register at the hearing. Anyone who wishes to submit written comments may do so at the hearing, or within five working days of the close of the hearing. Administrative law judges may, during the hearing, extend the period for receiving comments up to 20 calendar days. For five business days after the submission period the agency and interested persons may respond to any new information submitted during the written submission period and the record then is closed. The administrative law judge prepares a report within 30 days, stating findings of fact, conclusions and recommendations. After receiving the report, the agency decides whether to adopt, withdraw or modify the proposed rule based on consideration of the comments made during the rule hearing procedure and the report of the administrative law judge. The agency must wait five days after receiving the report before taking any action.

Rules to be Adopted Without a Hearing. Pursuant to *Minnesota Statutes* § 14.22, an agency may propose to adopt, amend, suspend or repeal rules without first holding a public hearing. An agency must first solicit **Comments on Planned Rules** or **Comments on Planned Rule Amendments** from the public. The agency then publishes a notice of intent to adopt rules without a public hearing, together with the proposed rules, in the *State Register*. If, during the 30-day comment period, 25 or more persons submit to the agency a written request for a hearing of the proposed rules, the agency must proceed under the provisions of §§ 14.14-14.20, which state that if an agency decides to hold a public hearing, it must publish a notice of intent in the *State Register*.

KEY: Proposed Rules - Underlining indicates additions to existing rule language. ~~Strikeouts~~ indicate deletions from existing rule language. If a proposed rule is totally new, it is designated "all new material." **Adopted Rules** - Underlining indicates additions to proposed rule language. ~~Strikeout~~ indicates deletions from proposed rule language.

Minnesota Board of Teaching

Proposed Permanent Rules on Teacher Education Programs, Student Teaching and Field Experience, and Technical Changes

NOTICE OF HEARING

Proposed Rules Governing, Institutional Program Approval for Teacher Preparation *Minnesota Rules*, part 8700.7600

Public Hearing. The Board of Teaching intends to adopt rules after a public hearing following the procedures in the rules of the Office of Administrative Hearings, *Minnesota Rules*, parts 1400.2200 to 1400.2240, and the Administrative Procedure Act, *Minnesota Statutes*, sections 14.131 to 14.20. The Board will hold a public hearing on the above-named rules at the Minnesota Department of Education, Conference Center B, Room 16, 1500 Highway 36 West, Roseville, Minnesota 55113, starting at 9:30 a.m. on Friday, May 30th, 2014 and continuing until the hearing is completed. The Board will schedule additional days of hearing if necessary. All interested or affected persons will have an opportunity to participate by submitting either oral or written data, statements, or arguments. Statements may be submitted without appearing at the hearing.

Administrative Law Judge. Administrative Law Judge Eric Lipman will conduct the hearing. The judge can be reached at the Office of Administrative Hearings, 600 North Robert Street, Saint Paul, Minnesota 55164-0620, **telephone:** (651) 361-7881, and **fax:** (651) 539-0300. The rule hearing procedure is governed by *Minnesota Statutes*, sections 14.131 to 14.20, and by the rules of the Office of Administrative Hearings, *Minnesota Rules*, parts 1400.2000 to 1400.2240. You should direct questions about the rule hearing procedure to the administrative law judge.

Subject of Rules, Statutory Authority, and Agency Contact Person. The proposed rules are about the requirements for the approval of teacher preparation institutions and programs. The proposed rules are authorized by *Minnesota Statutes*, section 122A.09, Subdivision 4. A summary of the proposed rules is provided below. A free copy of the rules is available upon request from the Board contact person. The Board contact person is: Erin Doan at MN Board of Teaching, 1500 Highway 36 West, Roseville, MN 55113, **phone:** (651) 582-8819; **fax:** (651) 582-8872; **e-mail:** Erin.Doan@state.mn.us. **TTY** users may call the Board of Teaching at (651) 582-8201.

Summary of Proposed Rules. The Board of Teaching has purview over all teacher preparation and licensure requirements in Minnesota. The proposed rules reflect the work of the Board of Teaching and its stakeholders in developing new and revised requirements for the approval of teacher preparation institutions and programs. The Board has been working steadily since 2008 with stakeholders to develop the proposed rules; the proposed rules include revisions to unit and program approval for teacher preparation.

Proposed Rules

As noted, the Board has relied heavily on stakeholder input throughout this process. A description of the processes, stakeholder engagement, and the resulting recommendations for rule changes is available in the Rule-By-Rule Analysis portion of the SONAR.

CURRENT RULE STRUCTURE 8700.7600 INSTITUTIONAL PROGRAM APPROVAL FOR TEACHER PREPARATION	PROPOSED STRUCTURAL CHANGES TO RULE 8705.0100: PROGRAM AND UNIT APPROVAL FOR TEACHER PREPARATION
8700.7600 subpart 2a Definitions	8705.0200 Definitions
8700.7600 subpart 5 Institutional program approval: written application	8705.1000 Unit Approval for Teacher Preparation
A. in professional and pedagogical studies:	8705.1000 subp.2 in professional, pedagogical, and content studies:
B. in general and content studies:	(merged into above subpart)
C. in providing clinical and field experiences:	8705.1000 subp.3 in providing field-based experiences:
D. for candidate qualifications:	8705.1000 subp.4 for candidate selection:
E. when monitoring and advising on candidate progress:	8705.1000 subp.5 Candidate advising
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Subpart 6 Evaluation procedures for institutions and programs	8705.1100 Evaluation and approval of teacher preparation units 8705.2100 Initial Program Approval 8705.2200 Continuing Program Approval
Subpart 7 Written evaluations; decisions of board	8705.1100 Unit Approval decisions 8705.2100 subd 4 Program Approval decision

Statement of Need and Reasonableness. The statement of need and reasonableness contains a summary of the justification for the proposed rules, including a description of who will be affected by the proposed rules and an estimate of the probable cost of the proposed rules. It is now available from the Board contact person. You may review or obtain copies for the cost of reproduction by contacting the Board contact person. The SONAR is also available on the board's website at:

<http://mn.gov/board-of-teaching/board-operations/initiatives/>.

Public Comment. You and all interested or affected persons, including representatives of associations and other interested groups, will have an opportunity to participate. *The administrative law judge will accept your views* either orally at the hearing or in writing at any time before the close of the hearing record. Submit written comments *to the administrative law judge at the address above or to rulecomments@state.mn.us*. All evidence that you present should relate to the proposed rules. You may also submit written material *to the administrative law judge* to be recorded in the hearing record for five working days after the public hearing ends. At the hearing the administrative law judge may order this five-day comment period extended for a longer period but for no more than 20 calendar days. Following the comment period, there is a five-working-day rebuttal period during which the agency and any interested person may respond in writing to any new information submitted. No one may submit additional evidence during the five-day rebuttal period. The

Proposed Rules

Office of Administrative Hearings must receive all comments and responses submitted to the administrative law judge no later than 4:30 p.m. on the due date. All comments or responses received are public and will be available for review at the Office of Administrative Hearings.

The Board requests that any person submitting written views or data to the administrative law judge before the hearing or during the comment or rebuttal period also submit a copy of the written views or data to the Board contact person at the address stated above.

Alternative Format/Accommodation. Upon request, this information can be made available in an alternative format, such as large print, braille, or audio. To make such a request or if you need an accommodation to make this hearing accessible, please contact the Board contact person at the address or telephone number listed above.

Modifications. The Board may modify the proposed rules as a result of the rule hearing process. It must support modifications by data and views presented during the rule hearing process. The adopted rules may not be substantially different than these proposed rules, unless the Board follows the procedure under *Minnesota Rules*, part 1400.2110. If the proposed rules affect you in any way, the Board encourages you to participate.

Adoption Procedure after the Hearing. After the close of the hearing record, the administrative law judge will issue a report on the proposed rules. You may ask to be notified of the date when the judge's report will become available, and can make this request at the hearing or in writing to the administrative law judge. You may also ask to be notified of the date that the Board adopts the rules and files them with the Secretary of State, or ask to register with the Board to receive notice of future rule proceedings. You may make these requests at the hearing or in writing to the Board contact person stated above.

Lobbyist Registration. *Minnesota Statutes*, chapter 10A, requires each lobbyist to register with the State Campaign Finance and Public Disclosure Board. You should direct questions regarding this requirement to the Campaign Finance and Public Disclosure Board at: Suite #190, Centennial Building, 658 Cedar Street, St. Paul, Minnesota 55155, telephone: (651) 296-5148 or 1-800-657-3889.

Order. I order that the rulemaking hearing be held at the date, time, and location listed above.

Dated: 22 April 2014

Signed by: Erin R. Doan, Interim Executive Director
Minnesota Board of Teaching

8705.0100 PROGRAM AND UNIT APPROVAL.

Licenses to teach in Minnesota may be granted to persons who complete approved programs leading to teacher licensure in Minnesota institutions approved by the Board of Teaching to prepare persons for teacher licensure according to this chapter. The teacher preparation institution or provider must meet the standards under parts 8705.1000 and 8705.1100 or the procedures and requirements established under part 8705.1200 prior to being authorized to submit specific licensure programs for program approval under parts 8705.2000 to 8705.2600.

8705.0200 DEFINITIONS.

Subpart 1. **Scope of definitions.** The terms used in this chapter have the meanings given them in this part.

Subp. 2. **Advanced academic preparation.** "Advanced academic preparation" means a minimum of a master's degree and content expertise in the licensure subject to be taught.

Subp. 3. **Assessment system.** "Assessment system" means a comprehensive and integrated set of evaluation measures that provides information for use in monitoring candidate demonstration of standards, and managing and improving unit operations and programs.

Subp. 4. **Board.** "Board" means the Minnesota Board of Teaching.

Subp. 5. **Endorsement.** "Endorsement" means a licensure field that cannot be earned as an initial license.

Subp. 6. **Field experience.** "Field experience" means a school-based opportunity in which candidates may observe teachers and students, assist, tutor, instruct, or conduct research.

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Subp. 7. **Institution.** “Institution” means a regionally accredited baccalaureate or postbaccalaureate degree-granting college or university.

Subp. 8. Program completer.

A. “Program completer” means a person who has met all the requirements of a state-approved teacher preparation program, including all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program’s requirements. In applying this definition, that an individual has or has not been recommended to the state for certification or licensure may not be used as a criterion for determining who is a program completer. A program must include a candidate as a program completer in data submissions if the candidate:

- (1) is subject to testing requirements for the licensure field, regardless of passing status;
- (2) is subject to the teacher performance assessment (edTPA) requirement as part of the licensing program, regardless of passing status;
- (3) completes a student teaching placement;
- (4) is enrolled in any licensure program, including endorsement fields; or
- (5) receives a degree or certificate of completion regardless of whether a recommendation for licensure is given.

B. Notwithstanding item A, transfer candidates, including those prepared out of state, who have completed less than 50 percent of a licensure program’s total requirements at the current institution should not be included.

Subp. 9. **Related services.** “Related services” means nonclassroom teaching fields under the purview of the Board of Teaching, including school nurse, school counselor, school social worker, school psychologist, and speech-language pathologist.

Subp. 10. **Scope.** “Scope” means the prekindergarten through grade 12 student age or grade span of the licensure field.

Subp. 11. **Teacher preparation program.** “Teacher preparation program” means a college or university program approved by the Board of Teaching for the purpose of preparing individuals for a specific teacher licensure field in Minnesota.

Subp. 12. **Unit.** “Unit” means an institution or a defined subdivision of the institution, for example a college, department, or division, which has primary responsibility for overseeing and delivering teacher preparation programs.

8705.0300 EVALUATION OF A TEACHER PREPARATION UNIT WITHIN AN INSTITUTION OF HIGHER EDUCATION.

Each Minnesota institution granting baccalaureate degrees, postbaccalaureate degrees, or both requesting approval to prepare persons for teacher licensure shall be evaluated for compliance to unit standards according to parts 8705.1000 and 8705.1100 and shall be evaluated for compliance to program standards according to parts 8705.2000 to 8705.2600.

8705.1000 UNIT APPROVAL FOR TEACHER PREPARATION.

Subpart 1. **Written application required.** A written, electronic application for approval, including initial and continuing approval, of a unit must be submitted to the board 60 days prior to a scheduled on-site visit and must include the requirements in subparts 2 to 10.

Subp. 2. **Professional, pedagogical, and content studies.** The unit must provide professional, pedagogical, and content studies that include the following:

A. the unit provides professional education programs with a clear and consistent conceptual framework threaded throughout the instructional program based on research, theory, and accepted practice;

B. the unit provides and assures that candidates complete a professional sequence of courses based on the standards for both pedagogy and subject matter under parts 8710.2000 to 8710.8080;

C. the unit provides and requires candidates in teacher preparation programs to have completed a program of general studies in the liberal arts and sciences equivalent to the requirement for persons enrolled in programs at their institution not preparing persons for teacher licensure;

D. the unit provides programs that require candidates in teacher preparation programs to demonstrate content-specific competence of the licensure field;

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E. the unit sets forth clear expectations specific to locally determined indicators of professional dispositions and has a process for assessing those expectations;

F. the unit's programs instruct candidates to use Minnesota kindergarten through grade 12 student academic standards, or, if unavailable, national discipline-specific standards for lesson planning and teaching;

G. the unit requires that teacher candidates demonstrate the ability to use prekindergarten through grade 12 student performance data to make instructional decisions;

H. the unit's programs were developed in collaboration with academically qualified faculty, along with licensed, experienced school personnel in the content area, and other stakeholders;

I. the unit's programs require candidates to complete coursework in methods of teaching the content and scope for which they are preparing to be licensed;

J. the unit's programs evidence culturally responsive curricula; and

K. the unit's programs evidence direct training in the expectations published in the Minnesota Code of Ethics for professional practice and related *Minnesota Statutes*.

