

# MINNESOTA CODE OF AGENCY RULES

## RULES OF THE BOARD OF TEACHING

1982 Reprint



All rules as in effect on September 15, 1982

Prepared by

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Room 3, State Capitol, St. Paul, Minnesota 55155

Distributed by

STATE REGISTER AND PUBLIC DOCUMENTS DIVISION  
DEPARTMENT OF ADMINISTRATION  
117 University Avenue, St. Paul, Minnesota 55155

## BOARD OF TEACHING

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## BOARD OF TEACHING

### LICENSURE RULES

#### Chapter One: Licenses; Issuance, Renewal, and Continuing

##### § 3.001 Requirements for the issuance and renewal of all licenses.

A. Licenses to teach in Minnesota shall be granted to persons who otherwise meet all requirements of applicable statutes and rules and who complete approved programs leading to teacher licensure in Minnesota institutions which are approved by the Minnesota Board of Teaching to prepare persons for teacher licensure.

B. An applicant must qualify separately for each licensure area for which application is made and provide evidence of satisfactory completion of a program in such licensure area which has been approved by the Minnesota Board of Teaching.

C. The initial license which shall be issued in any licensure area is an entrance license, valid for two years.

D. There are three exceptions to the requirement that the initial license which shall be issued in any licensure area must be an entrance license. For these three exceptions, a continuing license for each licensure area shall be granted to:

1. An applicant who holds a life of continuing license as a secondary school classroom teacher who subsequently completes an approved program in an additional classroom teaching licensure area at the secondary school level.

2. An applicant who holds a life or continuing license as an elementary school classroom teacher or a secondary school classroom teacher who completes an approved program as a middle school classroom teacher in the same licensure area or in a different licensure area.

3. An applicant who holds a life or continuing license to teach who completes an approved program in an additional licensure area for which the licensure rule specifies that the applicant must hold a license to teach as a requirement for the issuance of the additional license.

E. When one year of teaching experience is not completed prior to the expiration of an entrance license, another entrance license in that licensure area shall be issued upon application. If an entrance license in any licensure area is allowed to lapse, it shall be renewed, upon application, until the applicant has had one year of teaching experience in that licensure area after which time an applicant must qualify for a continuing license.

F. A continuing license, valid for five years, shall be issued to an applicant who has completed at least one year of teaching experience in a licensure area while holding an entrance license, as verified by the local continuing education committee. When a licensure area is added to a continuing license already in force, the expiration date becomes that already established for the continuing license in force.

G. Any person who applies for the renewal of a continuing license who has not. At any time during the five-year period immediately preceding, been employed in the licensure area for which the license is valid shall furnish evidence of having been granted 120 renewal units as verified by the local continuing education committee.

H. If a continuing license in any area is allowed to lapse, one of the following shall be issued:

1. A continuing license based upon verification by a local continuing education committee that the applicant has been granted 120 renewal units, during the five-year period immediately preceding the application, or

2. A continuing license based upon evidence that the applicant earned at least 12 quarter or 8 semester hours of credit, in the licensure area where application is being made, during the five-year period immediately preceding the application, or

3. A one-year renewal of the lapsed continuing license based upon evidence that the applicant has been offered a position contingent upon holding a valid license. In order to qualify for a continuing license at the end of one year, the applicant shall provide evidence that at least 12 quarter or 8 semester hours of credit have been earned in the licensure area where application is being made during the five-year period immediately preceding the date of application for the continuing license.

I. Continuing licenses, valid for five years, shall be renewed upon application according to the rules of the board of teaching pertaining to continuing education.

J. Substitute teachers.

1. A long call substitute teacher is one who teaches for 15 or more consecutive days in a single classroom or teaching assignment. Long call substitute teachers shall hold an entrance or continuing license to teach for each licensure area taught.

2. Short call substitute licenses to teach, valid for five years, shall be issued to a previously licensed applicant which shall authorize teaching on a day to day basis not to exceed 15 consecutive days in a single classroom or teaching assignment. A short call substitute license may be renewed upon application.

§ 3.001 (EDU 1956 s 5059; BT 1976; 1978)

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5 MCAR S 3.002 Procedures for the issuance of life licenses.

Any teacher currently holding a valid license to teach granted by the Minnesota Board of Teaching having a minimum of five years teaching experience in Minnesota, who was actually employed as a classroom teacher or other similar professional employee on a regular contract in any one of three years immediately preceding July 1, 1969, may apply for and receive a life license for those grades, subjects, and fields for which Minnesota licensure was held prior to July 1, 1969, upon payment of a processing fee of \$35. The application period to apply for a life license according to the provisions of this rule shall expire July 1, 1982. The application shall be in writing on a life license application form addressed to:

Minnesota State Department of Education  
Personnel Licensing Section  
Sixth Floor, Capitol Square Building  
550 Cedar Street  
St. Paul, Minnesota 55101

Life license application forms may be obtained from:

Minnesota State Department of Education  
Personnel Licensing Section  
Sixth Floor, Capitol Square Building  
550 Cedar Street  
St. Paul, Minnesota 55101  
(612) 296-2046

§ 3.003 Issuance and renewal of all licenses; fees.

A. All licenses to teach shall be issued and/or renewed in accordance with Minn. Stat. § 125.05 and criteria established in rules of the board of teaching and shall be valid for the period of time specified in rules of the board of teaching:

1. Limited license—valid for 1 year.
2. Entrance license—valid for 2 years.
3. Continuing license—valid for 5 years.

B. All licenses to teach shall bear the date of issue and the date of expiration and may be renewed on or before July 1 in the year of expiration.

C. After July 1 in the year of expiration, all licenses to teach not renewed shall be deemed expired and no longer valid for teaching.

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D. Effective July 1, 1981 each application for the issuance and/or renewal of a license to teach shall be accompanied by a processing fee in the amount of \$35. The fees shall be paid to the Commissioner of Education who shall deposit them with the State Treasurer, as provided by law, and report each month to the Commissioner of Finance the amount of fees collected.

E. The fee shall be nonrefundable for applicants not qualifying for a license, except the fee is refundable when the applicant for a license already holds the license for which application is made and that license does not expire in the year the application is submitted.

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5 MCAR S 3.004 Procedures for the revocation or suspension of Minnesota teaching licenses.

A. Licenses shall be revoked or suspended pursuant to the provisions of Minn. Stat. SS 125.09, 125.185, or 5 MCAR S 3.130.

B. Revocation. Revocation shall include the cancellation or repeal of a teaching license and/or renewal privilege. Revocation shall disqualify a person from teaching, or



performing any other function, which is permitted on the basis of holding a license issued pursuant to the rules of the Board of Teaching. Revocation shall be final, except that a person whose license has been revoked may petition the Board of Teaching for a license pursuant to paragraph E.1. of this rule.

C. Suspension. Suspension shall include the temporary withdrawal of a teaching license and/or renewal privilege. Suspension shall disqualify a person from teaching, or performing any other function, which is permitted on the basis of holding a license issued pursuant to the rules of the Board of Teaching. The length of each suspension and any terms and conditions attached thereto shall be determined by the Board of Teaching upon the consideration of the following factors:

1. The activity of the individual which led to the license suspension, and
2. Any relevant mitigating factors which the individual may interpose on his or her behalf, and
3. The prior teaching record of the individual, and
4. Other similar factors.

D. Unless otherwise provided by the Board of Teaching, a revocation or suspension applies to each license or renewal privilege held by the individual at the time final action is taken by the Board of Teaching. A person whose license or renewal privilege has been suspended or revoked shall be ineligible to be issued any other license by the Board of Teaching during the pendency of the suspension or revocation.

E. Issuance or reinstatement of a license after a revocation or suspension.

1. A person whose teaching license or renewal privilege has been revoked by the Board of Teaching may apply for and shall be granted an entrance license upon presentation of competent evidence that all terms and conditions which the board may have imposed have been fulfilled, and upon meeting current licensure standards.

2. A person whose teaching license or renewal privilege has been suspended by the Board of Teaching may apply for reinstatement of that license in one of the following manners:

a. If the suspended license was an entrance license which has lapsed during the suspension, that license will be reinstated upon proper application after the period of suspension has expired and upon presentation of competent evidence that all terms and conditions which the board may have imposed have been fulfilled, provided that the applicant has had less than one year of teaching experience while holding the entrance license. If the applicant has gained a year or more of teaching experience on the entrance license prior to the

suspension and the license has lapsed during the suspension, a five-year continuing license shall be granted after all other conditions stated in this provision have been met.

b. If the suspended license was an entrance license which has not lapsed during the suspension, the person may resume teaching for whatever period of time remains on that license after the period of the suspension has expired and upon presentation of competent evidence that all terms and conditions which the board may have imposed have been fulfilled.

c. If the suspended license was a continuing license which has not lapsed during the period of the suspension, the person may resume teaching for whatever period of time remains on the continuing license after the suspension has expired and upon presentation of competent evidence that all terms and conditions which the board may have imposed have been fulfilled.

d. If the suspended license was a continuing license which lapsed during the period of the suspension, the person may apply for another continuing license which shall be granted provided that the suspension has expired and upon presentation of competent evidence that all terms and conditions which the board may have imposed have been fulfilled, and further provided that current continuing education requirements have been completed.

e. If the suspended license was a life license, the person may resume teaching after the period of the suspension has expired and upon presentation of competent evidence that all terms and conditions which the board may have imposed have been fulfilled.

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5 MCAR S 3.005 Continuing education/relicensure.

A. The provisions of this rule apply only to persons licensed by the Board of Teaching.

B. An applicant who is not eligible for a continuing license or an applicant whose continuing license has lapsed shall meet the provisions of 5 MCAR S 3.001 for issuance of a license.

C. A continuing license, valid for five years, shall be issued to an applicant who holds a valid entrance license and who has met the requirements for the issuance of the continuing license as set forth in rules of the Board of Teaching.

D. Pursuant to procedures specified in this rule, a valid continuing license shall be renewed for a subsequent period of five years when an applicant presents evidence of having been granted 120 renewal units during the five-year period immediately preceding the date on which the required renewal is to be made effective.

E. Renewal units. The renewal unit is based on the college

credit. Ten hours of classroom instruction are equivalent to one quarter hour of college credit and 10 renewal units. Therefore, one renewal unit is equal to one hour of college classroom instruction and the work and expectations associated with the classroom. One hour of college instruction usually carries with it two additional hours of related work. The allocation of one renewal unit per college credit "hour" is based, then, on the assumption of this investment of three hours of actual time.

This equation of three hours of actual time for one renewal unit may be used by the local committee for determination of the allocation of renewal units in all categories. Except as provided in E.2. of this rule, the local committee may make exceptions to this ratio. The local committee, in making such exceptions, shall consider such criteria as the quality of the professional growth experiences and the relationship of such experiences to maintaining and improving general, academic, or professional qualifications. Decisions shall not be based solely on the number of hours involved.

1. Categories for which renewal units shall be allocated by the local committee, and for which renewal units may be granted to applicants, are listed below. Verification of completion of experiences must be submitted by the applicant to the local committee. Renewal units must be earned in two or more of the following categories.

- a. College courses and related work.
- b. Supervision of clinical experiences.
- c. Attendance at professional meetings, workshops, conferences, and seminars.
- d. Attendance at lectures by persons with expertise in the areas for which licensure is requested.
- e. Systematic, purposeful observation during visits to schools and to related business and industry.
- f. Volunteer work in professional organizations or situations related to the areas for which licensure is requested.
- g. Development of demonstrations or curriculum innovations for use with student teachers or in-service programs.
- h. Creative endeavor (art, music, writing) related to the individual's licensure.
- i. Publication of professional articles in a professional journal in an appropriate field.
- j. Travel related to the professional licensure areas. Prior approval of this experience shall be obtained.

k. Maintenance and evaluation of an annotated log or record of activities with a class or group.

l. Exchange situations to gain experience with students at another age, ability, culture, socio-economic level or in another subject for which the teacher is qualified.

m. Attendance at and participation in in-service meetings with opportunity for staff members in various roles (college faculty, community persons) to work together.

n. Participation in in-service meetings to include active staff planning and involvement (demonstrations with student exhibits, explanation of special or new techniques).

o. Direct involvement, individually or within a group, to research, plan, and implement innovative educational practices.

p. Planning and production of television or other special programs for use in the schools.

q. Leadership experiences, which involve the exercise and/or development of new or broader skills and sensitivities to the school, community, and profession.

r. Membership on national, state, and local committees involved with licensure, teacher education, or professional standards, and participation in national, regional, or state accreditation.

s. Additional kinds of experiences may be approved. These experiences shall be experiences especially appropriate for a particular school district or a particular education area.

2. The local committee shall grant renewal units and allow accumulation of renewal units according to the provisions of this rule. Maximum renewal unit allocations for specific experiences identified below are to be used as a guide for allocating renewal units for other experiences.

a. One quarter credit (when related to professional growth) equals ten renewal units.

b. One semester credit (when related to professional growth) equals fifteen renewal units.

c. Supervision of the clinical experiences of a college student for one quarter or one semester equals ten renewal units, provided that no more than thirty such renewal units may be granted in any five-year period.

d. One week of approved travel equals ten renewal units, provided that no more than thirty such renewal units may be granted in any five-year period.

e. A one-day workshop, seminar, or conference equals up to five renewal units based on type of experience, involvement, and outcome product.

3. Experiences for renewal unit credit must aid the applicant in maintaining and improving general, academic, or professional qualifications. Except for provision E.1.1., teaching experiences for which licensure is required shall not qualify for renewal unit credit.

4. An applicant requesting renewal of a license to teach must earn a minimum of 120 renewal units during each five-year licensure period from July 1 of the year of issuance to June 30 of the year of expiration. An applicant may not bank renewal units for purposes of relicensure.

5. In cases where local school board policies require further education on a periodic basis, such education shall be evaluated in the same manner as other experiences and may apply as renewal units.

6. An applicant who seeks renewal of a continuing license for two or more areas should allocate at least 30 renewal units to each of the licensure areas for a total of no fewer than 120 units, with priority given to work in areas where the candidate is employed during the licensure period. Those candidates possessing administrative licensure may allocate units for the renewal of teaching licensure in this same manner.

F. Local committees for continuing education/relicensure.

1. A local committee as authorized by Minn. Stat. § 125.185, subd. 4 shall be established in each Minnesota public school district with membership as follows:

a. Five persons licensed by the Board of Teaching who hold at least a baccalaureate degree, to be elected by the licensed teaching faculty. Nominations may be by building, grade level, or other appropriate categories, provided that all eligible persons have a fair and equitable chance for nomination. Proportionate representation is encouraged.

b. One licensed person who holds an administrator's license, representing the elementary and secondary administration, to be elected by the licensed practicing administrators employed by the district.

c. One resident of the district who is not an employee of the district, to be designated by the local school board. School board members are not considered to be employees of the district.

2. All members of an appropriate voting group shall be notified of the date of the election at least five days prior to the election. The election shall be held at a convenient time and place and shall be by secret ballot.

3. In districts where either teachers or administrators with the specified qualifications are not available for service on the local committee, the superintendent will report the situation to the Board of Teaching who shall make special provisions for establishing a continuing education committee.

4. Members of the local committee shall be elected in May of each year for terms to begin no later than the following September 1. The term of office of members of the local committee shall be two years.

5. The local committee shall hold its organizational meeting no later than September of each year. At the organizational meeting the local committee shall elect a chairman and secretary whose duties shall be established by the local committee.

a. Up to three days per month may be provided by the local school district to each local committee member to attend local committee meetings.

b. Clerical assistance and supplies as requested by the local committee may be provided by the local school district in sufficient amount to enable the local committee to comply with the recordkeeping and reporting required by the rule.

6. A quorum shall be more than fifty percent of the total voting membership of the committee. A majority vote of those voting members present shall be sufficient to take action. Meetings may be called by the chairman of the committee or by written request of three or more of the members. Notice of meetings shall be provided to each member of the committee at least five days prior to the date of the meeting, and shall be posted or otherwise advertised in such a manner as to provide reasonable notice to those teachers subject to the actions of the committee.

7. The duties of the local committee are as follows:

a. Set procedures for its own operation:

(1) Establish written guidelines which:

(a) Set time, place, and procedures for local committee meetings.

(b) Set procedures for local committee operations.

(c) Determine renewal units to be allocated for each category enumerated in provision E.1. in accordance with the maximum renewal unit allocations stipulated in this rule.

(2) Make the guidelines available to persons interested in or affected by decisions of the local committee, together with a list of the current local committee membership.

(3) Hold a hearing annually to allow the teachers in the district to review proposed or revised guidelines established by the local committee. It is recommended that this hearing be held in the fall.

(a) A working draft of local guidelines and proposed revisions shall be made available prior to the local hearing.

(b) The local committee shall schedule the hearing at a time and place which is convenient for those interested in or affected by the guidelines to be able to attend.

(c) Adequate and proper notice shall be given to all such persons within the district.

(d) All local committee members should be present at the hearing.

(e) The hearing shall continue until all persons who wish to speak have had an opportunity to do so.

(f) Although input received at the hearing is not binding, the local committee is encouraged to modify its guidelines, insofar as modifications are consistent with this rule, if the information received during the hearing indicates that changes are necessary or desirable.

b. Provide recommendations to the Board of Teaching for the renewal of teaching licenses as provided in Minn. Stat. S 125.185, subd. 4:

(1) Make recommendations regarding the issuance of the first continuing license by verifying one year of successful teaching experience for individuals on an entrance license. Successful teaching shall be determined by satisfying one or more of the following three criteria:

(a) A teacher receives an offer of a contract for the ensuing year.

(b) A teacher gains tenure or acquires a continuing contract.

(c) Supportive evidence is presented from supervisory personnel, professional colleagues, and/or administrators.

This experience shall be verified by the local committee chairman or designee, whose name shall be on file with the manager of licensing.

(2) Act, within a reasonable time, upon requests for recommendation for renewal of the continuing license by determining whether the applicant has met the requirements of this rule.

(3) Endorse the application for renewal of the continuing license of each qualified applicant. The applicant shall assume the responsibility for forwarding the endorsed application to the manager of licensing.

(4) Provide supporting evidence to the Board of Teaching when an appeal is taken from a decision of the local committee.

c. Forward to the Board of Teaching the following information in accordance with due dates set forth in this rule:

(1) Prior to November 1 of each year, verification of the current membership of the local committee.

(2) Prior to November 1, 1980, and every five years thereafter, a copy of the published local committee guidelines. At such time that substantial changes are made in local guidelines, a revised copy of these guidelines shall be forwarded to the Board of Teaching.

(3) During February of each year, any recommendations for modifications in this rule, based upon an evaluation of procedures and criteria for granting renewal units.

d. Provide those services and reports that may be required from time to time by the Board of Teaching.

e. Provide recommendations to appropriate personnel concerning the in-service needs of the district.

8. It shall be the responsibility of the person seeking the renewal of a continuing license to submit the application, appropriate verification, and other supporting materials to the local committee of the employing school district, in accordance with procedures and due dates established by that committee.

9. If a licensed person employed by one school district becomes employed by a different district during a renewal period, units already earned and granted during that renewal period shall forthwith be transferred to the local committee for the new district. Such units shall be accepted by that committee.

10. Renewal units shall be granted by the committee of the district where the applicant was employed at the time that the experience was completed.

a. Persons who have not been employed by a school district for a period of time will be granted renewal units in either of the following ways:

(1) By the local committee of the district where the applicant was last employed, or

(2) By the local committee of the district where the



applicant currently resides, if accepted by the local committee.

b. Persons who have never been employed on a continuing basis by a school district in Minnesota shall affiliate with the local committee in the district in which they reside.

c. Persons residing out of the State of Minnesota who wish to maintain continuing Minnesota licensure may make application for renewal to the Board of Teaching in accordance with provisions of this rule.

11. Each local committee shall be provided with current information regarding changes in Board of Teaching rules which pertain to licensure in education by the director of licensing.

12. Option for formation of joint local committees.

a. Two or more districts situated in close proximity to each other shall have the option of joining together to establish a joint local committee.

b. A plan for two or more districts to formulate a joint local committee shall be drawn up by a committee consisting of two teachers, one administrator, and one school board member or a designee, from each participating district, and be ratified by at least seventy percent of the licensed personnel employed by each participating district. The plan shall provide for fair representation of all licensed personnel and insofar as possible, shall be consistent with F.I. and other provisions of this rule.

c. The ratified plan shall be submitted by the superintendent of the district employing the largest number of licensed personnel to the Board of Teaching.

d. The joint local committee shall be treated as any local committee and shall comply with all provisions of this rule.

13. Nonpublic schools.

a. Licensed personnel in a nonpublic school may establish a local committee for the same purpose as local committees established by public school districts. Licensed personnel in two or more nonpublic schools may combine to form a local committee upon the agreement of seventy percent of the licensed personnel in each school. The chairman of the committee shall submit to the director of licensing, on an annual basis no later than November 1 of each year, verification of the membership of the committee and verification of the school or schools whose personnel have established the committee.

b. Licensed personnel in one or more nonpublic schools may join with an appropriate public school district in the establishment of a local committee, provided that seventy

percent of the licensed personnel from each nonpublic school and seventy percent of the licensed personnel employed by the public school district agree to such a committee. The superintendent of the district shall submit to the director of licensing verification of the membership of the committee and verification of the nonpublic schools whose personnel have joined in the establishment of the committee.

c. Insofar as possible, the committees authorized in a. and b., above, shall be established and shall function in the same manner as provided in this rule for committees of public school districts and in such way as to provide fair representation for all licensed personnel and objective evaluation of requests for renewal of licenses.

14. Vocationally licensed teachers. The criteria for licensure renewal of vocationally licensed teachers are set forth in the Board of Education rule 5 MCAR S 1.0786 Continuing Education Requirements for Relicensure of Vocational Instructional and Supportive Personnel.

G. A college or university which is approved to prepare teachers for licensure in education may form a local committee or combine with other approved colleges or universities to form joint committees. Licensed personnel in approved colleges or universities may, in accordance with F.10. of this rule, affiliate with a local committee established in a local school district or nonpublic school.

H. Right of appeal.

1. When an applicant has not been granted the requested number of renewal units by a local continuing education/relicensure committee, an appeal may be made to the local committee. An applicant must appeal to the local committee within twenty working days after notification of the decision of the local committee. Failure to file a written request with the local committee for an appeal within twenty working days constitutes a waiver of the individual's right to appeal.

2. Decisions by a local committee for continuing education/relicensure denying the appeal may be appealed to the Board of Teaching by the applicant according to the provisions of 5 MCAR S 3.020.

3. In cases where the applicant has not been granted the required number of renewal units for relicensure, local committees shall not endorse the application for renewal of the continuing license.

4. In the event that the renewal units under appeal result in loss of licensure, it shall be the responsibility of the appellant to inform the manager of licensing of such loss of licensure. The manager of licensing shall extend the previous continuing license until all avenues of administrative appeal

have been exhausted.

I. Evaluation. The functions of the local committees shall be evaluated by the Board of Teaching during each calendar year which is divisible by five.

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5 MCAR S 3.006 Letters of approval for a teacher to teach subjects or fields for which current valid Minnesota licensure is not held.

A. The Minnesota Board of Teaching hereby authorizes the issuance of letters of approval which permit a teacher to teach in related subjects or fields for which such teacher is not currently licensed. The superintendent of schools of a local school district may request the Manager of the Personnel Licensing Section of the Minnesota Department of Education to issue a letter of approval which permits a teacher to teach subjects or fields for which that teacher is not currently licensed.

B. Letters of approval authorized by provision A. of this rule shall be issued to superintendents of schools if the Board of Teaching finds that the following conditions are met:

1. The superintendent of schools requests a letter of approval in accordance with the provisions of this rule, and

2. The superintendent of schools verifies that:

a. A fully licensed teacher is not available for the position, and

b. No teacher holding a teaching license in the subject or field for which the letter of approval is requested has been placed on unrequested leave by the school district who wishes to resume teaching in that subject or field, and

3. The teacher for whom the request is made holds a current valid Minnesota license granted by the Minnesota Board of Teaching.

C. Duration of letters of approval.

1. A letter of approval shall be valid for a period not to exceed one school year.

2. Letters of approval shall be renewed for a period not to exceed one school year provided that:

a. The teacher for whom the request is made has completed at least six quarter hours of college credit since the last letter of approval was granted in an approved licensure program in the subject or field for which the approval letter was issued, and

b. The superintendent of schools requests a letter of approval in accordance with provision B. of this rule.

D. The Manager of the Personnel Licensing Section of the Minnesota Department of Education shall state in writing to the superintendent of schools the reasons for granting or denying the letter of approval requested pursuant to the provisions of this rule.

*see new: 5 MCAR 3.007 (AR02825T)*  
Chapter Two: Appeals

### § 3.020 Appeal to the Minnesota board of teaching.

A. All persons denied issuance or renewal of teaching licenses, and all Minnesota teacher preparing institutions denied program or college approval, and all persons licensed by the Minnesota board of teaching whose appeals are denied by the local committee for continuing education/relicensures, are hereby entitled to a hearing pursuant to Minnesota Statutes chapter 15 on such denial and to a final decision by the Minnesota board of teaching.

B. A person or an institution entitled to a hearing under the provisions of this rule shall file a written request for such hearing with the executive secretary of the board of teaching within thirty (30) days from the date of the denial. Failure to file a written request for a hearing within thirty (30) days constitutes a waiver of the individual's right to a hearing.

### § 3.020 (BT 1979)

## Chapter Three: Components: All Programs Leading to Licensure

### § 3.040 Scope of rule; definition.

Components: all programs leading to licensure. The provisions of this rule apply to all persons whose initial licensure was contingent upon the possession of a baccalaureate or higher degree. As used in this rule, the term, "licensed person" or "licensed personnel" means person or persons holding a license, the obtaining of which was contingent upon the possession of a baccalaureate or higher degree.

**§ 3.041 Human relations components in all programs leading to licensure in education.**

A. All applicants for licenses in education to be issued or renewed either on or after July 1, 1973, shall have completed a training program containing human relations components. Such components shall have been approved by the board of teaching.

B. Human relations components of programs which lead to licensure in education will be approved upon submission of evidence:

1. Showing that the human relations components have been developed with participation by members of various racial, cultural, and economic groups.

2. Showing that the human relations components are planned to develop the ability of applicants to:

a. Understand the contributions and life styles of the various racial, cultural, and economic groups in our society, and

b. Recognize and deal with dehumanizing biases, discrimination, and prejudices, and

c. Create learning environments which contribute to the self-esteem of all persons and to positive interpersonal relations, and

d. Respect human diversity and personal rights.

3. Relating all of the areas enumerated in § 3.041 B. 2. to specific competencies to be developed, and

4. Indicating means for assessment of competencies.

C. Programs shall be approved which vary in curricular design provided that program components meet the requirements in A. and B., above, and that these components provide education personnel who are recommended for licensure with the knowledge, skills, and understandings specified in rules for each licensure area. When the term competency is used, it is understood that other appropriate terms which refer to learning outcomes may be substituted. Examples of such terms are: knowledge, skills, and understandings.

§ 3.041 (EDU 1971, BT 1976; 1978)

**Chapter Four: Licensure: Elementary Education and Middle School Teaching**

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5 MCAR S 3.0501 Elementary school classroom teachers, grades 1-6.

A. All candidates recommended for licensure as elementary school classroom teachers (grades 1-6) shall hold a baccalaureate degree and shall have satisfactorily completed a program leading to the licensure of elementary school classroom teachers which has been approved by the Minnesota Board of Teaching.

B. Each program leading to the licensure of elementary school classroom teachers (grades 1-6) submitted to the Board of Teaching for approval shall include a general/liberal studies component consisting of at least one third of the baccalaureate degree requirement of the institution. The general/liberal studies component shall be designed to provide candidates recommended for licensure as elementary school classroom teachers (grades 1-6) with knowledge, skills, and understandings within each of the following categories of this component:

1. Symbolics of information, which must include three areas within this category such as, but not limited to, composition, public speaking, languages, linguistics, history and structure of the English language, logic, and mathematics. The area of mathematics is required of all candidates recommended for licensure as elementary school classroom teachers.

2. Humanities, which must include three areas within this category such as, but not limited to, music, art, theatre, literature, and philosophy.

3. Natural and social sciences, which must include four areas within the category of natural and social sciences. At least one area of natural science such as, but not limited to, life science, earth science, and physical science is required of all candidates recommended for licensure as elementary school classroom teachers. At least one area of social science such as, but not limited to, anthropology, economics, geography, history, political science, psychology, sociology, and interdisciplinary studies is required of all candidates recommended for licensure as elementary school classroom teachers.

C. Each program leading to the licensure of elementary school classroom teachers (grades 1-6) submitted to the Board of Teaching for approval shall include a professional education

component designed to provide candidates recommended for licensure with basic knowledge, skills, and understandings in all of the following: foundational studies, organization and management of instruction, content and methods, pre-student teaching and student teaching experiences, and the profession of teaching.

1. Foundational studies. This category consists of basic knowledge which underlies the study of education and teaching. It includes all of the following:

a. The study of child growth and development from early childhood through early adolescence, including typical and atypical patterns of development.

b. The study of the learning process, with emphasis on physical, intellectual, emotional, and social differences in students as influenced by various cultures and family life styles.

c. The study of education and the school as an institution in the context of a changing pluralistic society.

2. Organization and management of instruction. This category consists of basic knowledge, skills, and understandings for planning, implementing, and evaluating instruction for all students within a classroom. It includes all of the following:

a. Development of differentiated instructional strategies and techniques and the application of these strategies and techniques to unique learning styles; differing physical, emotional, mental capabilities; and differing environments and cultures.

b. Skills to assess, diagnose, prescribe, evaluate, and report individual student achievement.

c. Organizational, management, and communication skills and strategies to facilitate individual and group learning, including development of positive self-concepts and group dynamics.

d. Selection, utilization, and evaluation of a variety of instructional technologies, community resources, and print and nonprint instructional media.

e. Development of skills to integrate elementary curriculum areas.

f. Implementation of instruction within school organizational patterns including the recognition of differentiated roles, responsibilities, and tasks of school personnel.

g. Implementation of techniques to evaluate the curriculum and instructional strategies utilized.

h. First aid training.

3. Content and methods. This category consists of basic knowledge of content, materials, and scope and sequence of K-6 curriculum and of skills necessary to teach in the elementary schools, including provision for individual differences of students, in all of the following curriculum areas:

a. Art: to promote artistic development through knowing about, responding to, and producing art.

b. Communication skills.

(1) Language arts: to provide for the development and integration of listening, speaking, handwriting, spelling, language usage, and creative and practical writing.

(2) Literature: to provide for the development of reading interests and appreciation of literature through exposure to types of children's literature and modes of presentation, including storytelling.

(3) Reading: to provide for the development of pre and basic reading skills and the diagnosis and correction of reading difficulties.

(4) Application of language arts and reading to elementary curriculum areas.

c. Health: to promote attitudes and habits necessary to safe and healthful living.

d. Mathematics: to provide for the development of basic arithmetic operations, problem-solving skills, measurement techniques, including the metric system, geometric concepts, and computing devices.

e. Music: to sing, play, and conduct simple rhythm patterns and melodies; develop creative patterns for dancing and movement; provide for playing, making, and utilizing musical instruments; and begin exposure to musical heritage.

f. Physical education: to provide experiences that promote physical and motor growth and development; team, individual, and life long physical activities.

g. Science: to develop processes of scientific inquiry for topics within school science curricula.

h. Social studies: to develop processes of gathering, organizing, reporting, and interpreting social science data.

i. Interdisciplinary studies: emerging topics of an interdisciplinary nature which may include, but are not limited to, environmental education, career education, family life education, and death education.



4. Pre-student teaching and student teaching experiences. This category consists of cooperative experiences between teacher preparation institutions and classroom teachers in a school setting in grades 1-3 and in grades 4-6 in which theory and practice are combined. It includes all of the following:

a. A series of formal observations of teaching and directed instructional experiences in an elementary school, prior to student teaching, which shall begin early in the professional education component.

b. Student teaching, which shall consist of full school day experiences for one academic quarter or the equivalent thereof in an elementary school in which the student teacher assumes responsibility for the management of the classroom and the implementation of the complete program for all students within a classroom for a minimum of one week. Full school day experience is defined as a normal load for a teacher in the school in which the student teaching takes place.

5. The profession of teaching. This category consists of basic knowledge of the professional responsibilities of a teacher, both within and beyond the instructional setting, and includes all of the following:

a. A minimum level of proficiency in the written English language.

b. Skills necessary to communicate and interact with staff members, resource personnel, parents, and other members of the community in order to meet the individual needs of students.

c. Skills to evaluate self and peer teaching performance.

d. Responsibilities of the individual teacher to clients served, to the employing school district and its administration, and to the teaching profession.

e. Legal rights of students, parents, administrators, school boards, and teachers.

f. Essential statutes, rules, and legal procedures affecting the preparation and licensure/relicensure of teachers and the teacher as a public employee.

g. Purposes of the major education professional organizations and learned societies and their contributions to education and the education profession.

D. An institution applying to the Board of Teaching for approval of its elementary school classroom teacher preparation program (grades 1-6) shall meet the provisions of 5 MCAR S 3.141. In addition, institutions are also authorized to submit for approval elementary school classroom teacher preparation

programs (grades K-6) provided such programs meet the provisions of this rule and the provisions of 5 MCAR S 3.051, Kindergarten.