Subp. 3. Field experience. The unit must demonstrate field experiences that include the following:

A. the teacher licensure programs incorporate a range of planned and supervised field-based experiences prior to student teaching that provide candidates opportunities to demonstrate the unit's indicators of professional dispositions and the required skills and knowledge under parts 8710.2000 to 8710.8080 spanning the scope of the license;

B. the unit has a process to assure that programs provide and require experiences in the field aligned to the scope and content of the licensure field sought;

C. the unit has a process to assure that all candidates have experiences with diverse populations, including students with a range of exceptionalities, and students representing a diversity of socioeconomic, linguistic, cultural, ethnic, and racial backgrounds;

D. the unit has a process for and establishes collaborative school partnerships for field experience placements;

E. the unit has a process to verify that school personnel who host teacher candidates or supervise related services candidates hold a valid Minnesota license, or the equivalent, for their assignments;

F. the unit has an established process and criteria for the selection of school-based partner sites and cooperating teachers to assure that partners model effective instructional practices, and that the cooperating teachers model the incorporation of state prekindergarten through grade 12 student academic standards in their teaching;

G. for initial licensure, each program requires a student teaching period of a minimum of 12 continuous weeks, full time, face-to-face, which could be split into two placements, and in compliance with program-specific field experience and student teaching requirements set forth in parts 8705.2000 to 8705.2600 and parts 8710.3000 to 8710.8080; and

H. related services licensure programs incorporate a range of planned and supervised field experiences providing opportunities to demonstrate the required skills and knowledge of their specific field under parts 8710.6000 to 8710.6400.

Subp. 4. Candidate selection. The unit must demonstrate a candidate selection process that includes the following:

A. multiple criteria and assessments are identified and used to admit candidates who demonstrate potential for professional success in teaching;

B. plans, policies, and practices for admission and retention of a diverse candidate pool; and

C. a plan for uniformly assessing and, as appropriate, giving credit to candidates, including out-of-state, transfer, nontraditional, or

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postbaccalaureate, for knowledge and skills acquired through prior academic preparation and teaching experiences that meet licensure requirements, and must maintain records to support decisions made.

Subp. 5. Candidate advising. The unit must demonstrate a candidate advising process that:

A. provides appropriate and accurate academic and professional advisement at a candidate's admission and throughout the candidate's professional education program;

B. assures that candidates have access to accurate published information describing the teacher preparation programs' requirements, including information about state-required teacher licensure examinations;

C. has a defined student appeals process including a published reference to *Minnesota Statutes*, section 122A.09, subdivision 4, paragraph (c); and

D. ensures that candidates are provided information on resources available for personal, professional, and career counseling as well as academic support services.

Subp. 6. Monitoring candidate progress and demonstrating standards. The unit must have a defined process to monitor candidate progress and demonstration of standards that includes the following:

A. maintaining complete, accurate, consistent, and current records of candidate progress through the programs, including coursework, field experiences, and other program requirements;

B. monitoring and assessing candidates' attainment of standards of parts 8710.2000 to 8710.8080 at a minimum of three identified checkpoints after admission throughout the professional education sequence;

C. a uniform, operational assessment system applied to candidates in all licensure programs which identifies key assessments, including performance assessments;

D. evidence that multiple assessments are used to demonstrate candidates' academic competence in the content they plan to teach;

E. evidence that assessment of teacher candidate performance includes data about the performance of the students they teach; and

F. an established and published set of exit criteria and outcomes from each program consistent with the licensure requirements of the Board of Teaching.

Subp. 7. Monitoring program effectiveness. The unit must demonstrate monitoring program effectiveness that includes the following:

A. the unit collects, aggregates, analyzes, and uses aggregated data from its key assessments to evaluate program effectiveness and to make program improvement changes;

B. the unit has a process to collect and evaluate aggregate data as required by parts 8705.2000 to 8705.2600 for the purpose of biennial continuing program approval;

C. the unit has an operational process to obtain feedback from graduates and employers of graduates on the performance of graduates for use in program evaluation; and

D. the unit has an advisory group with external members including cooperating teachers, other school partners, and graduates that regularly assists with the ongoing evaluation and improvement of programs.

Subp. 8. Qualifications and assignment of faculty. The unit must demonstrate qualifications and assignment of the professional education faculty that include the following:

A. the unit ensures that all education faculty are qualified by advanced academic preparation for the faculty member's current assignments;

B. the unit verifies that faculty assigned to teach in the education program are actively engaged in professional organizations, other

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education-related endeavors at the local, state, or national levels, and ongoing involvement in prekindergarten through grade 12 schools in accordance with *Minnesota Statutes*, section 122A.09, subdivision 4, paragraph (f);

C. the unit actively recruits and has plans, policies, and practices for hiring diverse faculty;

D. each licensure program has a faculty member designated as the program leader who is qualified by advanced academic preparation in that content area and who has responsibility for understanding current Board of Teaching licensure standards and expectations for that licensure program;

E. the unit provides support for faculty to engage in professional development to enhance intellectual and professional vitality to ensure that they model effective delivery of instruction;

F. the unit has a system to provide feedback to faculty based on candidate evaluation of faculty effectiveness and candidate data;

G. the unit demonstrates that faculty assigned to instruct and assess the subject matter content have advanced academic preparation to teach the content;

H. the unit ensures that all faculty who are assigned to teach content-specific methods courses have advanced academic preparation in that content, and have at least one academic year of prekindergarten through grade 12 teaching experience in that content area and scope;

I. the unit ensures that all faculty who supervise student teaching must have advanced academic preparation and have at least one academic year of prekindergarten through grade 12 teaching experience aligned to the scope of the licensure programs they supervise; and

J. the unit has a policy in place expecting faculty to demonstrate teaching that reflects knowledge and experience with diversity and student exceptionalities.

Subp. 9. Unit leadership. The unit must designate a unit leader who assumes the following responsibilities:

A. the unit leader has responsibility for implementing current Board of Teaching requirements and approval processes;

B. the unit leader has responsibility for submitting required federal and state reports related to teacher preparation and licensure;

C. the unit leader facilitates ongoing communication and collaboration with unit and arts and sciences faculty members for developing, implementing, and maintaining continuity of licensure programs to ensure that content standards are being taught and assessed as approved;

D. the unit leader facilitates ongoing communication and collaboration with prekindergarten through grade 12 school partners to ensure quality field placements and to maintain the integrity of programs;

E. the unit leader is responsible for arranging training for cooperating teachers that addresses their role, program expectations, candidate assessments, procedures, and timelines;

F. the unit leader provides periodic orientation to Board of Teaching standards, both unit and program-specific, to all unit faculty, including adjuncts and part-time instructors, to ensure program integrity and consistency;

G. the unit leader monitors the institutional and unit long-range plans to ensure the ongoing vitality of the unit and its programs, and the future capacity of its physical facilities;

H. the unit leader is responsible for submitting licensure program proposal applications and program effectiveness reports to the Board of Teaching for approval;

I. the unit leader is responsible for administering all licensure programs as approved and for notifying the board of any changes to approved programs through the biennial program reporting process;

J. the unit leader is authorized to recommend for teacher licensure candidates who have completed the unit's teacher preparation

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programs; and

K. the unit leader has a monitoring process in place and is responsible for ensuring that candidates successfully complete all Board of Teaching licensure assessments before recommending a candidate for licensure.

Subp. 10. Unit governance and resources. The unit must demonstrate governance and resources that include the following:

A. responsibility and authority for teacher preparation programs are exercised by a defined administrative and instructional unit, for example a department, division, school, or college of education;

B. the unit is directly involved in the areas of faculty selection and assignments, tenure, promotion, and retention decisions;

C. the unit is directly involved in decisions about recruitment and admission of candidates, curriculum decisions, evaluation and revision of programs, and the allocation of resources for licensure programs;

D. the unit has sufficient financial and physical resources and institutional support to sustain teacher preparation programs including adequate budgets, classroom and office space, technology support and equipment, supplies, and materials;

E. the unit has sufficient numbers of faculty to teach in the licensure programs to ensure consistent quality and delivery of the program over time;

F. the unit has workload policies and adequate resources to enable all faculty who teach in licensure programs the time and resources to accommodate teaching, advising, assessment of candidates and programs, research, scholarship, program administration, committee work, supervision, and service to schools and community;

G. candidates and faculty have access to current books, journals, and electronic information that support teaching, learning, and scholarship;

H. candidates and faculty in the unit have training in and access to current education-related technology to support teaching, learning, and scholarship;

I. the unit has sufficient faculty, administrative staff, support, and technical staff to ensure consistent delivery and quality of programs and to comply with all board reporting requirements to maintain unit and program approval; and

J. the unit has the capacity and established operational processes to obtain periodic external feedback on the performance of graduates as required for continuing program approval.

8705.1100 EVALUATION AND APPROVAL OF TEACHER PREPARATION UNITS.

Subpart 1. Evaluation procedures. Compliance reports submitted for unit approval shall be evaluated as follows.

A. The dates of the on-site evaluation will be jointly agreed upon approximately 12 to 18 months prior to the unit's approval expiration date.

B. A written compliance report must be received by the Board of Teaching 60 days prior to the scheduled on-site evaluation.

C. If the compliance report, including supplemental evidence, is not received 60 days prior to the scheduled on-site evaluation date, the review will be postponed up to one year and rescheduled at the convenience of the board.

D. If the unit's continuing approval expires during this postponement period, the unit will be placed on conditional approval status.

E. A team of evaluators designated by the Board of Teaching shall visit the unit to verify evidence of the Board of Teaching standards as set forth in the compliance report, report their findings, and make a recommendation to the Board of Teaching regarding approval status of the unit. The visiting evaluation team, chaired by a board staff person, shall include representatives from teacher preparation programs and licensed and practicing teachers, and may also include a Board of Teaching member. The size of the team will be determined relative to the size of the unit and its programs. The unit leader shall provide input to board staff regarding the team membership. If agreement is not reached regarding visiting team membership, the Board of Teaching shall appoint the slate of team members.

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F. Expenses of evaluators shall be reimbursed by the Board of Teaching as permitted under state law or rule. Other incidental expenses incurred by the unit, such as those relating to preparing reports; arranging meetings; and providing workrooms, supplies, and hospitality for the team while on campus, shall be the responsibility of the institution.

G. The written report of findings and the recommendations of the on-site evaluation team shall be provided to the unit leader and to the Board of Teaching. Within 30 days from receipt of the evaluators' report and prior to board action, the institution may submit to the Board of Teaching a written addendum containing corrections to factual errors.

Subp. 2. Board of Teaching approval decisions. Based upon the evaluation teams' written report of findings and recommendations, as well as information provided by the unit in the optional addendum, the Board of Teaching shall take one of the actions in items A to D.

A. The board may grant initial unit approval for a duration of two years to newly approved program providers to launch identified licensure programs and begin collecting candidate and program data. No additional licensure program applications may be submitted until the unit achieves continuing unit approval status.

B. The board may grant continuing unit approval for five or seven years to already approved program providers. Institutions with full national accreditation from the Council for Accreditation of Educator Preparation may be granted a seven-year approval duration. Institutions without full national accreditation from the Council for Accreditation of Educator Preparation shall be granted a five-year approval duration.

C. The board may grant conditional unit approval for up to three years, contingent upon approval of annual compliance reports with supporting evidence addressing identified standards. If acceptable progress is not evidenced by the reports, the board may act to disapprove the unit. If after three years of conditional approval standards remain unmet, the board must act to disapprove the unit and its programs. While on conditional unit approval status, the unit may not submit requests for approval of new licensure programs (RIPA).

D. The board may disapprove the unit. The Board of Teaching shall disapprove a unit that does not meet the requirements set forth in part 8705.1000 and this part. The disapproval action must state the reasons for disapproval and stipulate a termination date which shall accommodate persons currently enrolled in licensure programs within the unit.

Subp. 3. Interim conditional approval. When amendments or additions to *Minnesota Statutes* or to Board of Teaching rules regarding teacher licensure requirements necessitate substantial unit or program revisions, the board may grant interim conditional approval to any currently approved unit and its currently approved teacher preparation programs upon receipt of official institutional assurances on a form established by the board that the new requirements will be met by their effective date. The unit or program shall be returned to initial or continuing approval upon full compliance with new requirements on a schedule determined by the board.

Subp. 4. Revocation or suspension of approval. The Board of Teaching may revoke or suspend the approval of a teacher preparation unit when the board determines that an approved institution or unit has clearly violated ethical or legal practices or board rules.

Subp. 5. Appeal of board decision. Decisions by the Board of Teaching regarding approval status of a unit to prepare persons for teacher licensure may be appealed by the unit pursuant to *Minnesota Statutes*, chapter 14.

8705.1200 ALTERNATIVE ROUTE PROVIDERS.

In accordance with *Minnesota Statutes*, section 122A.245, the Board of Teaching may approve alternative route teacher preparation providers that meet board-adopted procedures and requirements.

8705.2000 PROGRAM REVIEW PANEL (PRP).

The Board of Teaching shall establish a program review panel (PRP) as a standing committee of the board to assist with program review and approval processes. PRP membership shall include representation from organizations including, but not limited to, the Board of Teaching, Minnesota Association of Colleges for Teacher Education, the Minnesota Department of Education, and Education Minnesota. The PRP will consult with content experts as needed. PRP members will recuse themselves from reviews of their current or former unit or programs or other perceived conflicts of interest. Board of Teaching staff will facilitate the work of the PRP and serve as nonvoting members. The PRP will make recommendations to the board regarding approval of licensure programs referred to them. The PRP will review the following programs:

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A. programs flagged within the PERCA system under part 8705.2200, including low-volume programs;

B. programs with an existing approval status of:

- (1) approved with continuous improvement focus; and
- (2) probationary; and

C. new programs, including:

- (1) all nonconventional;
- (2) all alternative; and
- (3) standard programs flagged by review.

8705.2100 INITIAL TEACHER PREPARATION PROGRAM APPROVAL.

Subpart 1. **Application required.** An application for initial approval of a program must be submitted in accordance with the timelines and procedures established and published by the Board of Teaching.

Subp. 2. **Request for Initial Program Approval (RIPA).** The following are the application requirements for seeking approval for a new licensure program submitted by an approved Minnesota institution or provider.