E. The issuance of the first continuing license is contingent upon:

1. Possession by the applicant of a previously issued valid and appropriate entrance license, and
2. One year of elementary school teaching experience during the time that the applicant holds an appropriate entrance license.

F. The continuing license shall be renewed according to rules of the Board of Teaching pertaining to continuing education/relicensure.

G. This rule is effective July 1, 1985, for all applicants for entrance licenses.

#### § 3.051 Kindergarten.

A. The program of preparation for kindergarten teachers shall include 30 semester hours of professional education as a part of an approved program of elementary school teacher education, including a course in kindergarten education. Not less than one half of the student teaching requirements shall be on the kindergarten level. Completion of this program will qualify the teacher to teach in kindergarten and grades one through six in a six-year elementary school or in kindergarten and grades one through eight in an eight-year elementary school.

B. Licensed elementary teachers who have not prepared to teach in kindergarten but who wish to do so, shall take one course in kindergarten education, either as a part of, or in excess of the requirements of elementary education. They must also have comparable student teaching experience as evaluated by an approved teacher preparing institution.

C. Selected graduates of colleges approved for teacher education who wish to teach in kindergarten shall complete an approved program in elementary school teacher education, including the required courses and student teaching experiences for kindergarten teaching.

§ 3.051 (EDU 1959 s 5061.5; 1962; BT 1976)

#### § 3.052 Nursery school teachers.

A. 1. A license for nursery school teaching may be issued to an applicant who has completed the requirements for a bachelor's degree (BA or BS) from an accredited college or university. Course work which must be completed prior to licensure shall include at least 18 semester (27 quarter) hours of credit in a planned program including the following areas:

Preschool or nursery school education

Early childhood education

Child development or child psychology

Family life development

a. Not less than 10 semester (15 quarter) hours of this credit must be obtained in nursery school and/or early childhood education.

b. Not less than 2 semester or 3 quarter hours of this credit requirement shall be spent in student teaching in nursery school.

2. Licensure may be granted to qualified persons upon recommendation by the college or university maintaining an approved four-year degree program of preparation for nursery school teaching. Such recommendation must attest to the completion of the program.

3. An initial license is valid for two years and may be renewed for a period up to five years.

B. Provisional license. A provisional license may be issued to an applicant who can submit evidence of having earned 60 semester (90 quarter) hours of credit in a regionally accredited college or university or in a junior college whose credits are accepted by an accredited college or university. The applicant must have earned a minimum of 6 semester (9 quarter) hours of work in nursery school or early childhood education as a part of or in addition to the 60 semester (90 quarter) hours. The provisional license will be issued for two years and may be renewed for three-year periods upon evidence that the applicant has completed within the period the license was in force, not less than 4 semester (6 quarter) hours of credit in one of the following ways:

1. The prescribed course for nursery school licensure in a college or university approved for nursery school teacher education by the Minnesota state board of education.

2. In approved courses or workshops as determined by the state department of education.

C. The provisions of this rule shall remain in effect until July 1, 1984, at which time this rule shall be repealed without further action by the board of teaching.

§ 3.052 (EDU 1960 s 5061.6; 1966; BT 1976; 1979)

§ 3.053 Prekindergarten teachers and prekindergarten associates.

A. Prekindergarten teacher.

1. The prekindergarten teacher is licensed to teach a group of children on a daily basis as well as plan and coordinate the instructional program which addresses the intellectual, emotional, social, cultural, and physical needs of the children in the prekindergarten classroom.

a. Prekindergarten teacher licensure shall be issued to an applicant who has completed the following:

(1) A baccalaureate degree (B.A. or B.S.) from an accredited college or university and

(2) The requirements of a prekindergarten teacher preparation program approved by the Minnesota board of teaching. The prekindergarten teacher preparation program shall include 18 semester or 27 quarter hours of the course work which is listed below. These courses may be taken as part of, or in addition to, the baccalaureate degree.

b. The prekindergarten teacher preparation program shall include the following:

(1) Prekindergarten education, early childhood, preschool, or nursery school education course work. A minimum of 10 semester or 15 quarter hours shall be in prekindergarten education and shall include course work in:

- (a) Theory
- (b) Curriculum
- (c) Classroom management
- (d) Teacher-child relations
- (e) Home-school relations

(f) A minimum of 2 semester or 3 quarter hours shall be in student teaching at the prekindergarten level.

(2) Child development/child psychology and parent-child relations. A minimum of 6 semester or 9 quarter hours shall be course work in:

(a) Child development/child psychology which shall include the study of infants and young children with emphasis on

- (i) Stages of development
- (ii) Individual differences in rates and styles of learning
- (iii) Assessment, record keeping, and observation skills.

(b) Parent-child relations shall include

(i) The study of the child in the family

(ii) The family as a social/cultural unit.

(3) Guided electives. A minimum of 2 semester or 3 quarter hours shall be course work in one of the following:

(a) Child health, nutrition, and safety

(b) Infant development

(c) Young children with special needs.

c. Prekindergarten teacher licensure requirements for kindergarten/elementary teachers are as follows:

(1) Licensed kindergarten and elementary teachers who desire prekindergarten licensure shall complete a program of 14 semester or 21 quarter hours of prekindergarten teacher preparation, as part of, or in addition to previous teaching preparation.

(2) The program requirements shall include:

(a) A minimum of 6 semester or 9 quarter hours in prekindergarten education, including not fewer than 2 semester or 3 quarter hours of credit in student teaching at the prekindergarten level. Course work shall be selected from theory, curriculum, classroom management, teacher-child relations, and home-school relations.

(b) A minimum of 6 semester or 9 parent-child quarter hours of course work in child development/child psychology and relations.

(i) Child development/child psychology shall include the study of infants and young children with emphasis on stages of development, individual differences in rates and styles of learning, and assessment, record keeping, and observation skills.

(ii) Parent-child relations shall include the study of the child in the family and the family as a social/cultural unit.

(c) A minimum of 2 semester or 3 quarter hours of credit in one of the following:

(i) Child health, nutrition, and safety

(ii) Infant development

(iii) Young children with special needs.

d. Continuing licensure shall be granted to a candidate who:

(1) Possesses a previously issued valid and appropriate entrance license and

(2) Has completed the equivalent of one school year of full-time teaching experience at the prekindergarten level.

e. The continuing license shall be renewed according to the rules of the board of teaching pertaining to continuing education.

f. All persons licensed under this rule shall meet the human relations requirements as outlined in rules of the board of teaching.

g. This rule shall become effective July 1, 1984, for all entrance licenses.

**B. Prekindergarten associate.**

1. The prekindergarten associate is licensed to teach a group of children on a daily basis under the direct supervision of a licensed prekindergarten teacher in the classroom. The prekindergarten associate takes an active part in planning and implementing the instructional program, but does not assume overall responsibility for the program.

a. Prekindergarten associate licensure shall be issued to an applicant who has completed the following:

(1) 60 semester or 90 quarter hours or an associate of arts or associate of science degree from an accredited college or university, and

(2) The requirements of a prekindergarten associate preparation program approved by the Minnesota board of teaching. The prekindergarten associate preparation program shall include 12 semester or 18 quarter hours of the course work or its equivalent which is listed below. These courses may be taken as part of, or in addition to, the 60 semester or 90 quarter hours or associate of arts or associate of science degree.

b. The prekindergarten associate preparation program shall include the following:

(1) Prekindergarten education including early childhood, preschool, or nursery school education course work. A minimum of 6 semester or 9 quarter hours shall be in prekindergarten education and shall include course work in:

(a) Theory

(b) Curriculum

(c) Classroom management

(d) Teacher-child relations

(e) Home-school relations

(f) A minimum of 2 semester or 3 quarter hours shall be in student teaching at the prekindergarten level.

(2) Child development/child psychology and parent-child relations. A minimum of 4 semester or 6 quarter hours shall be course work in:

(a) Child development/child psychology which shall be course work in study of developmental characteristics of infants and young children with emphasis on:

(i) Stages of development

(ii) Individual differences in rates and styles of learning.

(iii) Assessment, record keeping, and observation skills.

(b) Parent-child relations shall include:

(i) The study of the child in the family

(ii) The family as a social/cultural unit

(3) Guided electives. A minimum of 2 semester or 3 quarter hours shall be course work in one of the following:

(a) Child health, nutrition, and safety

(b) Infant development

(c) Young children with special needs.

c. Continuing licensure shall be granted to a candidate who:

(1) Possesses a previously issued valid and appropriate entrance license, and

(2) Has completed the equivalent of one school year of full-time teaching experience at the prekindergarten level.

d. The continuing license shall be renewed according to the rules of the board of teaching pertaining to continuing education.

e. All persons licensed under this rule shall meet the human relations requirements as outlined in the rules of the board of teaching.

f. This rule shall become effective July 1, 1984, for all entrance licenses.

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5 MCAR S 3.054 Teachers in middle schools.

A. All candidates recommended for licensure as teachers in middle schools shall:

1. Hold a baccalaureate degree, and

2. Hold a valid Minnesota license as an elementary or secondary classroom teacher, and

3. Except as provided in B. of this rule, satisfactorily complete a preparation program, approved by the Board of Teaching, leading to the licensure of middle school teachers, as follows:

a. A teacher holding a valid Minnesota elementary classroom teaching license shall complete an approved program leading to the licensure of middle school teachers consisting of a minimum of 24 quarter hours or the equivalent. Such programs shall include all of the following areas:

(1) Philosophy and organization of the middle school;

(2) Adolescent psychology;

(3) Interdisciplinary planning;

(4) Special learning and behavior problems;

(5) Teaching experience with adolescents; and

(6) A minimum of 12 quarter hours or the equivalent of course work in a single academic licensure field.

b. A teacher holding a valid Minnesota secondary



classroom teaching license shall complete an approved program leading to the licensure of middle school teachers consisting of a minimum of 24 quarter hours or the equivalent. Such programs shall include all of the following areas:

- (1) Philosophy and organization of the middle school;
- (2) Pre-adolescent psychology;
- (3) Developmental reading;
- (4) Interdisciplinary planning;
- (5) Remedial reading;
- (6) Special learning and behavior problems; and
- (7) Teaching experience with pre-adolescents.

B. Provisions of this rule shall not be interpreted to prevent a teacher from teaching in a middle school at those grade levels for which valid Minnesota classroom teaching licensure is held or to require such teacher to secure additional licensure to continue to teach at those grade levels in a middle school for which valid Minnesota classroom teaching licensure is held.

C. Minnesota colleges and universities approved to prepare teachers and which request approval of a program according to this rule shall provide evidence that programs to prepare middle school teachers submitted for approval have been developed with participation from elementary and secondary teachers, middle school administrators, students, and interested citizens. Such programs shall also include:

1. A statement of philosophy which sets forth the view of the institution with respect to the middle school.
2. An enumeration of the specific knowledge, skills, and understandings to be developed in the proposed program.
3. A description of program components which includes statements specifically relating individual components of the program to the philosophy and outcomes enumerated under 1. and 2., above.
4. A plan for assessing learning outcomes for individual candidates for licensure.

D. Nothing in this rule shall prohibit Minnesota colleges and universities which offer approved programs leading to the licensure of teachers in middle schools from collaborating with local school districts to develop jointly the program of instruction enumerated in A.1. and A.2., above, which will meet the needs of local school districts. Such programs must meet the requirements of the approved middle school licensure program

offered by the college or university. Recommendation of candidates for licensure who complete such programs shall be the responsibility of the college or university through which the program was developed.

E. All approved programs leading to middle school teacher licensure shall include a description of the way in which practicing teachers may have their teaching experience and teacher preparation in those areas enumerated in A., above, evaluated and credited by an institution maintaining an approved program leading to middle school teacher licensure. Such evaluation shall include previous teaching experience and/or previous teacher preparation.

F. Applicants holding a valid Minnesota elementary or secondary classroom entrance teaching license shall be issued an entrance middle school teaching license upon the completion of the requirements of A.1. or 2. of this rule.

G. Applicants holding a valid Minnesota elementary or secondary classroom continuing or life teaching license shall be issued a continuing middle school teaching license upon the completion of the requirements of A.1. or 2. of this rule.

H. The first and subsequent continuing middle school teaching licenses shall be issued to applicants who have completed the requirements of A.1. or 2. of this rule and who meet the requirements of the Board of Teaching for the issuance of the first and/or subsequent Minnesota elementary or secondary classroom continuing teaching licenses.

I. Persons holding a valid Minnesota secondary school classroom teaching license and who meet the requirements set forth in provision A. of this rule shall be granted a license to teach full-time in any middle school the subjects or fields in which secondary school licensure is held.

J. Persons holding a valid Minnesota elementary school classroom teaching license and who meet the requirements set forth in provision A. of this rule shall be granted a license to teach full-time in any middle school the subject or field in which the requirement of A.3.a.(6) of this rule has been completed.

K. Persons holding a valid Minnesota secondary classroom teaching license who have a minimum of three years of teaching experience in a Minnesota middle school prior to July 1, 1983, as verified by the employing school superintendent shall, upon application, be issued a license to teach full-time in any middle school those subjects or fields in which valid Minnesota secondary classroom teaching licensure is held.

L. Persons holding a valid Minnesota elementary classroom teaching license who have a minimum of three years of teaching experience in a Minnesota middle school prior to July 1, 1983, as verified by the employing school superintendent shall, upon

application, be issued a license to teach full-time in any middle school those subjects or fields in which this teaching experience in a Minnesota middle school was completed.

M. From July 1, 1978, until July 1, 1983, any person licensed by the Minnesota Board of Teaching for any of the grade levels in a middle school where the person is assigned to teach is granted authority to teach areas and subjects specified by the duly issued licenses at any of the grade levels in the middle school regardless of grade level restrictions on the license currently held.

N. Except for provisions K., L., and M., all provisions of this rule shall become effective July 1, 1983.

#### **Chapter Five: Licensure; Secondary Education and K-12 Subjects**

##### **§ 3.060 Secondary school.**

A. A teacher's license may be issued to an applicant holding a degree from the College of Education of the University of Minnesota, the University of Minnesota, Duluth and Morris, a Minnesota state university, or a private liberal arts college in Minnesota on completion of a teacher education program which shall include the minimum programs of preparation in the teaching fields prescribed in Minnesota State Agency Rules and 18 semester (27 quarter) hours in professional education, of which at least 4 semester (6 quarter) hours must be in student teaching.

1. If a program was completed in a college or university located outside of Minnesota, the college or university must be approved according to criteria established by the board of teaching. The license may be issued upon the recommendation of the institution in which the approved teacher education program was completed.

2. This license shall qualify the holder thereof to teach in any secondary school those subjects or fields in which a college major has been completed, or where the assignment is for one-half time or less during the school day, those subjects or fields in which either a college major or minor has been completed. This license also qualifies the holder to teach in the seventh and eighth grades of any elementary school.

3. Any secondary school teacher licensed to teach after September 1, 1966, with minor preparation in a subject or field shall within seven years after the initial licensure acquire the minimum established by the board of teaching for major preparation in order to continue to be licensed to teach in the subject or field.

B. Such license may also, at the discretion of the board of teaching, be issued to any holder of a diploma or degree from an institution of equivalent rank and standing of any other state, on completion of its teacher education program and including 18 semester (27 quarter) hours in professional education; or to a person from another country whose record has been judged essentially equivalent.

C. A vocational license may be issued to an applicant who meets the criteria stated in the Minnesota state plan for vocational education and as adopted by the board of teaching.

The following requirements shall constitute minimum programs of preparation to be set up by the colleges for secondary teachers unless otherwise indicated. Whenever specific course titles are indicated, it is understood that the course or its equivalent is acceptable. Licensure will be granted to persons who are recommended by a college or university maintaining the following approved programs of preparation. The standard requirements for credits in professional education shall apply except where requirements are specifically mentioned. All new requirements are effective September 1, 1968, unless otherwise specified.

§ 3.060 (EDU 1956 s 5060; 1959; 1961; 1962; 1964; 1966;  
1969; 1973; BT 1976)

*See NW: ARO 2825T*  
§ 3.065 Science for grades 5-9 and grades 7-12.

A. For the purposes of this rule the sciences shall comprise the following areas: earth science, including geology, astronomy and meteorology; physical science, including chemistry and physics; life sciences, including botany, zoology, and other appropriate realms of biology, broad area science, including basic elements of life, earth, and physical sciences.

B. All candidates for licenses to teach science, which includes earth science, physical science, and life science and broad area science, shall hold a baccalaureate degree and have satisfactorily completed a program which has been approved by the state department of education for science teachers in grades 5-9 or in grades 7-12.