A. The unit leader, on behalf of the institution or program provider, shall submit to the board an application for each new teacher preparation program for which approval is requested.

B. Programs that have submitted applications may not begin prior to approval by the board.

C. The application must include verification by the unit's dean or administration that sufficient financial, physical, human resources, and qualified faculty, have been dedicated to the program to sustain it if approved.

D. Program applications must include all requirements in subitems (1) to (6).

(1) The application must provide evidence of the following program development standards:

- (a) the program was developed in consultation with licensed and practicing teachers in the subject area and other school-based partners, qualified faculty, and content experts; and
- (b) the name and contact information for a faculty member, qualified by academic preparation in the content, who is responsible for delivery of this program.

(2) The application must provide evidence of teaching and assessing the standards of effective practice (SEP) under part 8710.2000, including:

- (a) candidates with a professional sequence of courses based on the standards under part 8710.2000, consistent with credit requirements of existing board-approved programs; and
- (b) evidence of how the program will provide opportunities for candidate learning and assessment specific to each standard.

(3) The application must provide evidence of teaching and assessing content standards for one or more licensure programs under parts 8710.3000 to 8710.8080, including:

- (a) the program provides candidates with a sequence of courses based on the specific content standards of one or more licensure program under parts 8710.3000 to 8710.8080, consistent with credit requirements of existing board-approved programs; and
- (b) evidence of how the program will provide opportunities for candidate learning and assessment specific to each standard of the identified licensure program.

(4) The application must provide evidence of the following field experiences and student teaching standards:

- (a) the program requires a range of planned and supervised field experiences prior to student teaching that provide candidates with opportunities to demonstrate the unit's indicators of professional dispositions and the required pedagogical and content skills and knowledge under parts 8710.2000 to 8710.8080;
- (b) the program provides and requires experiences in the field aligned to the scope and content of the licensure field sought and with diverse populations of learners;
- (c) for initial teacher licensure, the program requires a student teaching period of a minimum of 12 consecutive weeks, full

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- time, face-to-face, which may be split into two placements;
- (d) qualified faculty supervisors and cooperating teachers each provide documented formative feedback multiple times, including at least two triad conferences including the candidate, supervisor, and cooperating teacher;
- (e) evaluation of candidates seeking an initial teaching license includes the completion of the state-approved teacher performance assessment during the student teaching placement;
- (f) for licenses added to an initial license, the program may determine the length of field experiences needed for each candidate to demonstrate program standards necessary to be recommended for an additional license as follows:
 - i. the program must provide field experiences aligned to the scope of the licensure sought;
 - ii. the length of field experience may vary depending on the prior academic preparation and experiences of each candidate; and
 - iii. a written evaluation by a supervisor is required;
- (g) for middle-level endorsement fields, the program requires a student teaching period of a minimum of four continuous weeks, full time, face-to-face; and
- (h) applications for related services licensure programs under parts 8710.6000 to 8710.6400 must evidence the incorporation of a range of planned and supervised field experiences providing opportunities to demonstrate the required skills and knowledge of the candidate's specific field.

(5) The application must provide evidence of the following faculty qualifications standards:

- (a) program faculty assigned to instruct and assess the subject matter content must have advanced academic preparation in the content;
- (b) all faculty who are assigned to teach content-specific methods courses must have advanced academic preparation in that content and have at least one academic year of prekindergarten through grade 12 teaching experience in that content area within the scope of the license; and
- (c) all faculty who supervise student teaching must have advanced academic preparation and have at least one academic year of prekindergarten through grade 12 teaching experience. Teaching experience must be within the scope of the programs they are supervising.

(6) The application must provide evidence of the following assessment processes standards:

- (a) a uniform, operational assessment system applied to all candidates with a minimum of three key assessments, including performance assessments, that are aligned to identified pedagogical and content standards under parts 8710.2000 to 8710.8080, used to determine candidates' attainment of standards and to monitor candidates' progress;
- (b) the assessment system collects data to monitor candidate progress at a minimum of three checkpoints, including entry, advancement through the program, and exit;
- (c) a plan to systematically collect, analyze, and use aggregated candidate competency data to evaluate program effectiveness and to make program improvements;
- (d) in preparation for seeking continuing program approval, the planned assessment system will provide candidate competency data for the following board-adopted performance assessment components:
 - i. planning and assessment skills;
 - ii. instructional skills and engaging students;
 - iii. ability to assess student learning;
 - iv. analysis of teaching; and
 - v. knowledge and understanding of academic language;
- (e) a plan to systematically obtain and analyze feedback from graduates, employers, school partners, and other stakeholders on the performance of graduates for use in program evaluation; and
- (f) assessment of teacher candidate performance includes data about the performance of the students they teach.

Subp. 3. Review process.

A. RIPA applications will be initially reviewed by trained content experts and board staff according to timelines set forth by the Board of Teaching. If all standards are verified, the application will be recommended to the board for approval.

B. If a program application does not meet all standards in the initial review, the findings will be returned to the applicant for clarification and resubmission.

C. If, after the second review, any standards remain unmet, the application will be forwarded to the board's program review panel.

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D. The PRP will provide a review and make a recommendation to the board regarding whether to approve the program. If the application is not approved by the board, an application for the same licensure area may not be submitted for a minimum of one year from the time of board action.

Subp. 4. Approval decisions and duration.

A. RIPA applications that are recommended by reviewers or the PRP shall receive approval for up to two years to launch the program and to begin to collect candidate and program efficacy data needed for continuing approval.

B. A program with initial approval will submit reports for continuing approval on the same reporting cycle as the unit.

(1) Continuing approval shall be granted when a program effectiveness report and data from a minimum of ten program completers is approved through the continuing approval reporting process.

(2) If, after two years, the program has less than ten program completers, another two years of “initial approval” shall be granted. If, after four years of “initial approval,” there are less than ten program completers, the board may act to provide continuing approval based on performance data and other information provided by the program or may grant approval with a continuous improvement focus under part 8705.2200, subpart 3, item C, subitem (2).

8705.2200 CONTINUING TEACHER PREPARATION PROGRAM APPROVAL.

Subpart 1. Application required. An application for continuing approval of a program must be submitted in accordance with the timelines and procedures established and published by the Board of Teaching.

Subp. 2. Program effectiveness reports for continuing approval (PERCA). The requirements in items A to D are necessary for seeking continuing approval of an approved licensure program offered by an approved Minnesota institution or provider.

A. To maintain continuing approval of each licensure program, the unit leader, on behalf of the institution or program provider, shall submit to the board biennial program effectiveness reports.

B. Program effectiveness reports must provide aggregated program data from the following:

(1) for all licensure programs: state-adopted content knowledge exams aligned to the licensure field;

(2) for initial licensure programs: state-adopted pedagogy assessments aligned to the scope of the licensure field, including the state-approved teacher performance assessment; and

(3) for endorsement programs: three locally determined key assessments aligned to identified standards.

C. Program effectiveness reports must provide evidence of continuous improvement efforts, including:

(1) for initial licensure programs: use of first-year teacher survey data, including a summary of findings and analysis including program strengths, areas for improvement, and response rates from locally determined surveys aligned to the standards of effective practice of program completers after one year of teaching experience;

(2) for initial licensure programs: use of school administrator survey data, including a summary of findings and analysis including program strengths, areas for improvement, and response rates from locally determined surveys aligned to the standards of effective practice of administrators employing program completers at the end of the first year of classroom teaching;

(3) for endorsement programs: use of data from candidate performance evaluations provided by cooperating teachers;

(4) for all programs: evidence that aggregated data from multiple assessments are regularly analyzed for program evaluation purposes, including content-specific data, licensure examinations, surveys, performance assessments, and others;

(5) for all programs: demonstration of progress on previously reported plans and goals;

(6) for all programs: evidence that the program has used data to further develop continuous improvement plans and goals; and

(7) for all programs: evidence that constituent groups, including representatives from partner schools, practicing public school teachers licensed in the content field, and faculty with content expertise, combined with unit faculty, collaborate in the regular and

systematic evaluation of this program.

D. Changes to an approved licensure program must be accurately reported to the Board of Teaching through the biennial reporting process. When the primary placement of a standard is changed, the program must report the revised learning and assessment opportunities. The board shall review changes to verify continued compliance with program standards.

Subp. 3. Program effectiveness reports for continuing approval (PERCA); review procedures and approval decisions.

A. Board-adopted standards and criteria shall be uniformly applied to all programs. Program reports that fall outside the standards and criteria shall be forwarded to the program review panel (PRP) for additional review. The unit leader shall be notified prior to PRP review to provide an opportunity to submit written clarification for consideration by the PRP.

B. The PRP shall make a recommendation to the board regarding whether to approve the program.

C. Based on the findings of the PERCA submission and recommendations of the PRP as applicable, the board shall make one of the program approval decisions in subitems (1) to (4).

(1) The board shall grant continuing approval for two years when the program report provides evidence that the program meets adopted performance standards, statutory and rule requirements, and evidences that candidates have attained competency of licensure standards.

(2) The board may grant continuing approval with continuous improvement focus for two years when the program report revealed that one or more standards, rules, or candidate performance measures were not in compliance with board criteria. Continuing program approval status is granted with board-identified areas of focus for continuous improvement. The continuous improvement portion of the PERCA report must include evidence of progress in the identified focus areas in the subsequent reporting cycle. Based on evidence of progress specific to the focus areas, the board may grant an additional two years of continuing approval with continuous improvement focus.

(3) The board may grant probationary approval for up to two years when a program does not demonstrate acceptable progress on focused continuous improvement plans. Probationary approval authorizes the program to continue with one year to demonstrate progress on identified unmet standards, rules, or candidate performance measures. After one year, and based on a written progress report, the board may grant a second one-year extension of probationary approval prior to discontinuing the identified program. Students enrolled in a formerly approved program that is placed on probationary approval must be notified of the program's status. Probationary status may result in federal reporting or financial aid implications or may impact other accreditations.

(4) The board may grant discontinued program status when the board determines that required standards for program approval are unmet. The program will be discontinued and the board will establish a timeline to accommodate candidates enrolled in the program. No new students may be admitted into a discontinued program after the date the board acts to discontinue the program. The provider must submit to the board a list of candidates enrolled in the program and their expected graduation dates. The provider must individually notify those candidates in writing of the program's discontinuation and their program completion options.

Subp. 4. Voluntary discontinuation.

A. For a unit to voluntarily discontinue an approved licensure program, the unit leader must submit a letter signed by the unit or program provider's administration to the executive director of the board, including:

- (1) a brief rationale for dropping the program;
- (2) the last date when new candidates will be allowed to enter the program; and
- (3) a list of candidates presently enrolled with expected completion dates.

B. Reapproval of a licensure program in item A at any point in the future will require the submission of a request for initial program approval application.

Subp. 5. Low-volume programs. Programs with less than ten individuals across a two-year reporting window must submit program effectiveness reports. The PRP will review low-volume program reports and make recommendations to the board. Across two reporting cycles, four years, the number of completers in these low-volume programs must not be the sole basis for approval with a continuous

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improvement focus.

8705.2300 NONCONVENTIONAL PROGRAM APPROVAL (FORMERLY “EXPERIMENTAL”).

Programs may be approved according to this part when a program seeks to deviate from a standard or standards within part 8705.1000.

A. The application for a nonconventional program must include:

(1) identification and citation of the board’s unit approval standards set forth in part 8705.1000 from which the program seeks exemption;

(2) evidence of compliance with all remaining program requirements in one or more licensure programs under this chapter and parts 8710.2000 to 8710.8080;

(3) program defense for the request, including research base, rationale, and collaboration efforts with prekindergarten through grade 12 school partners; and

(4) submission for approval for new licensure programs (RIPA) evidencing standards in part 8710.2000 and one or more content fields in parts 8710.3000 to 8710.8080.

B. All nonconventional program applications shall be reviewed by the program review panel.

C. Nonconventional programs are subject to the same approval decisions and duration as standard licensure programs.

8705.2400 ALTERNATIVE PROGRAM APPROVAL.

A. In accordance with *Minnesota Statutes*, section 122A.245, the Board of Teaching may approve a two-year field-based alternative route teacher preparation program.

B. The application for an alternative program must include:

(1) identification and citation of the board standards from which the program seeks exemption;

(2) evidence of all remaining program requirements set forth in this chapter;

(3) program defense for the request, including research base, rationale, and collaboration efforts with prekindergarten through grade 12 school partners; and

(4) evidence of meeting all statutory requirements in *Minnesota Statutes*, section 122A.245.

C. All alternative program applications shall be reviewed by the program review panel.

D. Nonconventional programs are subject to the same approval decisions and duration as standard licensure programs.

8705.2500 RELATED SERVICE LICENSURE FIELDS.

Related service licensure fields set forth in parts 8710.6000 to 8710.6400 are not subject to the program reporting requirements in this chapter. Program approval for these programs is based on national accreditation status for these programs.

8705.2600 INTERIM APPROVALS, REVOCATION, SUSPENSION, AND APPEALS.

Subpart 1. **Interim conditional approval.** When amendments or additions to *Minnesota Statutes* or to Board of Teaching rules regarding teacher licensure requirements necessitate substantial unit or preparation program revisions, the board shall grant interim conditional approval to any currently approved unit and its currently approved teacher preparation programs upon receipt of official institutional assurances on a form established by the board that the new requirements will be met by their effective date. The unit or program shall be returned to its former status upon full compliance with new requirements on a schedule determined by the board.

Subp. 2. **Revocation or suspension of approval.** The board may revoke or suspend the approval of a teacher preparation unit or program when the board determines that an approved institution or unit has clearly violated ethical or legal practices or board rules.

Subp. 3. **Appeal of board decision.** Decisions by the board regarding approval status of an institution or preparation program to

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prepare persons for teacher licensure may be appealed by the institution pursuant to *Minnesota Statutes*, chapter 14.

8710.3000 TEACHERS OF EARLY CHILDHOOD EDUCATION.

[For text of subps 1 and 2, see M.R.]

Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of early childhood education must complete a preparation program under subpart 2, item C, that must include the demonstration of the knowledge and skills in items A to ~~M~~ L.

[For text of items A to L, see M.R.]

~~M. The teacher of young children applies effective teaching practices for teaching young children through a variety of early and ongoing clinical experiences with infant and toddler, preprimary-aged, and primary-aged children within a range of educational programming models.~~

Subp. 3a. **Student teaching and field experiences.** A candidate for licensure as a teacher of early childhood education must have a variety of field experiences which must include at least 100 school-based or home-based hours prior to student teaching that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.

Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at three levels: infant/toddler, preschool, and kindergarten through grade 3 within a range of educational programming models.

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

[For text of subp 4, see M.R.]

Subp. 5. **Effective date.** The requirements in this part for licensure as a teacher of early childhood education are effective on September 1, ~~2010~~ 2015, and thereafter.

8710.3100 TEACHERS OF PARENT AND FAMILY EDUCATION.

[For text of subps 1 and 2, see M.R.]

Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of parent and family education must complete a preparation program under subpart 2, item C, that includes the candidate's demonstration of the knowledge and skills in items A to D.

[For text of items A to C, see M.R.]

D. A teacher of parent and family education must understand adult development:

[For text of subitems (1) to (4), see M.R.]

(5) how to apply the standards of effective practice in teaching adult students through a series of formal observations and directed instructional experiences with adults participating in early childhood and family education programs totaling at least 100 hours and including at least two written evaluations by faculty supervisors.

[For text of subps 4 and 5, see M.R.]

8710.3200 TEACHERS OF ELEMENTARY EDUCATION.

[For text of subps 1 and 2, see M.R.]

Subp. 3. **Subject matter standards, elementary education.** A candidate must complete a preparation program for licensure under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to L.

A. A teacher of children in kindergarten through grade 6 must:

[For text of subitems (1) to (3), see M.R.]

(4) understand and apply the process and necessity of collaboration with families and other adults in support of the learning of young children; and

(5) understand how to integrate curriculum across subject areas in developmentally appropriate ways;

(6) ~~apply the standards of effective practice in teaching students in kindergarten through grade 6 through a variety of early and~~

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ongoing clinical experiences with kindergarten, primary, and intermediate students within a range of educational programming models; and
(7) apply the standards of effective practice in teaching students in kindergarten through grade 6 through a minimum of ten weeks of full-time student teaching.

[For text of items B to L, see M.R.]

Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach elementary students in kindergarten through grade 6 must have a variety of field experiences which must include at least 100 school-based hours prior to student teaching that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.

Across the combination of student teaching and other field-based placements, candidates must have experiences at both the primary and intermediate elementary levels.

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

[For text of subps 4 and 5, see M.R.]

Subp. 6. **Effective date.** The requirements of this part for licensure as a teacher of elementary education are effective on September 1, 2010 ~~2015~~, and thereafter.

8710.3310 MIDDLE LEVEL ENDORSEMENT LICENSE FOR TEACHERS OF COMMUNICATION ARTS AND LITERATURE.

[For text of subps 1 and 2, see M.R.]

Subp. 3. **Subject matter standards.** A candidate for licensure as a middle level teacher of communication arts and literature must complete a preparation program under subpart 2, items B and C, that includes the candidate's demonstration of the knowledge and skills in items A to D.

[For text of item A, see M.R.]

B. A teacher of middle level students understands the teaching of an academic subject area that integrates understanding of the academic content with the teacher's understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of middle level students in grades 5 through 8 must:

[For text of subitems (1) to (5), see M.R.]

(6) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process; and

(7) understand the impact of reading ability on student achievement in the academic specialty, recognize the varying reading comprehension and fluency levels represented by students, and possess the strategies to assist students to read the academic specialty content more effectively; and.

(8) apply the standards of effective practice in teaching students in this academic subject through a variety of early and ongoing clinical experiences with middle level students within a range of educational programming models and by completing a minimum of a four-week student teaching experience. Candidates for licensure who hold a license at the elementary level must complete the student teaching experience with students in grade 7 or 8. Candidates for licensure who hold a license at the secondary level must complete the student teaching experience with students in grade 5 or 6.

[For text of items C and D, see M.R.]

Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach communication arts and literature in grades 5 through 8 must apply the standards of effective practice in teaching students in this academic subject by completing a minimum of a four-week student teaching experience in a middle level placement in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers. Candidates for licensure who hold a license at the elementary level must complete the student teaching experience with students in grade 7 or 8. Candidates for licensure who hold a license at the secondary level must complete the student teaching experience with students in grade 5 or 6.

[For text of subp 4, see M.R.]

Subp. 5. **Effective date.** The requirements of this part for licensure as a teacher of communication arts and literature to middle level students in grades 5 through 8 are effective on September 1, 2010 ~~2015~~, and thereafter.

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8710.3320 MIDDLE LEVEL ENDORSEMENT LICENSE FOR TEACHERS OF MATHEMATICS.

[For text of subps 1 and 2, see M.R.]

Subp. 3. **Subject matter standards.** A candidate for licensure as a middle level teacher of mathematics must complete a preparation program under subpart 2, items B and C, that includes the candidate's demonstration of the knowledge and skills in items A to D.

[For text of item A, see M.R.]

B. A teacher of middle level students understands the teaching of an academic subject area that integrates understanding of the academic content with the teacher's understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of middle level students in grades 5 through 8 must:

[For text of subitems (1) to (5), see M.R.]

(6) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process; and
(7) understand the impact of reading ability on achievement in the academic specialty, recognize the varying reading comprehension and fluency levels represented by students, and possess the strategies to assist students to read the academic specialty content more effectively; and

(8) ~~apply the standards of effective practice in teaching in this academic subject through a variety of early and ongoing clinical experiences with middle level students within a range of educational programming models and by completing a minimum of a four-week student teaching experience. Candidates for licensure who hold a license at the elementary level must complete the student teaching experience with students in grade 7 or 8. Candidates for licensure who hold a license at the secondary level must complete the student teaching experience with students in grade 5 or 6.~~

[For text of items C and D, see M.R.]

Subp. 3a. **Student teaching and field experiences.** ~~A candidate for licensure to teach mathematics in grades 5 through 8 must apply the standards of effective practice in teaching students in this academic subject by completing a minimum of a four-week student teaching experience in a middle level placement in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers. Candidates for licensure who hold a license at the elementary level must complete the student teaching experience with students in grade 7 or 8. Candidates for licensure who hold a license at the secondary level must complete the student teaching experience with students in grade 5 or 6.~~

[For text of subp 4, see M.R.]

Subp. 5. **Effective date.** The requirements of this part for licensure as a teacher of mathematics to middle level students in grades 5 through 8 are effective on September 1, ~~2010~~, 2015, and thereafter.

8710.3330 MIDDLE LEVEL ENDORSEMENT LICENSE FOR TEACHERS OF SOCIAL STUDIES.

[For text of subps 1 and 2, see M.R.]

Subp. 3. **Subject matter standards.** A candidate for licensure as a middle level teacher of social studies must complete a preparation program under subpart 2, items B and C, that includes the candidate's demonstration of the knowledge and skills in items A to D.

[For text of item A, see M.R.]

B. A teacher of middle level students understands the teaching of an academic subject area that integrates understanding of the academic content with the teacher's understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of middle level students in grades 5 through 8 must:

[For text of subitems (1) to (5), see M.R.]

(6) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process; and
(7) understand the impact of reading ability on student achievement in the academic specialty, recognize the varying reading comprehension and fluency levels represented by students, and possess the strategies to assist students to read the academic specialty content more effectively; and

(8) ~~apply the standards of effective practice in teaching in this academic subject through a variety of early and ongoing clinical experiences with middle level students within a range of educational programming models and by completing a minimum of a four-week student teaching experience. Candidates for licensure who hold a license at the elementary level must complete the student teaching experience with students in grade 7 or 8. Candidates for licensure who hold a license at the secondary level must complete the student teaching experience with students in grade 5 or 6.~~

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[For text of items C and D, see M.R.]

Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach social studies in grades 5 through 8 must apply the standards of effective practice in teaching students in this academic subject by completing a minimum of a four-week student teaching experience in a middle level placement in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers. Candidates for licensure who hold a license at the elementary level must complete the student teaching experience with students in grade 7 or 8. Candidates for licensure who hold a license at the secondary level must complete the student teaching experience with students in grade 5 or 6.

[For text of subp 4, see M.R.]

Subp. 5. **Effective date.** The requirements of this part for licensure as a teacher of social studies to middle level students in grades 5 through 8 are effective on September 1, ~~2010~~, 2015, and thereafter.

8710.3340 MIDDLE LEVEL ENDORSEMENT LICENSE FOR TEACHERS OF GENERAL SCIENCE.

[For text of subps 1 and 2, see M.R.]

Subp. 3. **Subject matter standard.** A candidate for licensure as a middle level teacher of science must complete a preparation program under subpart 2, items B and C, that includes the candidate's demonstration of the knowledge and skills in items A to D.

[For text of item A, see M.R.]

B. A teacher of middle level students understands the teaching of an academic subject area that integrates understanding of the academic content with the teacher's understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of middle level students in grades 5 through 8 must:

[For text of subitems (1) to (5), see M.R.]

(6) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process; and

(7) understand the impact of reading ability on achievement in the academic specialty, recognize the varying reading comprehension and fluency levels represented by students, and possess the strategies to assist students to read the academic specialty content more effectively; and

(8) apply the standards of effective practice in teaching general science through a variety of early and ongoing clinical experiences with middle level students within a range of educational programming models and by completing a minimum of a four-week student teaching experience. Candidates for licensure who hold a license at the elementary level must complete the student teaching experience with students in grade 7 or 8. Candidates for licensure who hold a license at the secondary level must complete the student teaching experience with students in grade 5 or 6.

[For text of items C and D, see M.R.]

Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach general science in grades 5 through 8 must apply the standards of effective practice in teaching students in this academic subject by completing a minimum of a four-week student teaching experience in a middle level placement in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers. Candidates for licensure who hold a license at the elementary level must complete the student teaching experience with students in grade 7 or 8. Candidates for licensure who hold a license at the secondary level must complete the student teaching experience with students in grade 5 or 6.

[For text of subp 4, see M.R.]

Subp. 5. **Effective date.** The requirements of this part for licensure as a teacher of science to middle level students in grades 5 through 8 are effective on September 1, ~~2010~~, 2015, and thereafter.

8710.4000 TEACHERS OF ADULT BASIC EDUCATION.

[For text of subps 1 to 3, see M.R.]

Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach adult basic education must apply the standards of effective practice in teaching adult students through a series of formal observations and directed instructional experiences with adults participating in early childhood and family education programs totaling at least 100 hours and including at least two written evaluations by faculty supervisors.

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[For text of subp 4, see M.R.]

Subp. 5. **Effective date.** The requirements in this part for licensure as a teacher of adult basic education are effective on September 1, ~~2010~~ 2015, and thereafter.

8710.4050 TEACHERS OF AGRICULTURAL EDUCATION.

[For text of subps 1 and 2, see M.R.]

Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of agricultural education must complete a preparation program under subpart 2, item C, that includes the candidate's demonstration of the knowledge and skills in items A to M.

[For text of items A to K, see M.R.]

L. A teacher of agricultural education must demonstrate an understanding of the teaching of agriculture that integrates agriculture with pedagogy, students, learning, classroom management, and professional development to:

[For text of subitems (1) to (5), see M.R.]

(6) involve representatives of business, industry, and community organizations as active partners in creating educational opportunities; and

(7) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process; and

(8) apply the standards of effective practice in teaching students through a variety of early and ongoing experiences with middle level and high school students within a range of educational programming models.

[For text of item M, see M.R.]

Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach agricultural education must have a broad range of targeted field-based experiences, of a minimum of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.

Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at both the middle level, grades 5 through 8, and high school level, grades 9 through 12.

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

[For text of subp 4, see M.R.]

Subp. 5. **Effective date.** The requirements in this part for licensure as a teacher of agricultural education are effective on September 1, ~~2010~~ 2015, and thereafter.

8710.4200 TEACHERS OF BUSINESS.

[For text of subps 1 and 2, see M.R.]

Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of business must complete a preparation program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to F.

[For text of items A to D, see M.R.]

E. A teacher of business must be able to integrate understanding business with the understanding of pedagogy, students, learning environments, and professional development. The teacher of business to preadolescent and adolescent students must:

[For text of subitems (1) to (10), see M.R.]

(11) know strategies for marketing the business education program, including student recruitment and retention techniques and practices; and

(12) know how to develop and apply evaluative criteria for a business curriculum and a plan for continuous improvement; and

(13) apply the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences with middle-level and high school students within a range of educational programming models.

[For text of item F, see M.R.]

Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach business education must have a broad range of

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targeted field-based experiences, of a minimum of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.

Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at both the middle level, grades 5 through 8, and high school level, grades 9 through 12.

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

[For text of subp 4, see M.R.]

Subp. 5. **Effective date.** Requirements in this part for licensure as a teacher of business are effective on September 1, ~~2010~~, 2015, and thereafter.

8710.4250 TEACHERS OF COMMUNICATION ARTS AND LITERATURE.

[For text of subs 1 and 2, see M.R.]

Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of communication arts and literature must complete a preparation program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to C.

[For text of items A and B, see M.R.]

C. A teacher of communication arts and literature demonstrates an understanding of the teaching of communication arts and literature that integrates understanding of communication arts and literature with their understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of communication arts and literature to preadolescent and adolescent students in grades 5 through 12 shall:

[For text of subitems (1) to (5), see M.R.]

(6) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities; and

(7) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process; and

(8) apply the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences with middle-level and high school students within a range of educational programming models.

Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach communication arts and literature must have a broad range of targeted field-based experiences, of a minimum of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.

Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at both the middle level, grades 5 through 8, and high school level, grades 9 through 12.

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

[For text of subp 4, see M.R.]

Subp. 5. **Effective date.** The requirements of this part for licensure as a teacher of communication arts and literature are effective on September 1, ~~2010~~, 2015, and thereafter.

8710.4300 TEACHERS OF DANCE AND THEATRE ARTS.

[For text of subs 1 and 2, see M.R.]

Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of dance and theatre arts must complete a preparation program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A, B, and D or A, C, and D.

[For text of items A to C, see M.R.]

D. A teacher of dance and theatre arts must demonstrate an understanding of the teaching of dance and theatre arts that integrates understanding of dance and theatre arts with the teacher's understanding of pedagogy, students, learning, classroom management, and

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professional development. The teacher of dance and theatre arts shall:

[For text of subitems (1) to (6), see M.R.]

(7) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process; and

(8) understand the impact of reading ability on student achievement in dance and theatre studies, recognize the varying reading comprehension and fluency levels represented by students, and possess the strategies to assist students to read dance and theatre arts content more effectively; and.

(9) apply the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences with kindergarten and primary, intermediate, and middle level and high school students within a range of educational programming models.

Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach dance and theater arts must have a broad range of targeted field-based experiences, of a minimum of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.

Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at three levels: kindergarten through grade 6, grades 5 through 8, and grades 9 through 12.

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

[For text of subp 4, see M.R.]

Subp. 5. **Effective date.** The requirements of this part for licensure as a teacher of dance and theatre arts are effective on September 1, ~~2007~~, 2015, and thereafter.

8710.4310 TEACHERS OF DANCE.

[For text of subps 1 and 2, see M.R.]

Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of dance must complete a preparation program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A and B.

[For text of item A, see M.R.]

B. A teacher of dance must demonstrate integration of content with an understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of dance shall:

[For text of subitems (1) to (6), see M.R.]

(7) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process; and

(8) understand the impact of reading ability on student achievement in dance studies, recognize the varying reading comprehension and fluency levels represented by students, and possess the strategies to assist students to read dance content more effectively; and.

(9) apply the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences with kindergarten and primary, intermediate, and middle level and high school students within a range of educational programming models.

Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach dance must have a broad range of targeted field-based experiences, of a minimum of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.

Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at three levels: kindergarten through grade 6, grades 5 through 8, and grades 9 through 12.

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

[For text of subp 4, see M.R.]

Subp. 5. **Effective date.** The requirements of this part for licensure as a teacher of dance are effective September 1, ~~2005~~, 2015, and thereafter.

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8710.4320 TEACHERS OF THEATRE ARTS.

[For text of subps 1 and 2, see M.R.]

Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of theatre arts must complete a preparation program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A and B.

[For text of item A, see M.R.]

B. A teacher of theatre arts must demonstrate integration of content with an understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of theatre shall:

[For text of subitems (1) to (6), see M.R.]

(7) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process; ~~and~~

(8) understand the impact of reading ability on student achievement in theatre studies, recognize the varying reading comprehension and fluency levels represented by students, and possess the strategies to assist students to read theatre content more effectively; ~~and,~~

(9) ~~apply the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences with kindergarten and primary, intermediate, and middle level and high school students within a range of educational programming models.~~

Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach theater arts must have a broad range of targeted field-based experiences, of a minimum of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.

Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at three levels: kindergarten through grade 6, grades 5 through 8, and grades 9 through 12.

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

[For text of subp 4, see M.R.]

Subp. 5. **Effective date.** The requirements of this part for licensure as a teacher of theatre arts are effective September 1, ~~2005,~~ 2015, and thereafter.

8710.4400 TEACHERS OF ENGLISH AS A SECOND LANGUAGE.

[For text of subps 1 and 2, see M.R.]

Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of English as a second language must complete a preparation program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to J.

[For text of items A to I, see M.R.]

J. An English as a second language teacher must demonstrate an understanding of the teaching of English as a second language that integrates understanding of English as a second language with the teacher's understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of English as a second language in kindergarten through grade 12 must:

[For text of subitems (1) to (5), see M.R.]

(6) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities; ~~and~~

(7) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process; ~~and,~~

(8) ~~apply the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences with kindergarten and primary, intermediate, and middle level and high school students within a range of educational programming models.~~

Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach English as a second language must have a broad range of targeted field-based experiences, of a minimum of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.

Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at three levels: kindergarten through grade 6, grades 5 through 8, and grades 9 through 12.

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in which

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the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

[For text of subp 4, see M.R.]

Subp. 5. **Effective date.** The requirements of this part for licensure as a teacher of English as a second language are effective on September 1, ~~2001~~, 2015, and thereafter.

8710.4450 TEACHERS OF FAMILY AND CONSUMER SCIENCES.

[For text of subps 1 and 2, see M.R.]

Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of family and consumer sciences must complete a preparation program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to E.

[For text of items A to C, see M.R.]

D. A teacher of family and consumer sciences understands the teaching of family and consumer sciences that integrates understanding of family and consumer sciences with the teacher's understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of family and consumer sciences to preadolescent and adolescent students must:

[For text of subitems (1) to (9), see M.R.]

(10) know fiscal, budgetary, and purchasing practices for operating a comprehensive family and consumer sciences educational program; and

(11) know marketing techniques for student recruitment and retention in family and consumer sciences programs; and

(12) apply the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences with middle-level and high school students within a range of educational programming models.

[For text of item E, see M.R.]

Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach family and consumer sciences must have a broad range of targeted field-based experiences, of a minimum of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.

Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at both the middle level, grades 5 through 8, and high school level, grades 9 through 12.

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

[For text of subp 4, see M.R.]

Subp. 5. **Effective date.** The requirements of this part for licensure as a teacher of family and consumer sciences are effective on September 1, ~~2010~~, 2015, and thereafter.

8710.4500 TEACHERS OF HEALTH.

[For text of subps 1 and 2, see M.R.]

Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of health must complete a preparation program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to I.

[For text of items A to G, see M.R.]

H. A teacher of health demonstrates an understanding of the teaching of health that integrates understanding of health with the understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of health to preadolescent and adolescent students must:

[For text of subitems (1) to (5), see M.R.]

(6) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities; and

(7) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process; and

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(8) apply the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences with middle-level and high school students within a range of educational programming models.

[For text of item I, see M.R.]

Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach health must have a broad range of targeted field-based experiences, of a minimum of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.

Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at both the middle level, grades 5 through 8, and high school level, grades 9 through 12.

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

[For text of subp 4, see M.R.]

Subp. 5. **Effective date.** The requirements in this part for licensure as a teacher of health are effective on September 1, ~~2010~~, 2015, and thereafter.

8710.4550 LIBRARY MEDIA SPECIALISTS.

[For text of subps 1 and 2, see M.R.]

Subp. 3. **Subject matter standard.** A candidate for licensure as a library media specialist must complete a preparation program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to F.

[For text of items A to D, see M.R.]

E. A library media specialist must demonstrate an understanding of the teaching of information and technology literacy that integrates understanding of information media with the understanding of pedagogy, students, learning, classroom management, and professional development. The library media specialist for children, preadolescents, and adolescents shall:

[For text of subitems (1) to (5), see M.R.]

(6) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities; and

(7) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process; and

(8) apply the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences with kindergarten and primary, intermediate, middle level, and high school students within a range of educational programming models.

[For text of item F, see M.R.]

Subp. 3a. **Student teaching and field experiences.** A candidate for library media specialist licensure must have a broad range of targeted field-based experiences, of a minimum of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.

Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at three levels: kindergarten through grade 6, grades 5 through 8, and grades 9 through 12.

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

[For text of subp 4, see M.R.]

Subp. 5. **Effective date.** Requirements in this part for licensure as a library media specialist are effective on September 1, ~~2010~~, 2015, and thereafter.

8710.4600 TEACHERS OF MATHEMATICS.

[For text of subps 1 and 2, see M.R.]

Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of mathematics must complete a preparation program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to J.

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[For text of items A to H, see M.R.]

I. A teacher of mathematics must demonstrate an understanding of the teaching of mathematics that integrates understanding of mathematics with the understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of mathematics to preadolescent and adolescent students shall:

[For text of subitems (1) to (5), see M.R.]

(6) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities; and

(7) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process; and

(8) apply the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences with middle level and high school students within a range of educational programming models.

[For text of item J, see M.R.]

Subp. 3a. Student teaching and field experiences. A candidate for licensure to teach mathematics must have a broad range of targeted field-based experiences, of a minimum of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.

Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at three levels: kindergarten through grade 6, grades 5 through 8, and grades 9 through 12.

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

[For text of subp 4, see M.R.]

Subp. 5. **Effective date.** Requirements in this part for licensure as a teacher of mathematics are effective on September 1, ~~2010~~, 2015, and thereafter.

8710.4650 TEACHERS OF VOCAL MUSIC AND OF INSTRUMENTAL MUSIC.

[For text of subps 1 and 2, see M.R.]

Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of vocal music or instrumental music must complete a program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A, B, D, and E, or A, C, D, and E.

[For text of items A to C, see M.R.]

D. All teachers of music must demonstrate an understanding of the teaching of music that integrates understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of music shall:

[For text of subitems (1) to (5), see M.R.]

(6) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities; and

(7) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process; and

(8) apply the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences with kindergarten or primary, intermediate, middle level, and high school students within a range of educational programming models.

[For text of item E, see M.R.]

Subp. 3a. Student teaching and field experiences. A candidate for licensure to teach vocal music and instrumental music must have a broad range of targeted field-based experiences, of a minimum of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.

Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at three levels: kindergarten through grade 6, grades 5 through 8, and grades 9 through 12.

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

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[For text of subp 4, see M.R.]

Subp. 5. **Effective date.** The requirements of this part for licensure as a teacher of vocal music or of instrumental music are effective on September 1, ~~2010, 2015,~~ and thereafter.

8710.4700 TEACHERS OF PHYSICAL EDUCATION.

[For text of subps 1 and 2, see M.R.]

Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of physical education must complete a preparation program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to D.

[For text of items A and B, see M.R.]

C. A teacher of physical education must demonstrate an understanding of the teaching of physical education that integrates understanding of physical education with the understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of physical education to children, preadolescents, and adolescents must:

[For text of subitems (1) to (6), see M.R.]

(7) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities; and

(8) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process; and

(9) apply the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences with kindergarten and primary, intermediate, middle level, and high school students within a range of educational programming models.

[For text of item D, see M.R.]

Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach physical education must have a broad range of targeted field-based experiences, of a minimum of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.

Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at three levels: kindergarten through grade 6, grades 5 through 8, and grades 9 through 12.

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

[For text of subp 4, see M.R.]

Subp. 5. **Effective date.** The requirements in this part for licensure as a teacher of physical education are effective on September 1, ~~2010, 2015,~~ and thereafter.

8710.4725 TEACHERS OF READING.

[For text of subps 1 to 4, see M.R.]

Subp. 5. **Effective date.** The requirements in this part for licensure as a teacher of ~~social studies~~ reading are effective on September 1, 2010, and thereafter.

8710.4750 TEACHERS OF SCIENCE.

[For text of subps 1 to 2a, see M.R.]

Subp. 3. **Subject matter standards for science in grades 5 through 8.** A candidate for licensure as a teacher of science in grades 5 through 8 must complete a preparation program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to F.

[For text of items A to D, see M.R.]

E. A teacher of science must have a broad-based knowledge of teaching science that integrates knowledge of science with knowledge of pedagogy, students, learning environments, and professional development. A teacher of science must understand:

[For text of subitems (1) to (7), see M.R.]

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(8) how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities; and

(9) the role and purpose of cocurricular and extracurricular activities in the teaching and learning process; and.

(10) how to apply the standards of effective practice in teaching through a variety of early and ongoing clinical experiences with middle-level and high school students within a range of educational programming models.

[For text of item F, see M.R.]

Subp. 3a. Student teaching and field experiences. A candidate for licensure to teach science must have a broad range of targeted field-based experiences, of a minimum of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.

Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at both the middle level, grades 5 through 8, and high school level, grades 9 through 12.

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

[For text of subps 4 to 8, see M.R.]

Subp. 9. **Effective date.** The requirements of this part for licensure as a teacher of science shall be effective on September 1, ~~2010~~, 2015, and thereafter.

8710.4770 TEACHERS OF SCIENCE ENDORSEMENT LICENSURE BY EXAMINATION.

[For text of subp 1, see M.R.]

Subp. 2. **Qualifications for licensure by examination.** A candidate for science endorsement licensure by examination to teach chemistry, earth and space science, life science, or physics to students in grades 9 through 12 shall:

A. hold a Minnesota full professional license valid for classroom teaching as described in part 8710.4750 for chemistry, earth and space science, life science, or physics for students in grades 9 through 12 or 7 through 12;

B. have completed three years of science teaching in grades 7 through 12 or 9 through 12; and

C. provide evidence of passing the required ~~PRAXIS II~~ board-adopted science content exam for the desired science discipline of licensure in chemistry, earth and space science, life science, or physics.

[For text of subps 3 and 4, see M.R.]

8710.4800 TEACHERS OF SOCIAL STUDIES.

[For text of subps 1 and 2, see M.R.]

Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of social studies must complete a preparation program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to L.

[For text of items A to J, see M.R.]

K. A teacher of social studies must demonstrate an understanding of the teaching of social studies that integrates understanding of the social studies disciplines with the understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of social studies to preadolescent and adolescent students shall:

[For text of subitems (1) to (5), see M.R.]

(6) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities; and

(7) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process; and.

(8) apply the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences with middle-level and high school students within a range of educational programming models.

[For text of item L, see M.R.]

Subp. 3a. Student teaching and field experiences. A candidate for licensure to teach social studies must have a broad range of

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targeted field-based experiences, of a minimum of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.

Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at both the middle level, grades 5 through 8, and high school level, grades 9 through 12.

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

[For text of subp 4, see M.R.]

Subp. 5. **Effective date.** The requirements in this part for licensure as a teacher of social studies are effective on September 1, ~~2010~~, 2015, and thereafter.

8710.4850 TEACHERS OF TECHNOLOGY.

[For text of subps 1 and 2, see M.R.]

Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of technology must complete a preparation program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to D.