C. All candidates recommended for licensure as science teachers shall have satisfactorily completed programs which provide experiences that enable them to develop broad basic knowledge and skills in earth science, in life science, and in physical science. The broad base shall include no less than 20 percent of the total baccalaureate program distributed equitably across the areas listed in A. above, and in addition, either:

1. Experiences which enable the candidate to acquire additional broad knowledge and skills in earth science, in life science, and in physical science to teach science in grades 5-9. These additional experiences shall be equivalent to no less than 20 percent of the total baccalaureate program and shall be distributed across the area in approximately equal proportions, or:

2. Experiences which enable the candidate to develop a high level of competency in at least one of the three major disciplines necessary to teach that special area of science in grades 7-12. These additional experiences shall be equivalent to no less than 20 percent of the total baccalaureate program.

D. All candidates who request licensure based on minor preparation in

either life science or earth science shall have the experiences necessary to develop the broad basic competencies required of all science teachers, as set out in § 3.065 C., plus at least the additional preparation in the specific science area in which they desire to teach equivalent to that specified in § 3.065 C. 1. for that area.

E. All candidates who request licensure based on minor preparation in physical science may, upon compliance with the following, be licensed in either chemistry or physics. All candidates who request such licensure shall have the experiences necessary to develop the broad basic competencies required of all science teachers, as set out in § 3.065 C. In addition, such candidates shall have preparation in the subject area (chemistry or physics) for which they seek licensure equal to at least ten percent of their total baccalaureate program.

F. Evidence shall be provided to show that programs submitted for approval have been developed with participation from the college departments involved with the proposed teacher education programs, from elementary school teachers, secondary school teachers, and school administrators as well as from students and interested citizens.

G. Programs submitted for approval shall include all of the following:

1. A rationale which sets forth the view of the institution with respect to the role of teachers of science.

2. Evidence that the program is based on a study conducted to determine the academic work which is necessary to prepare candidates to teach in the areas of science normally offered at the levels for which licensure is being requested.

3. An enumeration of specific teacher competencies to be developed in the proposed program. Included among others shall be competencies in the following areas:

- personal human qualities that will facilitate interpersonal relationships and enhance student learning.

- knowledge of the intellectual and philosophical nature of science.

- knowledge and experience necessary to illustrate the cultural and historical significance of science to social conditions.

- application of analytical methods of science in multidisciplinary approaches to studying and solving problems of science and of society.

- knowledge and skill necessary to seek out and study new concepts, together with the ability to synthesize these concepts, meaningfully and to communicate them to persons for whom the ideas are also new.

—the selection, adaptation, evaluation and use of strategies and materials for the teaching of science so that teaching-learning situations for which the teacher is responsible will be consistent with general knowledge about teaching and learning and will be appropriate both to the special needs of the learners and the special characteristics of the science disciplines.

4. A description of program components which include statements which relate individual program components to the competencies, knowledge and skills to be developed by candidates.

5. A plan for assessing the level of performance of each candidate recommended for licensure which ascertains the individual candidate's development of the required competencies.

H. Programs shall be approved which vary in curricular design provided that program components meet the requirements in A., B., C., D., E., F. and G., above, and that these components provide education personnel who are recommended for licensure with the knowledge, skills, and understandings specified in rules for each licensure area. When the term competency is used, it is understood that other appropriate terms which refer to learning outcomes may be substituted. Examples of such terms are: knowledge, skills, and understandings.

I. The continuing license may be renewed according to general rules of the board of teaching pertaining to continuing education.

J. This provision is effective July 1, 1979, for all applicants for entrance licenses.

§ 3.065 (EDU 1964 s 291; 1965; 1966; 1972; 1973; BT 1976; 1978)

§ 3.066 Mathematics. The prospective teacher of mathematics shall have:

A. A major of at least 26 semester (39 quarter) hours, beginning at the level of calculus and analytic geometry, which shall include the following courses: One of these courses shall contain an introduction to the language of logics and sets.

1. Three courses in analysis including two courses in calculus and analytic geometry.

2. Two courses in abstract algebra.

3. One course in geometry with postulational approach and one course in the foundations of mathematics.

4. At least one course in probability and/or mathematical statistics.

5. The remaining credits to be earned in upper-class elective courses,

e.g., introduction to real variables, number theory, topology, history of mathematics, or numerical analysis.

or:

B. A minor of at least 18 semester (27 quarter) hours selected from the courses listed for the major, with a minimum of two courses in calculus and analytic geometry and a minimum of two major courses from 2, 3, or 4, as listed for the major.

§ 3.066 (EDU 1964 s 291; 1965; 1966; 1972; 1973; BT 1976)

§ 3.067 English-language arts. The prospective teacher of English or language arts shall have:

A. A teaching major in English or language arts of not less than 36 semester (54 quarter) hours to include academic instruction in language, literature and composition beyond the freshman English requirement in 1., 2., and 3. below, plus academic instruction in speech in each of the two following areas, (1) theory and practice of public address and (2) oral interpretation or play production and direction, in addition to such demonstration of speaking efficiency as the individual institution may normally consider appropriate. This major should include the following areas:

1. Expository writing.
2. The nature of language, and the historical development and present structure of English language, especially as used in the United States.
3. Development of English and American Literature; intensive study of at least one major English or American author; theory and practice of literary criticism; analysis and interpretation of the various literary genres; literature for adolescents; literature of the 20th century and of at least one other century.

or:

B. A teaching minor in English or language arts of at least 18 semester (27 quarter) hours, including academic instruction in language, literature and composition beyond the freshman English requirement, plus academic instruction in speech as defined in the major in English or language arts, § 3.067 A.

§ 3.067 (EDU 1964 s 291; 1965; 1966; 1972; 1973; BT 1976)

§ 3.068 Social studies in secondary schools.

A. The social studies include the following areas of the social sciences: anthropology, economics, geography, history, political science, psychology, and sociology, as well as interdisciplinary studies involving the social sciences.

B. All candidates for licenses to teach in the social studies, which include all fields within the social studies as well as interdisciplinary or broad area courses within the social studies, must hold a baccalaureate degree and have satisfactorily completed a program which has been approved by the state department of education. A minimum of one-third of the total baccalaureate program, or the equivalent, shall be devoted to the development and the demonstration of competencies specified in C., which follows.

C. All candidates recommended for licensure shall have satisfactorily completed programs which provide for the development and evaluation of competencies in all of the areas which follow:

1. Achievement of pupil progress toward cognitive and affective goals identified for the candidate's social studies teaching.

2. Ability to demonstrate behaviors in classroom and other teaching situations which facilitate pupils' development toward cognitive and affective goals in the social studies.

3. Knowledge of the social sciences as disciplines, including ways of structuring, types of analytical questions, methods of advancing knowledge, major competing theories, the changing nature of fields, and ways of keeping current with developments in the fields, together with the ability to integrate and apply this knowledge to the development and evaluation of curriculum and instructional materials and to the candidate's work in the classroom.

4. Behaviors which model those which are identified as goals for pupils.

5. Knowledge or principles of learning, including both cognitive and affective learning, adolescent psychology, individual differences, and social studies methods, curriculum, and materials of instruction, together with the ability to apply this knowledge to the development and evaluation of teaching plans and instructional materials as well in classroom teaching and other work with pupils.

6. Knowledge of ways of using community resources in teaching, of promoting good relationships between the school and the community, and of the professional role of the teacher beyond the classroom situation, together with the ability to apply this knowledge to work within the school.

D. Evidence shall be provided to show that programs submitted for approval have been developed with appropriate participation from elementary school teachers, secondary school teachers, and administrators in schools which work with the training institutions as well as from students and interested citizens. Programs submitted for approval shall include all of the following:

1. A statement of rationale which sets forth the view of the institution with respect to the role of social studies teachers.



2. An enumeration of specific teacher competencies to be developed in the proposed program including competencies in each of the broad categories listed in C., above.

3. A description of program components which includes statements which specifically relate individual components of the program to the competencies required of all prospective social studies teachers.

4. A plan for assessing the individual candidate's development of the required competencies.

E. Programs shall be approved which vary in curricular design provided that program components meet the requirements in A., B., C., and D., above, and that these components provide education personnel who are recommended for licensure with the knowledge, skills, and understandings specified in rules for each licensure area. When the term competency is used, it is understood that other appropriate terms which refer to learning outcomes may be substituted. Examples of such terms are: knowledge, skills, and understandings.

F. The issuance of the first continuing license is contingent upon:

1. The candidate's possession of a previously issued valid and appropriate entrance license, and

2. One year of successful experience in teaching social studies during the time that the applicant holds an appropriate entrance license.

G. The continuing license may be renewed according to general rules of the board of teaching pertaining to continuing education.

H. This provision is effective July 1, 1979, for all applicants for entrance licenses.

§ 3.068 (EDU 1964 s 291; 1965; 1966; 1972; 1973; BT 1976; 1978).

§ 3.069 **Modern foreign languages.** The prospective teacher of modern foreign language shall meet one of the following sets of requirements:

A. Modern foreign languages, grades 1-12. Requirements:

1. A bachelor's degree upon the completion of a teacher education program with a language major from an accredited teacher preparing institution.

2. Eighteen semester (27 quarter) credits in education including a methods course in foreign language teaching at both the elementary and secondary levels and supervised student teaching at both levels.

3. A rating of good or superior by the language department of a teacher preparing institution in five of the seven competencies defined in the Modern

Language Association of America (MLA) "Qualifications for Secondary School Teachers of Modern Foreign Languages" and at least a minimal rating in the remaining two competencies. The five competencies are to include aural understanding, speaking, reading and writing.

**B. Modern foreign languages, secondary school. Requirements:**

**1. Those with a major in the language.**

a. A bachelor's degree upon the completion of a teacher education program with a language major from an accredited teacher preparing institution.

b. Eighteen semester (27 quarter) credits in education, including methods and supervised teaching at the secondary level.

c. A rating of good or superior by the language department of the teacher preparing institution in four of the seven competencies defined in the MLA "Qualifications for Secondary School Teachers of Modern Foreign Languages" and at least a minimal rating in the remaining three competencies. The four competencies are to include aural understanding, speaking, and reading.

**2. Those with a minor in the language.**

a. A bachelor's degree upon the completion of a teacher education program from an accredited teacher preparing institution with a minimum of 20 semester (30 quarter credits) in each language to which he is assigned.

b. Eighteen semester (27 quarter) credits in education including a methods course and/or supervised student teaching of a language.

**C. Modern foreign language, elementary school. Requirements:**

1. A bachelor's degree upon the completion of a teacher education program from an accredited teacher preparing institution with a minimum of 20 semester (30 quarter) credits in each language to which he is assigned.

2. Thirty semester (45 quarter) credits in education including a methods course in the teaching of foreign languages and supervised student teaching at the elementary level in the usual subject matter areas.

3. A rating of good or superior by the language department of the teacher preparing institution in the competency of speaking as defined in the MLA "Qualifications for Secondary School Teachers of Modern Foreign Languages."

**D. Modern foreign language, teacher from another country.** An accredited teacher preparing institution may recommend a native speaker of a modern foreign language for licensure as a teacher in category A., B., or C. when he has met the following requirements:

1. An education comparable to that of a bachelor of arts or science in the United States as determined by the teacher preparing institution.

2. A sound knowledge of the structure of English and of the native language as determined by the teacher preparing institution.

3. Eighteen semester (27 quarter) credits in education including a methods course in the teaching of foreign languages and supervised practice teaching in the language.

4. A rating of good or superior by the language department of the teacher preparing institution in six of the seven competencies as defined in the MLA "Qualifications for Secondary School Teachers of Modern Foreign Languages" and at least a minimal rating in the one remaining competency.

E. Modern foreign language, a teacher to supervise instruction, grades 1-12. Requirements:

1. A master's degree with a major in modern foreign language or a major in the teaching of modern foreign languages from an accredited teacher preparing institution.

2. Eighteen semester (27 quarter) credits in education including a methods course in foreign languages from an accredited teacher preparing institution.

3. A rating of good or superior by the language department of the teacher preparing institution in six of the seven competencies defined in MLA "Qualifications for Secondary School Teachers of Modern Foreign Languages" and at least a minimal rating in the remaining competency. The six competencies are to include aural understanding, speaking, reading, writing, and professional preparation.

4. At least two years of successful teaching experience as a teacher of modern foreign languages in either the elementary or secondary school.

§ 3.069 (EDU 1964 s 291; 1965; 1966; 1972; 1973; BT 1976)

### § 3.070 Home economics.

Nonvocational: The prospective teacher in the field of nonvocational home economics shall have major preparation.

Vocational: A teacher's license may be issued in the field of vocational home economics to those applicants who meet the major preparation requirements as stated in the Minnesota state plan for vocational education.

§ 3.070 (EDU 1964 s 291; 1965; 1966; 1972; 1973; BT 1976)

### § 3.071 Agriculture.

**Nonvocational:** A prospective teacher in nonvocational agriculture shall have major preparation.

**Vocational:** A teacher's license may be issued in the field of vocational agriculture to those applicants who meet major preparation requirements as stated in the Minnesota state plan for vocational education.

§ 3.071 (EDU 1964 s 291; 1965; 1966; 1972; 1973; BT 1976)

### § 3.072 Qualifications, physical education and health teachers.

#### A. Physical education teachers, grades K-12.

**Physical education major.** Major preparation in physical education shall consist of not less than 42 semester (63 quarter) hours of credit in the areas listed below. In each case the listed courses or their equivalents must be included.

1. **Science.** Two basic sciences, one of which shall include a laboratory experience selected from the following: biology, chemistry, physics. Note: All three, plus, mathematics are desirable.

**Anatomy, human physiology.** Note: Laboratory work in these areas is strongly recommended.

**Social sciences:** Psychology and sociology or anthropology.

2. **Activity skills.** The professional skill courses shall include emphasis at both the elementary and secondary levels. Such courses shall be advanced professionalized courses to emphasize performance, analysis of skill movements, officiating, knowledge of rules, strategy and testing.

The program of activities shall be well-balanced to include activities from each of the following areas:

Team sports, such as basketball, soccer, softball, speedball, volleyball, ice hockey, field hockey.

Individual and dual sports, such as archery, badminton, bowling, golf, ice skating, skiing, tennis, track and field, wrestling.

Gymnastics, such as apparatus, stunts, tumbling.

Rhythms, such as creative rhythms, singing games, folk, square, ballroom and modern dance.

Lead-up games and games of low organization, such as tag, dodge ball, captain ball, line soccer.

Aquatics, such as swimming, diving, life saving, small craft.

Conditioning exercises, weight training and/or body mechanics.

3. **Professional physical education.** Preparation in each of the following areas shall give attention to both elementary and secondary physical education:

History, principles and philosophy of physical education.

Curriculum of physical education.

Adapted physical education.

Measurement and evaluation in physical education.

Methods and materials of physical education, including water safety instruction or equivalent for potential aquatic teachers.

Personal and community health, first aid and safety, and care and prevention of athletic injuries.

Administration and organization of physical education.

Extra class activities.

Applied science (kinesiology or body mechanics, physiology of activity).

4. Student teaching. School instructional experience at both elementary (K-6) and secondary (7-12) school levels shall be included.

B. Provisional licensure for current year. Women teachers who are assigned less than one-half of their classes in physical education and do not have at least a minor in this field may qualify provisionally for the current school year through meeting such inservice training and other requirements as the state board of education may establish.

C. Health teacher. A prospective teacher of health, after September 1, 1967, shall have successfully completed a program of preparation consisting of minor preparation in school health education or broad major preparation in health and physical education or a major in biological sciences with definite prescribed areas in health and safety, including the school health education minor competencies.

Effective September 1, 1973, an applicant for licensure as a health teacher, based on a school health education major, shall have completed the minimum program of preparation prescribed in § 3.072 C. 2.

1. School health minor. Minor preparation in health education shall consist of not less than 18 semester (27 quarter) hours with work in each of the areas listed below:

Human sciences

Human anatomy and physiology

Personal health

Dental health

Food and nutrition

Alcohol, tobacco and narcotics

Mental health

Physical fitness

Home and family living

Community health

Communicable and noncommunicable diseases

Environmental sanitation

Community health services and resources

Safety

Accident prevention and first aid

Instruction

Administration

2. School health education major. Effective September 1, 1973, major preparation in health education shall consist of not less than 42 semester (63 quarter) hours of credit in the areas listed below. In each case the listed courses or their equivalents must be included.

a. Science.

Biology or zoology.

Bacteriology or microbiology.

Human sciences: physiology or anatomy.

b. Health education content.

First aid.

Personal health and grooming.

Consumer health.

Physical fitness.

Alcohol.

Tobacco, narcotics and dangerous drugs.

Environmental health.

Community services and resources (Public health).

Communicable and noncommunicable diseases.

Nutrition.

Family life (Human growth and sex education).

Mental Health.

Safety.

c. Behavioral sciences.

Growth and development.

Social anthropology.

Sociology.

Psychology.

d. Professional health education.

Instruction.

Organization and administration.

Curriculum.

School health problems (Exceptional children).

e. Student teaching and field experiences. The following experiences should be included:

Student teaching in secondary school health education.

Coordinating the school health education curriculum, Grades K-12.

Organizing and coordinating the school health services program.

Coordinating the school health program with the community health services and programs.

§ 3.072 (EDU 1964 s 291; 1965; 1966; 1972; 1973; BT 1976; 1978)

§ 3.073 **Teachers of industrial arts.** This rule applies to all persons who teach industrial arts in grades 5-12.

A. All candidates for licensure to teach industrial arts must hold a baccalaureate degree and have successfully completed a program of teacher education which has been approved by the Minnesota board of teaching.

B. Programs submitted for approval shall include all of the following:

1. A list of program objectives regarding the development of technical knowledge and skill.

2. A list of program objectives regarding the development of educational knowledge and teaching competency.

3. A description of program components describing the activities that are designed to achieve the program objectives.

4. A description of the plan for assessing whether candidates for licensure have developed the required knowledge and skills.

5. A description of the program of clinical experiences for student teachers and interns.

C. The two program options shall include at least the minimum requirements as listed in sections 1. and 2. which follow:

1. A middle school industrial arts teaching license (valid for teaching grades 5-9) may be granted upon the completion of an industrial arts teacher education program in which the portions of the program dealing with a., below, constitute at least one-third of the total baccalaureate program and in which there are the following components:

a. Development of technical skills and knowledge in the areas of communications, manufacturing, energy, construction, and transportation, together with career information, and a knowledge of the socioeconomic aspects, of the cultural functions, and of the organizational strategies related to the areas mentioned above.

and

b. The selection, adaptation, evaluation and use of strategies and

materials for teaching of industrial arts so that teaching-learning situations for which the teacher is responsible will be consistent with general knowledge about teaching and learning and will be appropriate both to the special needs of the learners and the special characteristics of industrial arts.

and

c. Completion of a supervised practicum teaching experience in industrial arts.

2. A secondary school industrial arts teaching license (valid for teaching grades 9-12) may be granted upon the applicant's completion of an industrial arts teacher education program in which the portions of the program dealing with a. and b., below constitutes at least one-third of the total baccalaureate program and in which there are the following components:

a. The development of basic technical skills and knowledge in the areas of communications, manufacturing, energy, construction, and transportation, together with career information and a knowledge of the socio-economic aspects of the cultural functions related to the areas mentioned above.

with

b. A concentration in at least one of the above identified areas. A concentration implies participation in learning experiences designed to develop in-depth knowledge and technical skill.

and

c. The selection, adaptation, evaluation and use of strategies and materials for the teaching of industrial arts so that teaching-learning situations for which the teacher is responsible will be consistent with general knowledge about teaching and learning and will be appropriate both to the special needs of the learners and the special characteristics of industrial arts.

and

d. Completion of a supervised practicum teaching experience in industrial arts.

and

e. The provisions of this rule shall not limit teaching to the area of concentration only.

D. Programs shall be approved which vary in curricular design provided that program components meet the requirements in A., B., and C., above, and that these components provide education personnel who are recommended for licensure with the knowledge, skills, and understandings specified in rules for each licensure area. When the term competency is used, it is understood



that other appropriate terms which refer to learning outcomes may be substituted. Examples of such terms are: knowledge, skills, and understandings.

**E. Issuance of continuing (five-year) license.**

1. Persons trained in Minnesota institutions with approved programs in industrial arts may receive a continuing license by meeting requirements of appropriate rules. (§ 3.001.)

2. Persons trained in another state in a regionally accredited institution may receive an entrance license and are subject to the existing requirements for moving from an entrance to a continuing license (§ 3.001). These persons shall also have their pre-service training program reviewed by the state department of education and complete recommended work, if any is necessary, to make their training consistent with that described above before a continuing license may be granted. It is recommended that this review is made early in the entrance license period.

**F. Renewal of continuing (five-year) license.** The continuing license may be renewed according to rules of the board of teaching pertaining to continuing education.

**G.** This provision is effective July 1, 1979, for all applicants for entrance licenses.

**§ 3.074 Teachers of art.**

**A.** For the purpose of this rule, art education shall consist of:

1. The visual arts which are ideas, experiences, and processes which lead to the creation of two-dimensional and three-dimensional objects.

2. Instructional programs in art in which learners perceive and respond to sensory qualities of visual art; recognize and accept art as a basic realm of human experience; produce original and imaginative works of art; develop an understanding of art heritage; and form sensitive, reasoned, critical judgments about the significance and aesthetic quality of art.

**B.** All candidates recommended for licensure to teach art shall hold a baccalaureate degree and have satisfactorily completed a program in art education which has been approved by the Minnesota board of teaching and is appropriate to their teaching assignment (kindergarten-grade 12, pre-kindergarten-grade 6, grade 7-grade 12).

**C. Intent.** It is the intent of this rule to preclude the teaching of art by persons with a minor in art or less than the preparation specified in this rule.

1. An exception to this rule shall be the teaching of art by a licensed elementary school teacher employed in pre-kindergarten-grade 6 working in a team or other cooperative arrangement whose teaching assignment in art is not more than 33% of a full-time teaching assignment.

D. To be eligible for approval in art education, a program shall include:

1. A written rationale which sets forth the view of the preparing institution with respect to the role of teachers of art.

2. Evidence that the programs in art education submitted for approval have been developed with participation from the college departments involved with the proposed art education program: from prekindergarten, kindergarten, elementary, and secondary school teachers; from school administrators; as well as from art education candidates and interested citizens.

3. An enumeration of specific knowledge, skills, and understandings for teachers of art to be developed in a proposed art education program. The program components shall be designed to effectively provide candidates recommended for licensure with knowledge, skills, and understandings in the following:

a. Art studio.

(1) A proficiency in a diversity of media and material skills with major studio emphasis as defined for each licensure program in E. 1., 2., 3., of this rule.

(2) The skill to communicate and use both two-dimensional and three-dimensional visual art elements and principles.

b. Art history, aesthetics, criticism.

(1) A working knowledge of past and contemporary theories of art.

(2) A broad knowledge of art history and criticism with research skills in at least one period of art history.

(3) The skill to instill an awareness of cultural heritages.

(4) An understanding of the philosophic positions of leading art philosophers and artists.

c. Art education.

(1) A working knowledge of past and contemporary theories of art education.

(2) A commitment to a role as advocate of creativity.

(3) The skills to recognize and provide for individual differences among students, including the broad spectrum of the exceptional student.

(4) A knowledge of visual, emotional, and physical growth patterns of students.

(5) The skills to effectively budget for an art program and manage art classroom procedures.

(6) The ability and skills to understand and promote the interdisciplinary relationship of art to other curricular areas.

(7) The skill to develop evaluation techniques related to art education.

(8) A knowledge of appropriate behavior and art product expectations for identified stages of student development.

(9) The ability to utilize effective public relations skills with administrators, other professional staff, school support staff, and community.

(10) The ability to effectively utilize human and community resources such as practicing professional artists and designers.

(11) The ability to develop a variety of art curricula appropriate to various instructional levels and settings.

(12) A knowledge of state and federal safety regulations and laws as applied to the use of art media, tools, and equipment.

(13) The skill to use audio-visual techniques as applied to the teaching of art at all instructional levels.

(14) The skill to effectively utilize research procedures in art education.

(15) The ability to relate art education to the total life experience of all students.

(16) The ability to effectively relate to students and demonstrate concern for the learning needs of students.

4. A written description of program components which includes statements which relate individual program components to the knowledge, skills, and understandings to be developed by candidates for licensure in art education.

5. A written plan for assessing the level of performance of each candidate recommended for licensure in art education which ascertains the development of all the specified knowledge, skills, and understandings.

6. Programs may be approved which vary in curricular design provided that program components meet the requirements in D. 1., 2., 3., 4., and 5., above, and that these components are designed to provide candidates who are recommended for licensure in art education with the knowledge, skills, and understandings for each licensure program as specified in E. 1., 2., and 3., of this rule.

E. Licenses for the teaching of art are issued for one or more of the following school levels: kindergarten through grade 12, pre-kindergarten through grade 6, grade 7 through grade 12.

1. All candidates recommended for licensure as teachers of art for kindergarten through grade 12 shall have satisfactorily completed approved programs which include all of the following:

a. Learning experiences in art studio, art history, aesthetics, criticism, and art education which are equivalent to not less than 40% of the baccalaureate degree program.

b. Experience in six or more diverse art studio areas with emphasis in at least two.

c. Learning experiences in the professional education sequence including all of the following:

(1) Child growth and development

(2) Adolescent growth and development

(3) Information media

(4) School organization

(5) Alternative education

d. Field experiences including:

(1) Pre-student teaching field experiences in art education in kindergarten, elementary school, middle school or junior high school, and high school.

(2) Student teaching experience shall consist of full school day experiences under the supervision of a licensed teacher of art. Such experiences shall be at both the kindergarten through grade 6 level and the grade 7 through grade 12 level for a minimum total of one academic quarter or the equivalent thereof.

2. All candidates recommended for licensure as teachers of art for pre-kindergarten through grade 6 shall have satisfactorily completed approved programs which include all of the following:

a. Learning experiences in art studio, art history, aesthetics, criticism, and art education which are equivalent to not less than 33% of the baccalaureate degree program.

b. Experience in six or more diverse art studio areas with emphasis in at least one.

c. Learning experiences in the professional education sequence including all of the following:

- (1) Early childhood development
- (2) Child growth and development
- (3) Information media
- (4) School organization
- (5) Alternative education

d. Field experiences including:

(1) Pre-student teaching field experience in art education in pre-kindergarten, kindergarten, primary grades (grades 1-2-3), and upper elementary grades (grades 4-5-6).

(2) Student teaching experience shall consist of full school day experiences under the supervision of a licensed teacher of art at the pre-kindergarten, primary grades (grades 1-2-3), and upper elementary grades (grades 4-5-6) levels for a minimum total of one academic quarter or the equivalent thereof. However, a candidate for licensure as a teacher of art who has completed student teaching requirements for another elementary teaching license may, upon satisfying all other requirements of this rule, student teach for a minimum of one half of one academic quarter or the equivalent thereof under the supervision of a licensed teacher of art.

3. All candidates recommended for licensure as teachers of art for grade 7 through grade 12 shall have satisfactorily completed approved programs which include all of the following:

a. Learning experiences in art studio, art history, aesthetics, criticism, and art education which are equivalent to not less than 33% of the baccalaureate degree program.

b. Experience in six or more diverse art studio areas with emphasis in at least two.

c. Learning experiences in the professional education sequence including all of the following:

- (1) Adolescent growth and development
- (2) Information media
- (3) School organization
- (4) Alternative education

d. Field experiences including:

(1) Pre-student teaching field experiences in art education in junior high school and high school.

(2) Student teaching experience shall consist of full school day experiences under the supervision of a licensed teacher of art at the junior high school and/or the high school level for a minimum total of one academic quarter or the equivalent thereof.

F. The issuance of the first continuing license is contingent upon:

1. Possession by the candidate of a valid and appropriate entrance license, and
2. One year of teaching experience in art.

G. The continuing license shall be renewed according to general rules of the board of teaching pertaining to continuing licensure.

H. This rule is effective July 1, 1983, for all applicants for entrance licenses. All persons holding a license as a teacher of art prior to July 1, 1983, based on less than major preparation who have not acquired necessary credits for a major in art prior to July 1, 1983, shall meet the requirements of this rule at the time of the first renewal after July 1, 1983.

§ 3.074 (BT 1979)

§ 3.075 Teachers of music.

A. Structure of the music education program. All candidates for licenses to teach music shall hold a baccalaureate degree and have satisfactorily completed a program which has been approved by the Minnesota department of education consisting of the following:

1. a music core equivalent to at least 25 percent of the total baccalaureate degree requirement, and
2. one or more of the following areas of music specialization each of which is equivalent to at least 20 percent of the total baccalaureate degree requirement: band K-12 and classroom music 5-12; orchestra K-12 and classroom music 5-12; vocal and classroom music K-9; vocal and classroom music 5-12, and

3. a professional education program, including specialized methods and student teaching, equivalent to at least 15 percent of the total baccalaureate requirement, and

4. evidence of competence in the areas enumerated in sections C. and D. which follow.

B. Teacher assignment. Licensed elementary school teachers employed in grades K-6 working in teams or other cooperative arrangements shall hold the appropriate music licensure if more than 33 percent of a teaching assignment is in music. All other teachers of music in grades K-12 shall hold the appropriate licenses for each music teaching assignment. Except for licensed elementary school teachers employed in grades K-6 working in teams or other cooperative arrangements whose teaching assignment is not more than 33 percent, it is the intent of this rule to preclude the teaching of music by persons with minors or less than the preparation outlined in this rule and to assure that preparation is appropriate for teaching assignments in the four areas of specialization enumerated in § 3.075 A.

C. Core preparation: The music core shall consist of the following areas:

1. Producing sounds. Music educators shall:

a. be competent performers on an instrument or with the voice, with the ability sufficiently advanced to assure musically accurate and expressive performance.

b. be able to organize, rehearse, and conduct large and small ensembles.

c. be able to perform adequately on the keyboard so as to play simple accompaniments and study scores.

d. be able to improvise by means of their major performing medium.

e. have a basic knowledge of an experience in playing fretted instruments: reading chord charts and simple strumming techniques.

2. Organizing sounds. Music educators shall:

a. be acquainted with the process of composing music and develop skills sufficient to compose in a variety of styles and simple forms.

b. be able to arrange and adapt music creatively from a variety of sources to meet the needs and ability levels of school performance groups.

3. Describing sounds. Music educators shall:

a. be able to identify and explain structured forms, procedures, and compositional devices employed in all musics.

b. know the representative musical forms, styles, performance practices, performance media as well as representative composers and compositions for all periods and cultures.

c. have a basic knowledge of instrumental and vocal techniques: tone production, articulation and diction, voice placement and changing voice, and interpretation of fingering charts.

d. have a broad knowledge of music materials and literature for students of all age groups, abilities, and performance media.

e. be able to demonstrate appropriate physical response to music: rhythmic movement, improvised movement, dance.

4. Music educators shall demonstrate personal qualities and knowledge that will facilitate interpersonal relationships and enhance student learning including:

a. knowledge and skill to relate to students and colleagues of varying backgrounds and be able to utilize cultural developments from all societies.

b. knowledge and skill to develop relationships between music and other arts and disciplines.

c. knowledge of learning theories and the scientific method and their applications to the physical and social sciences.

d. knowledge and skill in communicating the art of music which includes the selection, adaptation, evaluation, and use of strategies and materials for the teaching of music so that teaching-learning situations for which the teacher is responsible will be consistent with general knowledge about teaching and learning and will be appropriate both to the special needs of the learners and the special characteristics of the discipline of music.

#### D. Preparation in specialized areas.

##### 1. Band K-12, and classroom music 5-12.

###### a. Producing sounds. Band specialists shall:

(1) be able to demonstrate solo performance ability on at least one instrument of the wind or percussion families: an advanced level of accomplishment on the major instrument illustrating an understanding of solo repertoire of different styles, periods, and composers.

(2) in addition to their major performing instrument, be able to demonstrate performance ability on one secondary instrument of a different family of wind or percussion.



(3) be able to demonstrate an advanced performance ability on their major instrument in large and small ensembles. They should also be able to demonstrate an intermediate performance ability on their secondary instrument in large and small ensembles.

(4) be able to interpret condensed and full scores designed for band and be able to anticipate fingering problems, articulation difficulties, and other problems relative to wind and percussion instruments. They should also be able to demonstrate a thorough knowledge of baton and rehearsal techniques.

b. Organizing sounds. Band specialists shall:

(1) be able to demonstrate ability to arrange musical selections for marching band, large and small ensembles of various combinations of wind and percussion instruments and containing varied ability grouping.

c. Describing sounds. Band specialists shall:

(1) have knowledge of specific repertoire and instructional materials for beginning, intermediate, and advanced levels of solo, small, and large ensemble performance for wind and percussion instruments.

(2) be able to demonstrate basic performance and pedagogical knowledge of all wind and percussion instruments and should be able to teach beginning students effectively.

(3) be familiar with the construction and mechanisms of wind and percussion instruments and be able to make minor repairs and adjustments.

2. Orchestra K-12 and classroom music 5-12.

a. Producing sounds. Orchestra specialists shall:

(1) be able to demonstrate solo performance ability on at least one instrument of the string family: violin, viola, cello, bass; an advanced level of accomplishment on the major instrument illustrating an understanding of solo repertoire of different styles, periods, and composers.

(2) be able to demonstrate performance ability on one secondary instrument of the string family.