[For text of items A and B, see M.R.]

C. A teacher of technology must demonstrate an understanding of the teaching of technology that integrates understanding of technology with the understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of technology to preadolescent and adolescent students must:

[For text of subitems (1) to (5), see M.R.]

(6) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities; and

(7) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process; and

(8) apply the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences with middle-level and high school students within a range of educational programming models.

[For text of item D, see M.R.]

Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach technology must have a broad range of targeted field-based experiences, of a minimum of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.

Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at both the middle level, grades 5 through 8, and high school level, grades 9 through 12.

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

[For text of subp 4, see M.R.]

Subp. 5. **Effective date.** Requirements in this part for licensure as a teacher of technology are effective on September 1, ~~2010~~, 2015, and thereafter.

8710.4900 TEACHERS OF VISUAL ARTS.

[For text of subps 1 and 2, see M.R.]

Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of visual arts must complete a preparation program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to G.

[For text of items A to E, see M.R.]

F. A teacher of visual arts must demonstrate an understanding of the teaching of visual arts that integrates understanding of visual art with an understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of visual arts to children, preadolescents, and adolescents must:

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[For text of subitems (1) to (5), see M.R.]

(6) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities; and

(7) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process; and.

~~(8) apply the standards of effective practice in teaching students in kindergarten through grade 12 through a variety of early and ongoing clinical experiences with kindergarten and primary, intermediate, middle-level, and high school students within a range of educational programming models.~~

[For text of item G, see M.R.]

Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach visual arts must have a broad range of targeted field-based experiences, of a minimum of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.

Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at three levels: kindergarten through grade 6, grades 5 through 8, and grades 9 through 12.

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

[For text of subp 4, see M.R.]

Subp. 5. **Effective date.** Requirements in this part for licensure as a teacher of visual arts are effective on September 1, ~~2010~~, 2015, and thereafter.

8710.4950 TEACHERS OF WORLD LANGUAGES AND CULTURES.

[For text of subps 1 to 5, see M.R.]

Subp. 6. **Teaching and learning.** A candidate for licensure as a teacher of world languages and cultures must complete a preparation program under subpart 2, item B, subitem (3), that must include the candidate's demonstration of an understanding of the teaching of world languages and cultures that integrates understanding of the world language and culture with an understanding of pedagogy, students, learning, classroom management, and professional development. A teacher of world languages and cultures to children, preadolescents, and adolescents in kindergarten through grade 12 shall:

[For text of items A to F, see M.R.]

G. understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process; and

H. understand the impact of reading ability on student achievement in second language studies, recognize the varying reading comprehension and fluency levels represented by students, and possess the strategies to assist students to read world language content more effectively; and.

~~I. apply the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences with kindergarten, primary, or intermediate; and middle-level and high school students within a range of educational programming models.~~

Subp. 6a. **Student teaching and field experiences.** A candidate for licensure to teach world languages and cultures must have a broad range of targeted field-based experiences, of a minimum of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.

Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at three levels: kindergarten through grade 6, grades 5 through 8, and grades 9 through 12.

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

[For text of subps 7 and 8, see M.R.]

Subp. 9. **Effective date.** Requirements in this part for licensure as a teacher of world languages and cultures are effective on September 1, ~~2001~~, 2015, and thereafter.

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RENUMBERING INSTRUCTION. In the next edition of *Minnesota Rules*, the revisor of statutes shall renumber part 8700.7500 as part 8710.2100.

REPEALER. *Minnesota Rules*, part 8700.7600, subparts 1, 2a, 3, 4, 5, 5a, 5b, 5c, 5d, 5e, 5f, 6, 7, 8, 9, 10, and 11, are repealed.

Commissioners' Orders

Various agency commissioners are authorized to issue "commissioner's orders" on specified activities governed by their agency's enabling laws. See the *Minnesota Statutes* governing each agency to determine the specific applicable statutes. Commissioners' orders are approved by assistant attorneys general as to form and execution and published in the *State Register*. These commissioners orders are compiled in the year-end subject matter index for each volume of the *State Register*.

Minnesota Department of Natural Resources (DNR)

Commissioner's Order No. INF-13-004: Designation of Infested Waters

EFFECTIVE DATE:	Upon publication in the <i>State Register</i> on April 28, 2014
Statutory authority:	<i>Minnesota Statutes</i> , section 84D.03, subdivision 1
Supplements:	Commissioner's Order INF-07-001 dated October 4, 2007, Commissioner's Order INF-08-001 dated April 21, 2008, Commissioner's Order INF-08-002 dated July 7, 2008, Commissioner's Order INF-09-001 dated May 7, 2009, Commissioner's Order INF-09-002 dated July 9, 2009, Commissioner's Order INF-09-003 dated December 28, 2009, Commissioner's Order INF-10-001 dated April 27, 2010, Commissioner's Order INF-10-002 dated June 13, 2010, Commissioner's Order INF-10-003 dated August 9, 2010, Commissioner's Order INF-10-004 dated December 15, 2010, Commissioner's Order INF-11-001 dated April 21, 2011, Commissioner's Order INF-11-002 dated October 3, 2011, Commissioner's Order INF-12-001 dated April 24, 2012, Commissioner's Order INF-12-002 dated July 24, 2012, Commissioner's Order INF-13-001 dated February 4, 2013, Commissioner's Order INF-13-002 dated April 23, 2013 and Commissioner's order INF-13-003 dated July 8, 2013.

WHEREAS, pursuant to *Minnesota Statutes*, section 84D.03, subdivision 1, the commissioner shall designate a water of the state as an infested water if it is determined that the water contains a population of an aquatic invasive species that could spread to other waters if use of the water and related activities are not regulated to prevent spread, or the water is highly likely to be infested by an aquatic invasive species because it is connected to a water that contains a population of an aquatic invasive species.

Commissioner's Orders

WHEREAS, pursuant to *Minnesota Statutes*, section 84D.03, subdivision 1, the designation of infested waters by the commissioner shall be by written order published in the State Register.

WHEREAS, the following described waters in the state meet the criteria established in *Minnesota Statutes*, section 84D.03, subdivision 1, for designating infested waters and the following explanations apply to the list:

1. A lake in more than one county is listed under the county corresponding to its public waters inventory number, but the designation applies to the entire lake. Lake Superior and designated portions of rivers that flow through more than one county are listed under the heading Multiple Counties.
2. Ponds and wetlands that are not on the public waters inventory are listed with "none" in the number column.
3. Rivers and streams on the public waters inventory are listed without a number in the number column.
4. Changes to previous designations of infested waters are shown by underlining the new text and strikethrough of deleted text.

NOW, THEREFORE, IT IS HEREBY ORDERED, pursuant to authority vested in me by law, including but not limited to *Minnesota Statutes*, section 84D.03, subdivision 1, the following waters are designated as infested waters and previous designations of such waters are modified or removed from designation. All currently designated infested waters are listed at the Department of Natural Resources Web site at: http://files.dnr.state.mn.us/eco/invasives/infested_waters.pdf.

Waters infested with Eurasian water milfoil.

The following water bodies are infested with Eurasian water milfoil (*Myriophyllum spicatum*) or its hybrids.

Name	DNR Public Waters Inventory Number
Anoka County	
Ham Lake	02-0053-00
Douglas County	
Round	21-0197-00
Hennepin County	
Gleason Lake	27-0095-00
Meeker County	
Clear Lake	47-0095-00
Pope County	
Scandinavian	61-0041-00
Ramsey County	
Gervais Mill Pond	62-0272-00
Wright County	
Mink Lake	86-0229-00
Somers Lake	86-0230-00

Waters infested with flowering rush.

Ramsey County	
Bald Eagle Lake	62-0002-00
Le Sueur County	
Horseshoe Lake	40-0001-00

Waters infested with spiny water flea.

St. Louis County	
Shagawa Lake	69-0069-00
Fall Lake	69-0377-00

Waters infested with zebra mussels.

The following water bodies are infested with zebra mussel (*Dreissena* spp.).

Commissioner's Orders

Name	DNR Public Waters Inventory Number
Crow Wing County	
Arrowhead Lake	18-0366-00
Bertha Lake	18-0355-00
Big Pine Lake	18-0261-00
Big Trout Lake	18-0315-00
Clamshell Lake	18-0356-00
Cross Lake	18-0312-00
Daggett Lake	18-0271-00
Island Lake	18-0269-00
Little Pine Lake	18-0266-00
Loon Lake	18-0268-00
Lower Hay Lake	18-0378-00
Upper Hay Lake	18-0142-00
Pine River from the base of Cross Lake Dam to the confluence with Pelican Brook	
Pig Lake	18-0354-00
Rush-Hen Lake	18-0311-00
Whitefish Lake	18-0310-00
Douglas County	
Grill Lake	21-0204-00
Lobster Lake	21-0144-00
Long Lake	21-0089-00
Maple Lake	21-0079-00
Mary Lake	21-0092-00
Mill Lake	21-0180-00
Mina Lake	21-0440-00
Skoglund Slough	21-0084-00
Turtle Lake	21-0090-00
Unnamed	21-0479-00
Unnamed	21-0440-00
Pope County	
Reno Lake	61-0078-00
Stearns County	
Rossier Lake	73-0072-00
Lower Watab Lake	73-0071-00
Watab Lake	73-0070-00
Watab River from Watab Lake to the Mississippi River	

This order is effective upon publication in the State Register.

Date signed: 2 January 2014

Approved by: Tom Landwehr
Title: Commissioner
Department of Natural Resources

Commissioner's Orders

Minnesota Department of Natural Resources (DNR)

Commissioner's Order 14-01: Designation of Wildlife Management Lake-Cedar Lake

Date: April 17, 2014

Statutory authority: *Minnesota Statutes*, section 97A.101

BACKGROUND

The statutory requirements have been satisfied to designate Cedar Lake as a Wildlife Management Lake under authority in M.S. 97A.101. A public hearing was held in Stearns County and a legal notice announcing the hearing was published in a local legal newspaper.

ORDER

NOW, THEREFORE, IT IS HEREBY ORDERED, pursuant to authority vested in me by law, including but not limited to *Minnesota Statutes*, section 97A.101 that Cedar Lake (DOW #73025500), Township 126N, Range 33W, Section 1 and Township 126N, Range 34W, Section 6 in Stearns County is designated for the purposes of wildlife management.

Dated: 17 April 2014

Tom Landwehr, Commissioner
Department of Natural Resources

Official Notices

Pursuant to *Minnesota Statutes* §§ 14.101, an agency must first solicit comments from the public on the subject matter of a possible rulemaking proposal under active consideration within the agency by publishing a notice in the *State Register* at least 60 days before publication of a notice to adopt or a notice of hearing, and within 60 days of the effective date of any new statutory grant of required rulemaking.

The *State Register* also publishes other official notices of state agencies and non-state agencies, including notices of meetings and matters of public interest.

Metropolitan Council and the Hennepin County Regional Railroad Authority (HCRRA) Southwest Light Rail Transit (Green Line Extension) Notice of Public Hearing on Physical Design Component of the Preliminary Design Plans

The Metropolitan Council (Council) and the Hennepin County Regional Railroad Authority (HCRRA) will hold a joint public hearing on the physical design component of the preliminary design plans for the Southwest Light Rail Transit (Green Line Extension) Project as part of the municipal consent process set forth in Minnesota Statutes section 473.3994.

The joint public hearing previously scheduled for May 12, 2014, has been cancelled. The rescheduled hearing will take place:

6:00 p.m., Thursday, May 29, 2014
Hennepin County Government Center
300 South Sixth Street, Minneapolis, MN

An open house will be held on the Public Service Level of the Hennepin County Government Center beginning at 5:00. All interested persons are encouraged to attend the public hearing and offer comments. Upon request, the Council will provide reasonable accommodations (i.e. sign language, an interpreter or assisted hearing equipment) to persons with disabilities, please contact Daren Nyquist at (612) 373-3894 or: daren.nyquist@metrotransit.org at least seven days before the hearing.

In addition to the public hearing, comments may also be submitted as follows:

- Written comments to:
Southwest LRT Project Office
6465 Wayzata Boulevard, Suite 500
St. Louis Park, MN 55426
ATTN: Daren Nyquist
- TTY: (651) 291-0904
- E-mail comments to: swlrt@metrotransit.org
- Fax comments to: (612) 373-3899

The Council will accept public comments until 4:30 p.m., Monday, June 9, 2014. Electronic copies of the plans can be found on the project's website at SWLRT.ORG. Copies of the preliminary design plans for the entire alignment are available for review at the following locations:

Hennepin County

Minneapolis Central Library
300 Nicollet Mall, Second Floor
Minneapolis, MN 55415

Southwest LRT Project Office
6465 Wayzata Boulevard, Suite 500
St. Louis Park, MN 55426

MnDOT Transportation Library
395 John Ireland Blvd.
St. Paul, MN 55155

Metropolitan Council Library
390 Robert Street North
St Paul, MN 55101

Edina City Hall (Courtesy Copy)
4801 West 50th Street
Edina, MN 55424

Copies of preliminary design plan sets for individual cities along the alignment are available for review at the following locations:

Minneapolis Plan Sets:

Minneapolis City Hall
Minneapolis City Engineer's Office, Room 203
350 South 5th Street
Minneapolis, MN 55415

Linden Hills Library
2900 West 43rd Street
Minneapolis, MN 55410

Sumner Library
611 Van White Memorial Boulevard
Minneapolis, MN 55411

Franklin Library
1314 East Franklin Avenue
Minneapolis, MN 55404

Minneapolis Central Library
(Entire corridor alignment available)
300 Nicollet Mall, Second Floor
Minneapolis, MN 55401

Walker Library (after April 26, 2014)
2880 Hennepin Avenue
Minneapolis, MN 55408

St. Louis Park Plan Sets:

St. Louis Park City Hall
5005 Minnetonka Blvd
St. Louis Park, MN 55416

St. Louis Park Library
3240 Library Lane
St. Louis Park, MN 55426

Hopkins Plan Sets:

Hopkins City Hall
1010 1st Street South
Hopkins, MN 55343

Hopkins Library
22 11th Avenue North
Hopkins, MN 55343

Minnetonka Plan Sets:

Minnetonka City Hall
14600 Minnetonka Blvd
Minnetonka, MN 55345

Minnetonka Library
17524 Excelsior Boulevard
Minnetonka, MN 55345

Eden Prairie Plan Sets:

Eden Prairie City Hall
8080 Mitchell Road
Eden Prairie, MN 55344

Eden Prairie Library
565 Prairie Center Drive
Eden Prairie, MN 55344

Official Notices

Public Utilities Commission (PUC)

Notice of Filing and Comment Period in the Matter of the Application of ITC Midwest LLC for a Certificate of Need for the Minnesota-Iowa 345 kV Transmission Line Project in Jackson, Martin, and Faribault Counties, Minnesota Public Utilities Commission Docket No. ET-6675/CN-12-1053

NOTICE IS HEREBY GIVEN that ITC Midwest LLC has filed a certificate of need application for the construction and operation of approximately 75 miles of new 345 kilovolt (kV) transmission line in Jackson, Martin, and Faribault counties. The proposed transmission line would run east from the existing Lakefield Junction substation near the city of Lakefield in Jackson County, crossing Martin County to a new Huntley substation near the city of Winnebago in Faribault County. From the new Huntley substation, the transmission line would proceed south crossing the Minnesota-Iowa border near the city of Elmore, Minnesota. The project includes expanding the Lakefield Junction substation, constructing a new Huntley substation, reconfiguring several existing 69 kV and 161 kV transmission lines, and decommissioning the Winnebago substation. As indicated by ITC Midwest, the project is being proposed to increase wind generation outlet capacity, relieve heavy loading on the existing 161 kV system, and provide cost effective delivery of energy.