(3) be able to demonstrate an advanced performance ability on their major instrument in large and small ensembles. They should also be able to demonstrate an intermediate performance ability on their secondary instrument in large and small ensembles.

(4) be able to interpret instrumental scores and demonstrate

understanding of editing problems; i.e., bowings, fingerings, articulation. They should also be able to demonstrate a thorough knowledge of baton and rehearsal techniques.

b. Organizing sounds. Orchestra specialists shall:

(1) be able to demonstrate ability to arrange musical selections for large and small string ensembles, containing varied ability groupings, and large and small ensembles with string and wind and percussion instruments.

c. Describing sounds. Orchestra specialists shall:

(1) have knowledge of specific repertoire and instructional materials for beginning, intermediate, and advanced levels of solo, small and large ensemble performance for string instruments.

(2) be able to demonstrate basic performance and pedagogical knowledge of all four string instruments and should be able to teach beginning students effectively.

(3) be familiar with the construction and mechanisms of string instruments and be able to make minor repairs and adjustments.

(4) in addition to having basic knowledge of the instruments of the string family, also be able to demonstrate basic knowledge of representative wind and percussion instruments.

3. Vocal and classroom music K-9.

a. Producing sounds. Vocal specialists shall:

(1) be able to demonstrate solo performance ability vocally: an advanced level of accomplishment, illustrating an understanding of solo repertoire of different styles, periods, and composers.

(2) in addition to their major performing medium, be able to demonstrate performance ability on an instrument, wind, string, percussion, or keyboard.

(3) be able to play accompaniments of representative choral literature and materials.

(4) be able to demonstrate advanced performance ability in large and small ensembles in the major performing medium, voice, and intermediate performance ability on an instrument in large and small ensembles.

(5) be able to interpret choral scores, ranging from single line monophonic to 3 and 4 parts, and be able to anticipate problems of range, tessitura, articulation, and phrasing.

b. Organizing sounds. Vocal specialists shall:

(1) be able to demonstrate ability to arrange musical selections for abilities and groupings represented by K through 9, and also arrange for choral groups with addition of instruments from the simple classroom instruments to instruments of the string, wind, percussion, and keyboard families.

c. Describing sounds. Vocal specialists shall:

(1) have knowledge of specific repertoire and instructional materials for the beginning and intermediate levels of singing, and representative literature for small and large vocal ensembles.

(2) be able to demonstrate a thorough knowledge of vocal techniques: tone production, voice placement, changing voice, range, and diction.

4. Vocal and classroom music 5-12.

a. Producing sounds. Vocal specialists shall:

(1) be able to demonstrate solo performance ability vocally: an advanced level of understanding of different styles, periods, composers, and solo repertoire.

(2) in addition to their major performing medium, be able to demonstrate solo performance ability on a secondary or minor instrument; wind, string, percussion, or keyboard.

(3) be able to play accompaniments of representative choral literature and materials.

(4) be able to demonstrate thorough performance ability in large and small ensembles in both major performing medium; voice, and the secondary or minor instrumental area.

(5) be able to interpret choral scores ranging from monophonic to polyphonic and double choir and be able to anticipate problems of range, tessitura, articulation, and phrasing.

(6) be able to interpret choral scores with instrumental parts, string, wind, percussion, and keyboard and be able to anticipate problems with the addition of instruments.

b. Organizing sounds. Vocal specialists shall:

(1) be able to demonstrate ability to arrange musical selections for abilities and groupings represented by 5 through 12, and also arrange for choral groups with addition of instruments of the string, wind, percussion, and keyboard families.

c. Describing sounds. Vocal specialists shall:

(1) have knowledge of repertoire and instructional materials for beginning, intermediate, and specific advanced levels of solo, small and large ensemble performance.

(2) be able to demonstrate a thorough knowledge of vocal techniques: tone production, voice placement, changing voice, range, and diction.

E. Program development, approval, and implementation.

1. Evidence shall be provided to show that programs submitted for approval have been developed with participation from the college departments involved with the proposed teacher education programs, from elementary school teachers, secondary school teachers, and school administrators as well as from students and interested citizens.

2. Programs submitted for approval shall include all of the following:

a. A rationale which sets forth the view of the institution with respect to the roles of teachers of music.

b. An enumeration of specific teacher competencies to be developed in the proposed program including competencies in the core and in each of the areas of specialization.

c. A description of program components which includes statements which specifically relate individual components of the program to the competencies required of all prospective music teachers.

d. A plan for assessing the individual candidate's development of the required competencies.

3. Alternative programs may be approved provided that they meet the intent of 1. and 2. above, and that their components provide the music educator with those skills and understandings represented by the competencies described in this rule.

F. Continuing licensure. The issuance of the first continuing license is contingent upon:

1. The candidate's possession of a previously issued valid and appropriate entrance license, and

2. One year of successful experience in teaching music.

3. The continuing license may be renewed according to general rules of the board of teaching pertaining to continuing education.

G. This provision is effective July 1, 1982, for all applicants for entrance licenses.

All persons holding licenses as teachers of music prior to July 1, 1982, based on less than major preparation who have not moved to a major in music prior to July 1, 1982, shall meet the requirements of this rule at the time of the first renewal after July 1, 1982.

§ 3.075 (BT 1976)

**§ 3.081 Business and office education teachers, requirements for major based on a four-year program.**

**A. General.**

1. It is desirable that all business and office education teachers have course work in the philosophy of vocational education and relevant occupational work experience.

2. Major preparation in business and office education shall consist of not less than 30 percent of the graduation requirements of a four-year degree program if the area of specialization is followed (§ 3.081 B.) or 33 percent of the graduation requirements of a four-year degree program if the comprehensive program (§ 3.081 C.) is followed.

3. Core program requirement. The core program shall consist of the following area of study:

Economics (Including macroeconomics and microeconomics)  
Accounting, Principles of  
Business Law, Principles of  
Business Communications, Principles of  
Business Organization and Management, Principles of  
Marketing, Principles of  
Data Processing, Principles of  
Typewriting (Equivalence in lieu of credit acceptable)

In addition to the core program there will be preparation in either an area of specialization (§ 3.081 B.), or in the comprehensive program (§ 3.081 C.).

**B. Specialization.** If work is selected in this area in conjunction with the core program, the area of study for each specialization shall include the following:

**1. ACCOUNTING AND DATA PROCESSING:**

Advanced accounting  
Additional electives in accounting and data processing.

**2. SECRETARIAL:**

Advanced shorthand or equivalent  
Advanced typewriting  
Additional electives in secretarial and office education.

**3. CLERICAL:**

Advanced typewriting  
Office machines  
Office management  
Additional electives in business administration, business education or economics.

**4. BASIC BUSINESS AND/OR ECONOMICS:**

Economics (three courses beyond principles of economics)  
Additional electives in economics or business administration (except typewriting, shorthand, and office procedures).

**5. DISTRIBUTIVE EDUCATION (FOR TEACHERS):**

Technical distributive area, including such matters as salesmanship, merchandising, business management, personnel management, retailing.  
Organization and administration of distributive education.

C. Comprehensive program. Areas of study are to be selected from § 3.081 B., sub-items 1., 2., 3., 4. and 5. in addition to the core program, and including the following required areas:

Advanced typewriting or equivalent  
Advanced shorthand or equivalent  
Office machines  
Office procedures.

**D. Vocational licensure.**

1. Specific requirements for licensure for teaching vocational office education and distributive education are outlined in the Minnesota state plan for vocational education.

2. Four thousand (4,000) hours of occupational experience (or college cooperative occupational experience equivalent) in appropriate areas of preparation are required for vocational licensure.

**§ 3.081 (EDU 1969; BT 1976)**

**§ 3.082 Teachers of speech and theatre arts. Minimum preparation requirements.**

A. Major licensure requirements. The prospective teacher of speech and theatre arts applying for major licensure shall have not less than 45 quarter (30 semester or equivalent) hours in any one of three patterns:

1. Speech-theatre arts major.

a. A minimum of 27 quarter (18 semester or equivalent) hours in areas of study and competence described in the general speech-theatre arts core: (These are areas of competence not courses.)

#### General Speech-Theatre Arts Core

(1) Theory and practice in theatre arts (e.g., acting, directing, history, and criticism, and technical theatre).

(2) Theory and practice in advanced public speaking.

(3) Speech science (e.g., phonetics, pathology, audiology).

(4) Theory and practice in deliberative processes (e.g., argumentation, discussion).

(5) Theory and practice in oral interpretation of literature.

(6) Rhetoric and communication (e.g., introduction to rhetorical theory, history and criticism of public address, communication theory, language and human behavior).

(7) Theory and appreciation of the popular arts (e.g., radio, film, television).

(8) Participation in at least two activities: college forensics, interpretation, theatre activities, or broadcasting.

b. A minimum of 18 quarter (12 semester or equivalent) hours of advanced or additional work elected from the areas of study listed in the general speech-theatre arts core, 1. a. (1) - (8).

#### 2. Speech major.

a. A minimum of 27 quarter (18 semester or equivalent) hours in areas of study and competence described in the general speech core:

#### General Speech Core

(1) Theory and practice in advanced public speaking.

(2) Speech science (e.g., phonetics, pathology, audiology).

(3) Theory and practice in the deliberative processes (e.g., argumentation and discussion).

(4) Theory and practice in oral interpretation.

(5) Thetoric and communication (e.g., introduction to rhetorical theory, history and criticism of public address, communication theory, language and human behavior).

(6) Participation in forensics.

(7) Theory and practice in broadcast media.

b. A minimum of 18 quarter (12 semester or equivalent) hours of advanced or additional work elected from the area of study listed in the general speech core, 2. a. (1) - (7).

3. Theatre-arts major.

a. A minimum of 27 quarter (18 semester or equivalent) hours in areas of study and competence described in the general theatre-arts core:

General Theatre-Arts Core

(1) Theory and practice in theatre arts (acting, directing, technical theatre).

(2) History and criticism of theatre.

(3) Speech science (e.g., phonetics, voice and diction).

(4) Theory and practice in oral interpretation.

(5) Theory and appreciation in the popular arts (e.g., radio, film, television).

(6) Participation in interpretation and/or theatre activities.

b. A minimum of 18 quarter (12 semester or equivalent) hours of advanced or additional study elected from the areas of study listed in the general theatre-arts core, 3. a. (1) - (6).

B. Minor licensure requirements. For minor licensure, a prospective teacher shall have not less than 24 quarter (16 semester or equivalent) hours, as prescribed in each minor:

1. Speech-theatre arts minor: A minimum of 24 quarter (16 semester or equivalent) hours in not less than seven of the eight areas of study and competence described in the general speech-theatre art core, A. 1. a. (1) - (8).

2. Speech minor: A minimum of 24 quarter (16 semester or equivalent) hours in not less than six of the seven areas of study and competence described in the general speech core, A. 2. a. (1) - (7).

3. Theatre-arts minor: A minimum of 24 quarter (16 semester or equivalent) hours in not less than five of the six areas of study and competence described in the general theatre-arts core, A. 3. a. (1) - (6).

§ 3.082 (EDU 1970; BT 1976)



Repealed JSR 245  
8-15-83

**§ 3.083 Driver education teachers.**

**A. Requirements.**

1. All new teachers assigned to either classroom driver education or behind-the-wheel instruction shall have successfully completed a sequence of 12 quarter hours of credit in the following areas:

Principles of safety education  
Driver and safety education I  
Driver and safety education II.

2. The requirements shall become effective as follows:

Current requirement for initial assignment . . . . . 3 quarter hours  
On and after September 1, 1966. . . . . 5 additional quarter hours  
On and after September 1, 1968. . . . . 4 additional quarter hours

**B. Driver education program offered in nonpublic and private commercial schools or institutes under Minn. Stat. § 171.04, par. (1), and licensure of instructors.**

1. Approval of program. To carry out the purpose of Minn. Stat. § 171.04, par. (1), the department of education will approve a driver education program for students between the ages of 15 and 18 years residing in the district which may be offered in a nonpublic school or by a private (commercial) driver education school or institute, employing driver education instructors, provided the course offered is submitted to and approved by the state department of education and every instructor teaching such course meets the minimum 12 quarter hours of credit requirement stated in § 3.083 A., effective as follows:

**2. Licensure of instructors.**

a. Driver education instructors assigned to either classroom driver education instruction or behind-the-wheel instruction, in nonpublic schools or private (commercial) driver education schools or institutes, shall hold a currently valid license of qualifications after January 1, 1967.

b. Presently employed (on or before December 31, 1966) driver education instructors in nonpublic schools or private (commercial) driver education schools or institutes, upon application to the state department of education, may be issued an initial license valid until December 31, 1967. By January 1, 1969 they shall have successfully completed 12 quarter hours of credit in safety and driver education instruction as stipulated in § 3.083 A. above.

c. An applicant for a driver education instructor's license under § 3.083 B., employed in a nonpublic school or in a private driver education school or institute, after January 1, 1967 and before January 1, 1969, shall

hold a valid Minnesota teachers license and shall have earned eight quarter hours of credit in driver education from an approved teacher preparing institution.

d. After January 1, 1969, an applicant for a driver education instructor's license, under § 3.083 B., shall hold a valid Minnesota teachers license and shall have earned a minimum of 12 quarter hours of credit in driver education from an approved teacher preparing institution.

*See new: 5 MCAR § 3.083 (EDU 1964; 1966; BT 1976)*  
 § 3.084 Area vocational-technical institute.

A. Instructors shall meet the requirements as listed in the state plan for vocational education for teaching in the fields of agriculture, business, distributive, home economics, and trade and industrial education, or meet the following requirements:

1. Experience. Three years in a technical occupation for which training is being offered or three years experience or combination of experience in occupations directly related to the technical occupation for which training is being offered.

2. A valid Minnesota vocational teaching license or a permit in the subject in which he is to teach.

B. Supervisors and coordinators shall meet the requirements listed in the state plan for vocational education in the fields of agriculture, business, distributive, home economics, and trade and industrial education, or meet the following qualifications:

1. Experience.

a. Three years of practical experience as a wage earner in a recognized technical occupation requiring scientific or technical knowledge.

b. One year of experience in instruction or supervision in vocational education or industry in the special field to be supervised.

§ 3.084 (EDU 1959 s 5065:5; BT 1976)

§ 3.085 Teachers of family life education.

A. Family life education.

1. As used in this rule, the term family means two persons or more related by blood, marriage, or adoption residing together.

2. Family life education in elementary and secondary schools is a systematic instructional program to encourage individuals and families in their

growth toward self-understanding, and to increase their ability to sustain meaningful interpersonal relationships. Family life education deals with the behavior of individuals acting singly and in groups, with the aim of such education being to enable people of all ages and life styles to live constructive and satisfying lives in a pluralistic society.

3. Courses in family life education in elementary and secondary schools provide instruction with content concerning family relationships, including marriage preparation, in one or more of the following areas: family structure and function; parenting and parent education; relationships within the family and relationships of the family and its members to society; development of human sexuality.

B. Each person who provides instruction in family life education at the secondary level shall hold licensure as a teacher of family life education if one half or more of the content of any one course taught in one or more areas of family life education as defined in A. 3.

Each person who provides instruction in family life education at the elementary level shall hold licensure as a teacher of family life education if one third or more of the person's annual classroom teaching assignment is in one or more of the areas of family life education as defined in A. 3.

C. All candidates for entrance licenses as teachers of family life education shall:

1. Hold a baccalaureate degree, and
2. Hold a valid license as a classroom teacher at the grade levels where assignments may be made to teach family life education, and
3. Satisfactorily complete a family life education program, approved by the Minnesota board of teaching, consisting of at least 27 quarter hours, or the equivalent, which includes at least 3 quarter hours, or the equivalent, in each of the following areas:
  - a. Family structure and function.
  - b. Parent education.
  - c. Relationships within the family and relationships of the family and its members to society.
  - d. Development of human sexuality.
  - e. Curriculum, methods, and materials for family life education.

or

be recommended by an approved institution on the basis of experience and preparation in family life education for which credit has been granted.

D. Continuing licensure.

1. The issuance of the first continuing license is contingent upon the candidate's possession of a previously issued valid and appropriate entrance license.

2. The continuing license shall be renewed according to rules of the Minnesota board of teaching pertaining to continuing education.

E. Evidence shall be provided to show that programs submitted for approval have been developed with appropriate participation from elementary school teachers, secondary school teachers, and administrators in schools which work with the preparation institutions as well as from students and interested citizens. Programs submitted for approval shall include the following:

1. A statement of rationale which sets forth the view of the institution with respect to the role of family life educators.

2. Enumeration of specific knowledge, skills, and understandings to be developed in the proposed program.

3. A description of program components which includes statements which specifically relate individual components of the program to the learning outcomes required of prospective family life educators.

4. A plan for assessing learning outcomes for individual candidates for licensure.

F. Programs shall be approved which vary in curricular design provided that program components meet the requirements in C., above, and that these components provide education personnel who are recommended for licensure with the knowledge, skills, and understandings specified in rules for each licensure area. When the term competency is used, it is understood that other appropriate terms which refer to learning outcomes may be substituted. Examples of such terms are: knowledge, skills, and understandings.

G. All approved programs in family life education shall include a description of the way in which teachers who hold licenses on July 1, 1980, may have their experience and preparation in family life education evaluated by a preparation institution. The approved program for that institution shall be the basis for determining areas in which experience and preparation are equivalent to the approved program.

H. This rule is effective July 1, 1983, for all applicants for entrance licenses.

§ 3.085 (BT 1978).

**§ 3.086 Teachers of American Indian language and/or American Indian history and culture.**

A. The Board of Teaching shall, in accordance with M.S. 126.49 and the provisions of this rule, authorize the issuance of a license to teach an American Indian language and/or an American Indian history and culture to any person who has achieved and demonstrated competence in an American Indian language and/or knowledge and understanding of an American Indian history and culture.

Nothing in this rule shall prohibit a school board from employing a person to teach an American Indian language and/or an American Indian history and culture who does not hold a license authorized by this rule.

B. An application for a license authorized by this rule may be submitted by persons on their own behalf or may be submitted by the superintendent or other authorized official of a school district, or a nonsectarian nonpublic, tribal or alternative school offering a curriculum reflective of American Indian culture, on behalf of a person who has demonstrated competence in an American Indian language and/or knowledge and understanding of an American Indian history and culture. The application shall specify the language, and/or the history and culture, and grade levels to be taught by the applicant and shall also include the following:

1. Certified copies of resolutions attesting to the competence in an American Indian language and/or the knowledge and understanding of an American Indian history and culture of the applicant from at least two of the following:

a. The tribal government governing the tribe or community speaking the language and/or representing the history and culture for which licensure is requested,

b. The reservation or business committee serving the tribe or community speaking the language and/or representing the history and culture for which licensure is requested,

c. The local Indian education committee serving the tribe or community speaking the language and/or representing the history and culture for which licensure is requested,

d. Other bodies governing or serving the tribe or community speaking the language and/or representing the history and culture for which licensure is requested,

OR

e. Two certified statements from authorized officials of professional or learned societies, organizations, or institutions who are qualified to assess the competence of the applicant in the language and/or the knowledge and

understanding of the applicant of the history and culture for which licensure is requested; that they have assessed the applicant and the applicant is competent in the language for which licensure to teach is requested and/or possesses knowledge and understanding of the history and culture for which licensure to teach is requested; and

2. A processing fee as established by the Board of Teaching.

C. Each license issued hereunder authorizes the holder to teach an American Indian language and/or an American Indian history and culture at the grade levels approved by the Board of Teaching.

D. Each license shall be valid for a one-year period and renewable for one year increments. Notwithstanding any rule to the contrary the individual applicant shall show evidence of professional growth by the acquisition of 15 renewal units approved and granted by the local continuing education committee prior to the date of each renewal application.

E. The Board of Teaching shall review this rule at least every five years following enactment. The initial review shall include specific proposals for a rule authorizing issuance of a standard two-year entrance license.

§ 3.086 (BT 1979)

3512A-3555  
5 MCAR S 3.087 Adult basic/continuing education.

A. For the purpose of this rule, adult basic/continuing education shall consist of programs, other than vocational, to provide educational opportunities for adults who have educational needs below the twelfth grade completion level.

B. Nothing in this rule shall prohibit a local school board from hiring teachers who hold valid Minnesota classroom teaching licenses and who are not licensed as teachers of adult basic/continuing education to serve as teachers of adult basic/continuing education under the direction of the superintendent of schools. Except, in the case of high school diploma programs for adults, staffing criteria established by the State Board of Education, as set forth in Edu 46 B. or successor rule, shall be applied.

C. All candidates recommended for licensure as teachers of adult basic/continuing education shall:

1. Hold a baccalaureate degree, and

2. Hold a valid Minnesota teaching license, and

3. Satisfactorily complete a program approved by the Minnesota Board of Teaching leading to the licensure of teachers of adult basic/continuing education, consisting of a minimum of 15 quarter hours or the equivalent. Such program shall include, but is not limited to, the following areas:

a. The application of current research, learning theory, and practice consistent with current definitions of functional literacy.

b. Classroom methods, materials, and practices necessary to assist adults in achieving personal goals, acquiring skills needed to function in society, continuing education to high school completion level, securing training to become more employable, acquiring health information, and acquiring independence.

c. Curriculum development in the basic skills necessary to function in society:

(1) Academic: reading, writing, computing.

(2) Coping: problem solving, decision making, self responsibility.

(3) Adapting: intra-personal, inter-personal, group membership, group leadership.

D. An institution applying to the Board of Teaching for approval of its preparation program leading to the licensure of teachers of adult basic/continuing education shall meet the provisions of 5 MCAR S 3.141.

E. Persons holding a valid Minnesota teaching license and who have at least two years of part-time or full-time, or 500 hours, of paid employment as a teacher of adult basic/continuing education prior to July 1, 1983, verified by an employing official, upon application shall be issued a license to teach adult basic/continuing education.

F. Continuing licensure. The continuing license shall be issued and renewed according to rules of the Board of Teaching pertaining to continuing education/relicensure.

G. This rule is effective July 1, 1983, for all applicants for licensure as teachers of adult basic/continuing education.

*See new 5 MCAR SS  
3.088 - 3.089 (AR02825T)*

**Chapter Six. Licensure. Special Classes**

**§ 3.090 Special classes, handicapped children.**

**A. General requirements.**

1. The original license valid for two years may be granted to an applicant who does not meet the full requirements. The complete requirements must be met for a renewal of the original license.

2. The license for special classes based on a minor in the special fields will be valid on the level, elementary or secondary, for which the basic preparation was taken.

3. The specific requirements for each kind of special class license are stated in the following subdivisions:

**B. Visually handicapped children.**

**1. Requirements for licensure are:**

a. An elementary or secondary school teacher's license valid for teaching sighted children in the public schools in Minnesota.

b. Proficiency in typing.



c. Thirty credits, of which at least 20 are on the graduate level, on the education of the blind and partially seeing children, distributed in the following areas specifically listed below: or equivalent preparation as evaluated by an approved college or university.

Education of exceptional children . . . . .	3 quarter credits
Braille . . . . .	6 quarter credits
Structure and function of the eye. . . . .	3 quarter credits
Methods of teaching partially seeing children . . .	3 quarter credits
Methods of teaching blind children . . . . .	6 quarter credits*
*Elementary level . . . . .	(3 quarter credits)
*Secondary level . . . . .	(3 quarter credits)
History and philosophy of education of visually handicapped children . . . . .	3 quarter credits
Student teaching with blind and partially seeing children . . . . .	6 quarter credits

Experienced teachers who have successfully taught sighted children two years may substitute special workshops granting at least three quarter college credits for three of the student teaching credits. Acceptable workshops shall be only those dealing with problems relating to the blind and partially seeing children.

d. Courses on the growth and development of children, mental hygiene, parent consultation, speech correction, and similar courses will not be accepted as substitutes for any of the areas listed above.

## 2. Provisional license (visually handicapped children).

a. This type of license may be granted to a qualified elementary or secondary teacher after the completion of 18 quarter credits in courses in the following areas:

Education of exceptional children . . . . .	3 quarter credits
Braille . . . . .	6 quarter credits
Structure and function of the eye. . . . .	3 quarter credits
Methods of teaching both partially seeing and blind children at the elementary level . . . . .	6 quarter credits

A methods course on teaching secondary level blind child children will not be accepted independently of an elementary methods course for the provisional license.

b. Graduate students who go directly into graduate work after receiving their four-year degree and without teaching experience must complete the student teaching requirement in the field of the visually handicapped as well as the 18 quarter credits before being granted a provisional license.

c. The provisional license will be valid for two years, after which full licensure, as described in 1. above, will be required.

C. Hearing impaired. A license to teach hearing impaired children will be granted to a person who has earned a degree in an institution that maintains a program of preparation for teachers of children with hearing impairments approved by the department of education. The license will be granted only on the recommendation of the institution certifying to the completion of a program based on the following guidelines.

1. Grades N (nursery), K (kindergarten), 1-12.

a. A minimum of 15 quarter hours of work in elementary education including all of the following:

Methods of teaching elementary school subjects  
Child growth and development  
Educational psychology  
Principles of philosophy of education  
Elementary curriculum.

b. Completion of 39 quarter hours in the special field, including course work in all of the following:

Speech reading and auditory training  
Audiometry and hearing aids  
Speech and language development for the hearing impaired  
Methods in education of hearing impaired children including history  
Anatomy and physiology of the speech and hearing mechanism  
Directed observation and practice teaching in a class for hearing impaired children. (Minimum of six quarter hours.)

2. Grades 7-12.

a. Qualification for a Minnesota teacher's license for secondary schools.

b. Completion of requirements under 1. b. above.

3. Provisional certification.

a. Qualification for teacher's license for the elementary or secondary schools.

b. Completion of 18 quarter hours in the special field, as listed in 1. b. above, including a minimum of three quarter hours in each of the following:

Speech and language development for the hearing impaired  
Methods in education of hearing impaired children  
Speech reading and auditory training.

D. Mentally retarded. A license to teach educable or trainable mentally retarded children will be granted to a person who has completed the required courses in special education at a teacher education institution that maintains an approved program of preparation for teachers of mentally retarded. The license will be granted only upon the recommendation of the institution certifying to the completion of a program based on the following guidelines.

1. Educable retarded children.

a. Regular license. Completion of requirements under (1), (2), or (3) below will qualify an applicant for a license.

(1) Graduation from a four-year college or university course with a college major in the teaching of the mentally retarded.

(2) Graduation from a four-year college or university course with a college minor in the teaching of the mentally retarded.

(3) The qualifications for a valid teaching license for the elementary or secondary schools with a minimum of two years of successful teaching experience and an approved college minor, or its equivalent, in the teaching of the mentally retarded evaluated by an approved college or university.

b. Provisional license. A provisional license to teach educable retarded children may be granted to a person who holds a valid Minnesota teaching license for elementary or secondary schools, who holds a minimum of two years of successful teaching experience, and who has completed eight quarter hours of course work in special education, including work in two of the following areas:

Education of exceptional children  
Psychology of mental retardation  
Education of retarded children.

The provisional license will be valid for two years, after which full licensure as outlined under a. above will be required.

2. Trainable retarded children.

a. Regular license. A person qualified to teach the educable retarded under § 3.090 D. 1. may be certified to teach trainable children upon completion of an approved program in the teaching of retarded children.

b. License limited to teaching trainable children. Completion of the requirements under (1) and (2) below will qualify an applicant for the license.

(1) Graduation from a four-year college or university course with a certificate in education (elementary, secondary, or nursery, kindergarten, primary), or with a major in psychology, sociology, nursing, or some related field.

(2) Completion of an approved minor, or its equivalent, in special education, including course work in the following areas:

- Education of exceptional children
- Psychology of mental retardation
- Education of the trainable retarded
- Introduction to speech correction
- Arts and crafts
- Supervised student teaching or internship in working with trainable children.

c. Provisional license. Completion of the requirements under (1) or (2) will qualify a person for a license.

(1) The qualification for a regular Minnesota teaching license with a minimum of two years of successful teaching experience and completion of eight quarter hours of approved course work in special education, including a course in the area of education of the trainable retarded; and a course in one of the following additional areas:

- Education of exceptional children
- Psychology of mental retardation

(2) Graduation from a four-year college or university course with a license in education (elementary, secondary, or nursery, kindergarten, primary), or with a major in sociology, nursing, or some related field, successful experience with the retarded that is relevant to teaching trainable children, and completion of eight quarter hours of course work in special education as outlined under c. (1) above.

(3) The provisional license will be valid for two years after which full and unlimited licensure, as outlined under c. (1) or c. (2) preceding, will be required.

E. Crippled children.

1. Regular license. Completion of requirements under 1.a. or 1.b. will qualify an applicant for a license.

a. Graduation from an accredited college or university on completion of a four-year course with a major in elementary

or secondary education and an approved minor in the field of teaching crippled children. Practice teaching in a class for crippled children will be required.

b. The qualifications for a teacher's license valid for the elementary or secondary schools and an approved minor or the equivalent in the teaching of crippled children and two years of successful teaching experience.

2. Provisional license. Completion of requirements under 2.a. and 2.b. will qualify an applicant for a provisional license.

a. Possession of a valid elementary or secondary school classroom teaching license; and,

b. Completion of 15 quarter hours of course work or the equivalent in a program approved by the Minnesota Board of Teaching according to the provisions of 5 MCAR Section 3.140 and 5 MCAR Section 3.141 for teaching crippled children.

3. The provisional license will be valid for two years after which full licensure as specified under 1., above, will be required.

4. Provisions E.2., E.3., and E.4. of this rule shall remain in effect until July 1, 1985, at which time these provisions shall be repealed without further action by the Board of Teaching.

F. Speech correction. Completion of the following requirement will qualify an applicant for a license.

Graduation from a four-year college or university course with a major in speech pathology.

G. Special learning disabilities (S.L.D.) licenses indicating qualification to serve in the S.L.D. area are differentiated as S.L.D. (emotionally disturbed and socially maladjusted) or S.L.D. (learning disabled). The following are the requirements for licensure in these two areas -- S.L.D. (emotionally disturbed and socially maladjusted) and S.L.D. (learning disabled).

1. Minimum requirements for licensure, valid for two years:

a. Possession of a valid elementary or secondary school classroom teaching license.

b. Completion of a college training program approved by the state Board of Teaching with appropriate emphasis in emotionally disturbed and socially maladjusted or learning disabled, involving no less than 30 quarter credits in the area.

2. Renewal. Renewal of the S.L.D. (emotionally disturbed and socially maladjusted) and S.L.D. (learning disabled) licenses is contingent upon the completion of a minimum of one year of successful teaching in an S.L.D. program while holding a valid S.L.D. license Section 3.090 G.1.

3. Provisional license. Completion of requirements under

3.a. and 3.b. will qualify an applicant for a provisional license in S.L.D. (emotionally disturbed and socially maladjusted) or S.L.D. (learning disabled).

a. Possession of a valid elementary or secondary school classroom teaching license; and,

b. Completion of 15 quarter hours of course work or the equivalent in a program approved by the Minnesota Board of Teaching according to the provisions of 5 MCAR Section 3.140 and 5 MCAR Section 3.141 in S.L.D. (emotionally disturbed and socially maladjusted) or S.L.D. (learning disabled).

4. The provisional license will be valid for two years after which full licensure as specified under 1., above, will be required.

5. Provisions G.3., G.4., and G.5. of this rule shall remain in effect until July 1, 1985, at which time these provisions shall be repealed without further action by the Board of Teaching.

5 MCAR S 3.0901 Special education: core skill areas.

A. All candidates recommended for licensure in areas or fields which require completion of core skill area requirements in special education shall satisfactorily complete the core skill area licensure requirements enumerated in provision B. of this rule as part of the preparation program approved by the Minnesota Board of Teaching.

B. Core skill area requirements in special education shall provide candidates recommended for licensure with knowledge, skills, and understandings in all of the following:

1. Theoretical foundations.

a. Understanding of human growth and development, which shall include:

(1) Typical and atypical development;

(2) Stages from conception to death;

(3) Affective, language, cognitive, and sensorimotor areas; and

(4) Factors influencing development, including physiological, social, physical environment, and psychological.

b. Understanding of learning and teaching theories.

c. Knowledge of construction, interpretation, application and limitation of standardized and nonstandardized assessment procedures.

d. Knowledge of handicapping conditions and their educational implications.

2. Curriculum and instruction.

a. Understanding of curriculum design and instructional strategies.

b. Understanding of adapting curriculum and instructional strategies to meet individual learning styles.

3. Special education instructional systems.

a. Knowledge of program delivery systems, including all levels of service.

b. Understanding of individual and group management strategies.

c. Understanding of effective use of school and outside resources in creating a positive learning environment.

d. Understanding a variety of systems for reporting and evaluating the effectiveness of an individual student's program.

e. Understanding of the child study/team planning process.

f. Ability to translate comprehensive assessment data reflecting the student's current level of functioning into an individual educational plan.

4. Communication/consultation.

a. Knowledge of institutional and administrative factors which facilitate or impede delivery of services.

b. Ability to effectively communicate the needs and rights of handicapped persons.

c. Ability to use interpersonal skills when working with parents, professionals, paraprofessionals, agencies, students and other persons or groups.

d. Understanding the roles and organizational structures of regular and special education and the part they play in providing total service for the student.

e. Ability to serve in a consultative capacity with individuals and groups, including parents and students.