The proposed project is a large energy facility as defined by *Minnesota Statutes*, section 216B.2421, subdivision 2(2), because it is a high-voltage transmission line with a capacity of 200 kV or more and greater than 1,500 feet in length. Under *Minnesota Statutes*, section 216B.243, subdivision 2, no large energy facility can be sited or constructed in Minnesota without the issuance of a certificate of need from the Commission. The certificate of need rules pertaining to the review of this filing are in *Minnesota Rules* Chapter 7849.

The Minnesota Public Utilities Commission will hold public hearings to receive comments on ITC Midwest's certificate of need application for the Minnesota-Iowa 345 kV Transmission Line Project as follows:

Blue Earth - Tuesday, May 13, 2014:30 p.m. – 4:30 p.m.
Hamilton Hall, 209 South Main Street, Blue Earth, MN 56013

Jackson - Tuesday, May 13, 2014:7:00 p.m. – 10:00 p.m.
National Guard Armory, 108 County Road 51, Jackson, MN 56143

Fairmont - Wednesday, May 14, 2014:1:00 p.m. – 4:00 p.m. and 6:00 p.m. – 9:00 p.m.
Holiday Inn, 1201 Torgerson Drive, Fairmont, MN 56031

Members of the public may participate without the necessity of intervening as a party. Representation by legal counsel is permitted but not required. Citizens will have the opportunity to question witnesses and offer oral and written comments into the record. Representatives of ITC Midwest LLC and staff from the Public Utilities Commission and the Department of Commerce will be available to answer questions about the project and the state review process.

Interested persons are encouraged to submit written comments on the merits of the proposed project, particularly whether there are any contested issues of fact with respect to the representations made in the application for a certificate of need. Comments should be filed by Friday, May 30, 2014. Comments must be submitted directly to the administrative law judge:

James E. LaFave, Administrative Law Judge
Office of Administrative Hearings
P.O. Box 64620
600 North Robert Street
St. Paul, MN 55164-0620
E-mail: routecomments.oah@state.mn.us

The Office of Administrative Hearings (OAH) docket number (60-2500-30782) should be included in all correspondence.

Questions on the certificate of need application may be directed to Commission staff member Scott Ek at scott.ek@state.mn.us or (651) 201-2255.

Minnesota Department of Transportation (Mn/DOT) Notice of Debarment

NOTICE IS HEREBY GIVEN that MnDOT has ordered that the following vendors be debarred for a period of three (3) years, effective May 6, 2013 until May 6, 2016:

- Gary Francis Bauerly and his affiliates, Rice, MN
- Gary Bauerly, LLC and its affiliates, Rice, MN
- Watab Hauling Co. and its affiliates, Rice, MN

Minnesota Statute section 161.315 prohibits the Commissioner, counties, towns, or home rule or statutory cities from awarding or approving the award of a contract for goods or services to a person who is suspended or debarred, including:

- 1) any contract under which a debarred or suspended person will serve as a subcontractor or material supplier,
- 2) any business or affiliate which the debarred or suspended person exercises substantial influence or control, and
- 3) any business or entity, which is sold or transferred by a debarred person to a relative or any other party over whose actions the debarred person exercises substantial influence or control, remains ineligible during the duration of the seller's or transfer's debarment.

State Grants & Loans

In addition to requests by state agencies for technical/professional services (published in the State Contracts Section), the *State Register* also publishes notices about grants and loans available through any agency or branch of state government. Although some grant and loan programs specifically require printing in a statewide publication such as the *State Register*, there is no requirement for publication in the *State Register* itself. Agencies are encouraged to publish grant and loan notices, and to provide financial estimates as well as sufficient time for interested parties to respond.

SEE ALSO: Office of Grants Management (OGM) at: <http://www.grants.state.mn.us/public/>

Minnesota State Colleges and Universities (MnSCU)

Educational Grants Unit

Notice of Availability of Funds for Correctional and/or Other Institutions Serving the Disabled

Minnesota State Colleges & Universities is authorized to provide, under the auspices of the Carl D. Perkins Career and Technical Education Act of 2006, assistance to **correctional and/or other institutions serving the disabled with funds to support career and technical education services and activities**. Currently MnSCU is requesting proposals from institutions in developing career and technical education service and activities.

This initiative has two primary goals: (1) To provide assistance to institutions which will assist persons through career and technical education services and activities that will upgrade the skills and increase career opportunities in order to increase personal economic self-sufficiency and (2) To assist in the development of career and technical education services and activities, which could be **replicated or adopted** elsewhere in the State.

For FY2015, funds in the amount of **\$50,000** have been set-aside to further this programmatic objective. MnSCU anticipates making two grant awards to interested parties. This request for proposals does not obligate MnSCU to award a contract, and MnSCU reserves the right to cancel the solicitation if it is considered to be in its best interest. **Any contract executed under this RFP will be dependent upon the amount of funds received from the Carl D. Perkins Federal Grant.**

Parties interested in pursuing this grant should refer to the request for proposals and online **application**. **Grant applications will be accepted ONLINE ONLY**. To apply online, go to <https://sites.google.com/site/correctionsrfp/> Click on "Related Links", then "Grant Opportunities" and select "FY15 Funding for Corrections and Disabilities". The grant term is effective July 15, 2014 through June 30, 2015. **Applications are due by May 21, 2014** with award notifications anticipated by mid June 2014.

Please contact Eva Scates-Winston at (651) 201-1680 regarding any questions. If you experience any technical difficulties with the online application process, please contact Jared Reise at (651) 201-1711.

The signature page can be found by clicking [here](#).

Send a signed hard copy of the signature page to:

Eva Scates-Winston
Minnesota State Colleges and Universities
30 Seventh Street East, Suite 350
Saint Paul, Minnesota 55101

The Minnesota State Colleges and Universities system is an Equal Opportunity employer and educator.

Minnesota Department of Health (MDH) Office of Rural Health and Primary Care Request for Proposals for Emerging Professions Integration Grant Program

The Office of Rural Health and Primary Care, the Minnesota Department of Health, is soliciting proposals for grants to employers for projects that integrate emerging professions into the workforce. Approximately \$180,000 may be available. The awards will be up to \$30,000 each. Eligible applicants include any type of organization that has the capacity to employ a community health worker, community paramedic, dental therapist or advanced dental therapist. These emerging professions have the potential to work for a wide range of organizations and in a wide range of settings. Examples of eligible applicants may include hospitals, clinics, ambulatory services, health care providers in a cost sharing arrangement, nonprofits, educational settings, mental health centers, dental offices, senior centers, faith-based programs, nursing homes, local public health programs, group homes, inpatient mental health facilities, and human services programs, including substance use disorder treatment programs.

To be considered for funding, proposals must be received by **4:00 p.m., Thursday, June 5, 2014** at the Minnesota Department of Health, 85 East Seventh Place, Suite 220, St. Paul, MN 55101, attention: Will Wilson. **Late proposals will not be considered.** A copy of the full Request for Proposal may be obtained at <http://www.health.state.mn.us/divs/orhpc/workforce/emerging/index.html>.

For more information contact Will Wilson at (651) 201-3842, E-mail: will.wilson@state.mn.us

Minnesota Department of Human Services (DHS) Deaf and Hard of Hearing Services Division Notice of Request for Proposals to Provide Administrative and Fiscal Support Services to Maintain a Consumer Directed Services Program Serving DeafBlind Minnesotans

NOTICE IS HEREBY GIVEN that the Minnesota Department of Human Services, through its Deaf and Hard of Hearing Services Division, is requesting proposals from qualified Responders to function as the fiscal support entity in administering the grant funding for their statewide DeafBlind Consumer Directed Services (DBCDS) Program. The DBCDS Program provides individual grants to consumers with both hearing and vision loss who need various types of accessible supports in order to maintain their independence. Through this program, consumers with both hearing and vision loss are able to identify and purchase specialized services and goods that meet their specific needs. As a fiscal support entity, the Responder would act as an umbrella organization that offers a range of financial management services for the DBCDS Program. The Responder would also function as the employer of record and payroll agent, and as the purchaser of goods and non-employee services when needed.

Work is proposed to start July 1, 2014. For more information, or to obtain a copy of the Request for Proposals, contact:

Teika Pakalns
Department of Human Services
Deaf and Hard of Hearing Services Division
444 Lafayette Road North
St. Paul, MN 55155
Phone: (651) 317-3313
TTY: (888) 206-6501
Fax: (651) 431-7417
E-mail: teika.pakalns@state.mn.us

This is the only person designated to answer questions by potential responders regarding this request.

Proposals submitted in response to this Request for Proposals must be received at the address above no later than **4:00 p.m., Central Time, on Monday, May 19, 2014.** **Late proposals will NOT be considered.** Faxed or e-mailed proposals will **NOT** be considered.

State Grants & Loans

The RFP can be viewed by visiting the Minnesota Department of Human Services RFP web site:

http://www.dhs.state.mn.us/main/id_000102

This request does not obligate the State to complete the work contemplated in this notice. The State reserves the right to cancel this solicitation. All expenses incurred in responding to this notice are solely the responsibility of the responder.

State Contracts

In addition to the following listing of state contracts, readers are advised to check the Statewide Integrated Financial Tools (SWIFT) Supplier Portal at: <http://supplier.swift.state.mn.us> as well as the Office of Grants Management (OGM) at: <http://www.grants.state.mn.us/public/>

Informal Solicitations: Informal solicitations for professional/technical (consultant) contracts valued at over \$5,000 through \$50,000, may either be advertised in the Supplier Portal (see link above) or posted on the Department of Administration, Materials Management Division's (MMD) Web site at: <http://www.mmd.admin.state.mn.us/solicitations.htm>.

Formal Solicitations: Department of Administration procedures require that formal solicitations (announcements for contracts with an estimated value over \$50,000) for professional/technical contracts must be advertised in the SWIFT Supplier Portal or alternatively, in the *Minnesota State Register* if the procurement is not being conducted in the SWIFT system.

Minnesota State Colleges and Universities (MnSCU)

Board of Trustees

Notice of Availability of Request for Qualifications (RFQ) for Specialty Consultant Master Roster for the System Office

The State of Minnesota, acting through its Board of Trustees of the Minnesota State Colleges and Universities, on behalf of the system office, is soliciting proposals to establish a Specialty Consultants Master Roster for 1) Waterproofing, 2) Exterior Masonry, 3) Exterior Windows & Curtain Walls, 4) Roofing, and 5) Industrial Hygiene Services for Hazardous Materials Abatement and indoor air sampling. The consultants will perform studies, provide reports, design reviews, designs, observations, testing or construction administration services on MnSCU renovation and/or new construction projects on behalf of MnSCU to assure that the project(s) are designed and constructed in conformance with the MnSCU Facilities Design Standards and meet the specific project requirements.

A full Request for Qualifications (RFQ) is available on the Minnesota State Colleges Universities website,
<http://www.finance.mnscu.edu/facilities/index.html>, click on "Announcements".

Proposals must be delivered to Jim Morgan, Minnesota State Colleges and Universities, 30 - 7th Street East, Suite 350, St. Paul, MN 55101, not later than **2:00 PM, Friday, May 16, 2014**. Late responses will not be considered.

Minnesota State Colleges and Universities is not obligated to complete the proposed project and reserves the right to cancel the solicitation if it is considered to be in its' best interest.

Minnesota State Colleges and Universities (MnSCU) North Hennepin Community College Notice of Request for Proposals to Provide Media Planning and Buying Services

North Hennepin Community College is requesting proposals from a qualified vendor to provide media planning and buying services that support NHCC's objectives of increasing brand awareness and enrollment.

Please see www.nhcc.edu/rfps for the complete RFP which includes all requirements.

Deadline is Monday, May 12, 2014 at 12:00 p.m. central time.

Contact: Liz Hogenson
Address: 7411 - 85th Ave. N
Educational Services Building
Brooklyn Park, MN 55445
Phone: (763) 424-0886
E-mail: liz.hogenson@nhcc.edu

Minnesota State Council on Disability Request for Proposal: Americans with Disabilities Act (ADA) Employment Focused Research Study

Project Overview

The Minnesota State Council on Disability (The Council) is seeking proposals from a market research firm that has experience in conducting quantitative and qualitative surveys of Minnesota households and businesses in the health, human services, employment and/or disability fields. Work will be conducted in diverse geographical areas/population centers. Firm must also have experience in convening and moderating focus groups. Work in the disability community is preferred.

To receive a complete copy of the proposal request/specifications, please contact Mai Thor, Project Lead, Minnesota State Council on Disability at: Mai.thor@state.mn.us

For questions about the request for proposal, please contact Mai Thor, mai.thor@state.mn.us, or (651) 361-7803

Sealed proposals must be received by Mai Thor **by 2:30 p.m. CDT on or before Friday May 30, 2014**.

Proposals should be mailed or hand delivered to:

Minnesota State Council on Disability
Project Lead: Mai Thor
121 E. 7th Place, Suite 107

State Contracts

Saint Paul, MN 55101

The copy of the proposal must be unbound and signed in blue or black ink by an authorized representative of the vendor. Proof of authority of the person signing must accompany the response. **Proposals received after this date and time will be returned to the responder un-opened. Fax and e-mail responses will NOT be considered.**

PROPOSAL CLOSE DATE IS FRIDAY May 23, 2014 – 2:30 PM CDT

Minnesota Department of Health (MDH) Notice of Availability of Contract for Expert Consulting in Healthcare Continuity of Operations and Recovery Planning to Develop a Statewide Continuity of Operations Planning Toolkit that Supports and Facilitates the Ability of Health Coalitions to Achieve the Program Requirements as Outlined in Healthcare Capability 2: Healthcare System Recovery and its Associated Program Measures

The Minnesota Department of Health is requesting proposals for the purpose of expert consulting in healthcare continuity of operations and recovery planning to develop a statewide continuity of operations planning toolkit that supports and facilitates the ability of Health Coalitions to achieve the program requirements as outlined in Healthcare Capability 2: Healthcare System Recovery and its associated Program Measures.

Work is proposed to start after June 16, 2014.

A Request for Proposals will be available by mail from this office through May 23, 2014. **A written request (by direct mail or fax) is required to receive the Request for Proposal.** After May 23, 2014, the Request for Proposal must be picked up in person.

The Request for Proposal can be obtained from:

Karen Dopson, Healthcare System Preparedness Coordinator, Project Manager
Department of Health
625 North Robert Street
P.O. Box 64975
St. Paul, MN 55164-0975
Fax Number: (651) 201-5720

Proposals submitted in response to the Request for Proposals in this advertisement must be received at the address above no later than May 23, 2014 at 4:00 p.m. Central Daylight Time. **Late proposals will not be considered.** Fax or emailed proposals will **not** be considered.

This request does not obligate the State to complete the work contemplated in this notice. The State reserves the right to cancel this solicitation. All expenses incurred in responding to this notice are solely the responsibility of the responder.

Minnesota Management & Budget Department (MMB) Management Analysis and Development Division (MAD) Notice of Availability of Contract for Specialized Consulting Services RFP

The Minnesota Management & Budget Department, Management Analysis & Development (MAD) Division, is requesting proposals

for the purpose of contracting with multiple, highly qualified parties interested in providing specialized consulting services on MAD projects. These services, procured on an as-needed basis, may be required to complement existing MAD and other state agency resources or expertise. Specialty areas include: program and public policy analysis and evaluation; organizational development, consultation and facilitation; project management; and qualitative and quantitative research and/or survey design.

Application and Scoring:

MAD is seeking highly qualified and experienced vendors, with specialized skills, who will be well-suited to work with MAD consultants and clients. To be selected as a vendor on the Master Contract, applicants must:

1. Demonstrate that they meet **minimum qualifications**:
 - A minimum of five years' experience in each proposed specialty area.
 - A minimum of five years' experience consulting in governmental units, or equivalent experience working with local governments, i.e. *county, cities, towns, etc., State of Minnesota experience is preferred.*
2. Submit **previous work samples** and score above 65%, based on specific criteria.

Work is proposed to start after July 1, 2014.

A Request for Proposal will be available by mail from this office through May 13, 2014. A written request (by email or fax) is required to receive the Request for Proposal. After May 13, 2014, the Request for Proposal must be picked up in person.

The Request for Proposal can be obtained from:

Renda Rappa, Project Coordinator
Management Analysis & Development
203 Administration Building, 50 Sherburne Ave.
St. Paul, MN 55155
E-mail: Management.Analysis@state.mn.us
Fax: (651) 797-1311

All responses — including both paper and electronic copies — to this request must be received no later than 2 p.m., Central Time, May 19, 2014. **Late proposals will NOT be considered.**

This request does not obligate the State to complete the work contemplated in this notice. The State reserves the right to cancel this solicitation. All expenses incurred in responding to this notice are solely the responsibility of the responder.

Minnesota Department of Transportation (Mn/DOT) Engineering Services Division Notice of Potential Availability of Contracting Opportunities for a Variety of Highway Related Technical Activities (“Consultant Pre-Qualification Program”)

This document is available in alternative formats for persons with disabilities by calling Kelly Arneson at (651) 366-4774; for persons who are hearing or speech impaired by calling Minnesota Relay Service at (800) 627-3529.

Mn/DOT, worked in conjunction with the Consultant Reform Committee, the American Council of Engineering Companies of Minnesota (ACEC/MN), and the Department of Administration, to develop the Consultant Pre-Qualification Program as a new method of consultant selection. The ultimate goal of the Pre-Qualification Program is to streamline the process of contracting for highway related professional/technical services. Mn/DOT awards most of its consultant contracts for highway-related technical activities using this method, however, Mn/DOT also reserves the right to use Request for Proposal (RFP) or other selection processes for particular projects.

Nothing in this solicitation requires Mn/DOT to use the Consultant Pre-Qualification Program.

Mn/DOT is currently requesting applications from consultants. Refer to Mn/DOT's Consultant Services web site, indicated below, to expenses are incurred in responding to this notice will be borne by the responder. Response to this notice becomes public information

State Contracts

under the Minnesota Government Data Practices.

Consultant Pre-Qualification Program information, application requirements and applications forms are available on Mn/DOT's Consultant Services web site at: <http://www.dot.state.mn.us/consult>.

Send completed application material to:

Kelly Arneson
Consultant Services
Office of Technical Support
Minnesota Department of Transportation
395 John Ireland Blvd. - Mail Stop 680
St. Paul, MN 55155

Minnesota Department of Transportation (Mn/DOT) Engineering Services Division Notice Concerning Professional/Technical Contract Opportunities and Taxpayers' Transportation Accountability Act Notices

NOTICE TO ALL: The Minnesota Department of Transportation (Mn/DOT) is now placing additional public notices for professional/technical contract opportunities on Mn/DOT's Consultant Services **website** at: www.dot.state.mn.us/consult

New Public notices may be added to the website on a daily basis and be available for the time period as indicated within the public notice. Mn/DOT is also posting notices as required by the Taxpayers' Transportation Accountability Act on the above referenced website.

Non-State Public Bids, Contracts & Grants

The *State Register* also serves as a central marketplace for contracts let out on bid by the public sector. The *State Register* meets state and federal guidelines for statewide circulation of public notices. Any tax-supported institution or government jurisdiction may advertise contracts and requests for proposals from the private sector. It is recommended that contracts and RFPs include the following: 1) name of contact person; 2) institution name, address, and telephone number; 3) brief description of commodity, project or tasks; 4) cost estimate; and 5) final submission date of completed contract proposal. Allow at least three weeks from publication date (four weeks from the date article is submitted for publication). Surveys show that subscribers are interested in hearing about contracts for estimates as low as \$1,000. Contact editor for further details.

Besides the following listing, readers are advised to check: <http://www.mmd.admin.state.mn.us/solicitations.htm> as well as the Office of Grants Management (OGM) at: <http://www.grants.state.mn.us/public/>.

City of Minneapolis

Historic Bridge Truss Spans Available for Sale, Relocation, Rehabilitation, & Reuse



The City of Minneapolis Department of Public Works is requesting proposals for the sale, relocation, rehabilitation, and reuse of an historic bridge located in northeast Minneapolis. The historic St. Anthony Parkway Bridge, located in northeast Minneapolis along St. Anthony Parkway between University Avenue NE and Marshall St. NE, must be removed from its current location to accommodate a federally-funded bridge replacement project. Sale of the Bridge is restricted to bidders who propose to purchase the Bridge as a unit for the specific purpose of disassembly and reassembly in an alternate location to be used for transportation purposes only.

Interested parties should contact Ole Mersinger at the City of Minneapolis for detailed information including the RFP, Special Terms & Conditions, and Bridge Plans.

Ole Mersinger, PE
City of Minneapolis, Public Works
309 - 2nd Avenue
Minneapolis, MN 55415
E-mail: Ole.Mersinger@ci.minneapolis.mn.us
Phone: (612) 673-3537

Proposals are due to the City of Minneapolis by **4:00 pm, Wednesday, April 30th, 2014.**

Official Notices

Metropolitan Airports Commission (MAC) Minneapolis-Saint Paul International Airport Notice of Call for Bids on Terminal 2-Humphrey - Purple Core Retrofit

MAC Contract No.: 106-3-502
Bids Close At: 2:00 p.m. May 13, 2014

Notice to Contractors: Sealed Bid Proposals for the work listed above will be received by the MAC, a public corporation, at the office thereof located at 6040 - 28th Avenue South, Minneapolis, Minnesota 55450, until the date and hour indicated. This project consists of general, mechanical, and electrical construction.

Targeted Group Businesses (TGB): The goal of the MAC for the utilization of TGB on this project is 5%.

Bid Security: Each bid shall be accompanied by a "Bid Security" in the form of a certified check made payable to the MAC in the amount of not less than five percent (5%) of the total bid, or a surety bond in the same amount, running to the MAC, with the surety company thereon duly authorized to do business in the State of Minnesota.

Availability of Bidding Documents: Bidding documents are on file for inspection at the office of Miller Dunwiddie Architecture, Inc.; at the Minnesota Builder's Exchange; McGraw Hill Construction; and NAMC-UM Plan Room. Bidders desiring bidding documents may secure a complete set from Miller Dunwiddie Architecture, Inc.; 123 North Third Street, Suite 104; Minneapolis, Minnesota 55401; **phone:** (612) 337-0000; **fax:** (612) 337-0031. Make checks payable to: Miller Dunwiddie Architecture, Inc. Deposit per set (refundable): \$100.00. Requests for mailing sets will be invoiced for mailing charges. Deposit will be refunded upon return of bidding documents in good condition within 10 days of opening of bids.

MAC Internet Access of Additional Information: A comprehensive Notice of Call for Bids for this project will be available on April 28, 2014, at MAC's web address of <http://www.metroairports.org/Airport-Authority/Business-Opportunities/Solicitations.aspx> (construction bids).

Metropolitan Airports Commission (MAC) Minneapolis-St. Paul International Airport Notice of Call for Bids for 2014 Miscellaneous Construction

MAC Contract No. 106-1-267
Bids Close At: 2:00 PM on May 13, 2014

Notice to Contractors: Sealed Bid Proposals for the project listed above will be received by the MAC, a public corporation, at the office thereof located at 6040 - 28th Avenue South, Minneapolis, Minnesota 55450, until the date and hour indicated. This project provides for the rehabilitation of a water meter vault at Delta Building C, replacement of hot water heating pipe at Fire Station No. 2, modifications for Fuel Farm Fire Protection System, construction of guardrail, and insulation of an oil-water separator at the MAC Maintenance Facility.

Targeted Group Businesses (TGB): The goal of the MAC for the utilization of TGB on this project is 7%.

Bid Security: Each bid shall be accompanied by a "Bid Security" in the form of a certified check made payable to the MAC in the amount of not less than five percent (5%) of the total bid, or a surety bond in the same amount, running to the MAC, with the surety company thereon duly authorized to do business in the State of Minnesota.

Availability of Bidding Documents: Bidding documents are on file for inspection at the office of TKDA, the Minnesota Builders Exchange, McGraw-Hill Construction/Dodge, and NAMC-UM Plan Room. Bidders desiring bidding documents may secure a complete set from TKDA; 444 Cedar Street, Suite 1500; St. Paul, MN, 55101; **phone:** (651) 292-4400; **fax:** (651) 292-0083. Make checks payable to TKDA. Deposit per set (refundable): \$50.00. Requests for mailing sets will be invoiced for mailing charges. Deposit will be refunded upon return of bidding documents in good condition within 10 days of opening of bids.

Non-State Public Bids, Contracts & Grants

MAC Internet Access of Additional Information: A comprehensive Notice of Call for Bids for this project will be available on April 28, 2014, at MAC's web address of <http://www.metroairports.org/Airport-Authority/Business-Opportunities/Solicitations.aspx> (construction bids).

Minnesota's Bookstore

660 Olive Street (Williams Hill Business Development), St. Paul, MN 55155

(1 block east of I-35E Bridge, 1 block north of University Ave.) **FREE PARKING**

Phone: (651) 297-3000; Fax: (651) 215-5733

E-mail: <http://www.minnesotasbookstore.com>

Order Online at: www.minnesotasbookstore.com

Nursing Home & Boarding Care Laws - NEW

Published by the Minnesota Health Department, 6"x9", perfect bound, pages-184, Stock No. 108, \$20.95 + tax.

Home Care Laws & Rules - new edition

Published by the Minnesota Department of Health, 6"x9", perfect bound, 235-pages, Stock No. 97, \$20.95 + tax.

Minnesota Session Laws

Two volumes (3,193 pages) includes laws passed during the 2013 regular session as well as the 2012 first special session. A set (state copy) is now on display in the store. NO QUANTITY DISCOUNTS. **Stock No. 989. Cost: \$52 + tax, includes shipping.**

Health Care Facilities Directory 2013

This new directory updates the 2012 edition. Features comprehensive listing of hospitals, nursing homes, supervised living facilities, outpatient clinics, home health agencies, hospices, etc. within the state of Minnesota. Lists are organized both by county and alphabetically. **Stock Number: 72. Price: \$28.95. Binding: Plastic Spiral Binding. 554-pages.**

Learning Objectives for Professional Peace Officer Education

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