5. Organizational, historical, and legal factors.

a. Knowledge of state and federal laws, rules, and regulations relating to regular and special education.

b. Understanding of due process and data privacy requirements.

c. Knowledge of historical and philosophical background of the education of handicapped persons and knowledge of attitudes toward handicapped persons.

d. Understanding of how to identify and access resources relevant to handicapped persons.

6. Abilities basic to all special education preparation.

a. Ability to observe, analyze, and describe the instructional strategies being applied in an educational situation.

b. Ability to function as a member of a team in designing appropriate educational programs for handicapped students.

c. Ability to apply team designed strategies in an educational setting.

d. Ability to design and apply instructional strategies in an educational setting.

e. Ability to identify and use non-school resources relevant to handicapped persons.

f. Ability to assess results of instruction.

C. An institution applying to the Minnesota Board of Teaching for approval of preparation programs which require inclusion of core skill area requirements enumerated in this rule shall demonstrate how provision B. of this rule is incorporated in each preparation program.

D. This rule is effective July 1, 1985, for all applicants for licensure in areas or fields which require completion of core skill area requirements in special education.

5 MCAR S 3.0902 Special education: early childhood.

A. All candidates recommended for licensure to teach special education: early childhood shall:

1. Hold a baccalaureate degree, and

2. Satisfactorily complete core skill area requirements in special education enumerated in 5 MCAR S 3.0901, and

3. Satisfactorily complete a special education: early childhood preparation program, approved by the Minnesota Board of Teaching, consisting of at least 54 quarter hours, or the equivalent.



B. Each program leading to the licensure of teachers of special education: early childhood shall provide candidates recommended for licensure with knowledge, skills, and understandings, distributed equally between instructional strategies for teaching children with normal development and children with handicapping conditions, in all of the following:

1. Typical and atypical development of infants, toddlers, and pre-primary children which includes integration and relationship of the following:

a. Understanding of the development of sensorimotor skills and associated disorders and delays, including self-help skills.

b. Understanding of early language development and associated disorders and delays, including knowledge of alternative forms of communication.

c. Understanding of cognitive development and associated disorders and delays.

d. Understanding of social and emotional development and associated disorders and delays.

2. Understanding of specific handicapping conditions and their developmental and educational implications for infants, toddlers, and pre-primary children.

3. Measurement procedures appropriate for infants, toddlers, and pre-primary children with normal development and children with handicapping conditions, which shall include:

a. Ability to observe and analyze the total learning environment of the child.

b. Ability to utilize a variety of screening instruments or methods and knowledge of their limits.

c. Ability to determine educational performance by selection, administration, and interpretation of appropriate educational assessments.

d. Understanding of diagnostic strategies appropriate for children with handicapping conditions.

e. Ability to use interview techniques to gain and maintain information from parents, other family members, teachers, and other significant care-givers.

4. Organization and management of instruction, consisting of planning, implementing, and evaluating educational programs for infants, toddlers, and pre-primary children with normal development and children with handicapping conditions in one-to-one and group situations, which shall include:

a. Ability to program effectively for the following developmental areas:

- (1) Sensorimotor,
- (2) Language,
- (3) Cognitive,
- (4) Social/emotional,
- (5) Creative expression.

b. Ability to individualize educational programming.

c. Ability to select, evaluate, adapt, and develop curriculum, materials, and technology.

d. Ability to work with children in a variety of settings, including classrooms, community programs, and home-based programs.

e. Ability to involve the public and private agency personnel in the instructional program through referrals, continuing communication, preparation of reports, and development of interagency coordination and cooperation.

f. Ability to supervise nonlicensed personnel in the delivery of educational programs.

g. Ability to design and implement educational environments consistent with the concept of the least restrictive alternative.

5. Family-child-school relations for infants, toddlers, and pre-primary children with normal development and children with handicapping conditions, which shall include:

a. Understanding the implications of children in family dynamics.

b. Understanding the role of parents as primary informal teachers of their children.

6. Pre-practicum and practicum experiences with infants, toddlers, and pre-primary children, in a setting in which theory and practice are combined, which shall include:

a. A series of formal observations of teaching and directed instructional experiences, prior to a practicum experience.

b. Practicum experience, which shall consist of a minimum of 180 clock hours of supervised teaching experiences with children with normal development and their parents.

c. Practicum experience, which shall consist of a minimum of 180 clock hours of supervised teaching experiences with children with handicapping conditions and their parents.

Upon completion of pre-practicum and practicum experiences, candidates recommended for licensure shall have had such experiences with normally developing and handicapped infants, toddlers, and pre-primary children with a variety of disorders and served through a variety of program models, such as home-based or pre-school class.

C. An institution applying to the Board of Teaching for approval of its special education: early childhood teacher preparation program shall meet the provisions of 5 MCAR S 3.141. All approved programs leading to the licensure of teachers of special education: early childhood shall include a description of the way in which practicing teachers may have their teaching experience and teacher preparation in those areas enumerated in A. and B., above, evaluated and credited by an institution maintaining an approved program leading to the licensure of teachers of special education: early childhood. Such evaluation shall include previous teaching experience and previous teacher preparation.

D. Provisional licensure.

1. Effective January 1, 1982, a provisional two-year nonrenewable license shall be issued to an applicant who holds a valid entrance, continuing, or life license and provides evidence of completion of at least one year of teaching experience in a special education: early education program, as verified by the employing school official.

2. A provisional license shall be issued to an applicant who holds a valid entrance, continuing, or life teaching license and who has completed a minimum of 15 quarter hours, or the equivalent, selected from B., above, in a program approved by the Minnesota Board of Teaching leading to the licensure of teachers of special education: early childhood. Previous teaching experience and/or previous teacher preparation evaluated according to the provisions of C., above, may apply toward provisional licensure. The provisional license shall be valid for two years. Successive two-year renewals of provisional licensure in special education: early childhood shall be issued to an applicant who provides evidence of completion of a minimum of 15 quarter hours, or the equivalent, selected from A.2. and B., above, in a program approved by the Minnesota Board of Teaching leading to the licensure of teachers of special education: early childhood. Provisional licensure shall remain in effect until July 1, 1993, at which time provisional licensure shall be repealed without further action by the Minnesota Board of Teaching.

E. Continuing licensure. The continuing license shall be issued and renewed according to rules of the Board of Teaching governing continuing education/relicensure.

F. The provisions of D.1. of this rule shall remain in effect until July 1, 1985, at which time provision D.1. shall be repealed without further action by the Minnesota Board of Teaching. Effective July 1, 1985, all applicants for teacher licensure to teach special education: early childhood must meet the provisions of this rule.

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5 MCAR S 3.0909 Developmental/adapted physical education.

A. All candidates recommended for licensure to teach developmental/adapted physical education (grades prekindergarten-12) shall:

1. Hold a baccalaureate degree, and
2. Hold a valid license as a teacher of physical education, grades K-12, and
3. Satisfactorily complete core skill area requirements in special education enumerated in 5 MCAR S 3.0901, and
4. Satisfactorily complete a developmental/adapted physical education teacher preparation program, approved by the Minnesota Board of Teaching, consisting of at least 27 quarter hours, or the equivalent.

B. Each program leading to the licensure of teachers of developmental/adapted physical education (grades prekindergarten-12) shall provide candidates recommended for licensure with knowledge, skills, and understandings in all of the following:

1. Theoretical foundations of developmental/adapted physical education, consisting of the sciences of biology, anatomy, and/or human physiology, which shall include:
  - a. Understanding of sequences of motor development from early childhood through adolescence, including typical and atypical patterns of development.
  - b. Understanding of physically handicapping conditions which interfere with motor function.
  - c. Understanding of physical rehabilitation as applied to physical education programs for handicapped and special needs students.
2. Organization and management of instruction, consisting of planning, implementing, and evaluating physical education instruction for handicapped and special needs students (grades prekindergarten-12), which shall include:
  - a. Understanding of scope, sequence, and implementation of developmental/adapted physical education curriculum.

b. Ability to identify, assess, and evaluate physical and motor development of handicapped and special needs students.

c. Ability to develop, adapt, select, and utilize a variety of instructional resources to implement a developmental/adapted physical education curriculum.

d. Knowledge of the application of research to developmental/adapted physical education curriculum.

e. Ability to adapt physical education activities and curriculum for handicapped and special needs students.

f. Ability to select and adapt facilities and equipment for handicapped and special needs students.

g. Ability to supervise nonlicensed personnel in the delivery of developmental/adapted physical education programs for handicapped and special needs students.

h. Teaching experiences with handicapped and special needs students, including students in regular physical education classes and students in self-contained special education classes, and experiences in two or more of the handicapped categories set forth in Minn. Stat. S 120.03.

C. An institution applying to the Board of Teaching for approval of its developmental/adapted physical education preparation program (grades prekindergarten-12) shall meet the provisions of 5 MCAR S 3.141. All approved programs leading to the licensure of teachers of developmental/adapted physical education shall include a description of the way in which practicing teachers may have their teaching experience and teacher preparation in those areas enumerated in A. and B., above, evaluated and credited by an institution maintaining an approved program leading to the licensure of teachers of developmental/adapted physical education. Such evaluation shall include previous teaching experience and previous teacher preparation.

D. Provisional licensure. A provisional license shall be issued to an applicant who meets the requirements of A.1. and A.2., above, and who has completed a minimum of 15 quarter hours or the equivalent selected from B.1. and B.2., above, in a program approved by the Minnesota Board of Teaching leading to the licensure of teachers of developmental/adapted physical education. Previous teaching experience and/or previous teacher preparation evaluated according to the provisions of C., above, may apply toward provisional licensure. The provisional license shall be valid for two years, after which full licensure as specified in A., above, shall be required. Provisional licensure shall remain in effect until July 1, 1990, at which time provisional licensure shall be repealed without further action by the Minnesota Board of Teaching.

E. Continuing licensure. The continuing license shall be

issued and renewed according to rules of the Board of Teaching governing continuing education/relicensure.

F. This rule is effective July 1, 1985, for all applicants for licensure to teach developmental/adapted physical education (grades prekindergarten-12).

§ 3.091 Reading. Licensure of any of the positions in the area of reading will be granted to persons who are recommended by a college or university maintaining the following approval or comparable program of preparation. Such recommendations must attest to the completion of the program.

A. Elementary remedial reading teachers. Requirements:

1. An elementary school teacher's license, based on a bachelor's degree.
2. Two years of successful elementary teaching experience.
3. One course in each of the following five areas:

Developmental reading  
Diagnosis and correction of reading difficulties  
Individual mental testing or the use and interpretation of mental tests  
Practicum in analysis of reading difficulties  
Practicum in correction of reading difficulties.

B. Secondary remedial reading teachers. Requirements:

1. An elementary or secondary school teacher's license based on a bachelor's degree.
2. Two years of successful elementary or secondary teaching experience.

3. One course in each of the following six areas:

Elementary developmental reading  
Secondary developmental reading  
Diagnosis and correction of reading difficulties  
Individual mental testing or the use and interpretation of mental tests  
Practicum in the analysis of reading difficulties  
Practicum in the correction of reading difficulties.

C. Secondary developmental reading teachers. Requirements:

1. An elementary or secondary (Grades 7-9) school teacher's license, based on a bachelor's degree.
2. Two years of successful elementary or secondary teaching experience.

3. One course in each of the following four areas:

Elementary developmental reading  
Secondary developmental reading  
Diagnosis and correction of reading difficulties  
Adolescent literature.

D. Reading consultant. Requirements:

1. An elementary or secondary school teacher's license.
2. A master's degree.
3. Three years of teaching experience, including one year as a "reading" teacher.

4. One course in each of the following areas:

Developmental reading, elementary and secondary  
Diagnosis and correction of reading difficulties  
Individual mental testing  
Practicum in analysis of reading difficulties  
Practicum in correction of reading difficulties  
Survey course in exceptional children  
Administration and supervision of the reading program.

5. Not less than three courses to be chosen from the following areas:

Language arts  
Educational research in reading or educational diagnosis  
Mental hygiene and/or personality  
Advanced psychological testing

Principles and procedures in guidance  
 Other courses in special education  
 Children's and/or adolescent literature.

E. Beginning with the school year 1963-64, all persons employed in positions listed in A., B., C., and D. above shall hold appropriate licenses.

§ 3.091 (EDU 1960 s 5064.1; 1963 s 5064; BT 1976)

### **Chapter Seven: Licensure; Supervisory and Support Personnel**

§ 3.100 **Qualifications, librarians.** Teachers who are assigned duties as librarians shall have at least an approved college minor in library science.

§ 3.100 (EDU 1956 s 5060; 1959; 1961; 1962; 1964; 1966; 1969; 1973; BT 1976)

§ 3.101 **Supervisory and consultative personnel in the elementary and secondary schools.**

A. Supervisory and consultative personnel. Includes elementary and secondary school supervisors, consultants, directors, coordinators, and others with similar functions or levels of responsibility. Supervisory and consultative personnel in the elementary and secondary schools, not licensed under other specific rules for personnel with such levels of responsibility in particular areas, shall hold a license based upon major work in the area where licensure is sought as outlined in B.

B. The license for supervisory and consultative personnel in the elementary and secondary schools requires:

1. Completion of a master's degree from a recognized graduate school from a program approved by the state department of education with a major emphasis in the area for which licensure is sought

or

A statement from a recognized graduate school certifying that the applicant has completed at least one-half of a program approved by the state department of education leading to the specialist or doctorate degree with major emphasis in the area for which licensure is sought

and

2. Three years of appropriate successful professional experience in education while holding a license valid for the position in which the experience was obtained.

C. The initial license for supervisory and consultative personnel shall be



valid for two years and may be renewed for one five-year period upon the completion of one year of successful experience in the area of major emphasis while holding the initial two-year license.

D. The five-year license may be renewed according to general rules of the board of teaching pertaining to continuing education.

E. Effective date: September 1, 1972.

§ 3.101 (EDU 1956 s 5072; 1970; BT 1976)

5 MCAR S 3.102 School counselors, secondary.

512A-3555  
A. All candidates recommended for licensure as a school counselor, secondary, shall complete all requirements of 1.a., 1.b., 1.c., 1.d., 1.e., of this rule or all requirements of 2.a., 2.b., 2.c., 2.d., 2.e., of this rule. Sections A.1. and A.2. of this rule are mutually exclusive.

1. Qualifications for licensure.

a. Have satisfactorily completed a master's degree program in school guidance and counseling of not less than the equivalent of 54 quarter hours of credit in a secondary school counselor preparation program approved by the Minnesota board of teaching.

b. Have satisfactorily completed practica in school guidance and counseling at the secondary school level. Practica shall be in a secondary school setting under the supervision of counselor educators from an approved college guidance and counseling program consisting of a minimum of 400 hours. Practica experiences are in addition to internship experiences described in 1.d. of this rule.

c. Hold a valid Minnesota secondary classroom teaching license.

d. Have completed one year of secondary classroom teaching experience. Candidates holding a valid Minnesota secondary classroom teaching license but who have not completed one year of teaching experience shall complete the equivalent of a full-time, one school year internship in school guidance and counseling at the secondary school level. The internship shall be under the supervision of a practicing, resident, licensed secondary school counselor who has at least two years of counseling experience at the secondary school level. Supervision shall also be provided by counselor educators from an approved college guidance and counseling program. The internship shall be based on a written agreement among the intern, the approved school counselor preparation institution, and the school district in which the internship is completed.

e. Have at least 2000 hours of accumulated work experience outside of the field of education.

2. Alternative qualifications for licensure. (Experimental program.)

a. Have completed at least a baccalaureate degree program from a teacher preparation institution which is regionally accredited by the association for the accreditation of colleges and secondary schools.

b. Have satisfactorily completed a master's degree program in school guidance and counseling of not less than the equivalent of 54 quarter hours of credit in a secondary school counselor preparation program approved by the Minnesota board of teaching.

c. Have satisfactorily completed practica in school guidance and counseling at the secondary school level. Practica shall be in a secondary school setting under the supervision of counselor educators from an approved college guidance and counseling program consisting of a minimum of 400 hours. Practica experiences are in addition to internship experiences described in 2.d. of this rule.

d. Have satisfactorily completed a full-time guidance and counseling internship from a school guidance and counseling program approved by the Minnesota board of teaching which includes the completion of course work and experiences in curriculum, school organization and philosophy of education and experiences in a secondary school. The internship shall be completed in one full school year and shall include the equivalent of at least one quarter of classroom experience. The internship shall be under the supervision of a practicing, resident, licensed secondary school counselor who has at least two years of counseling experience at the secondary school level. Supervision shall also be provided by counselor educators from an approved guidance and counseling program. The internship shall be based on a written agreement among the intern, the approved school counselor preparation institution, and the school district in which the internship is completed.

e. Have at least 2000 hours of accumulated work experience outside of the field of education.

B. In addition to meeting the requirements in A.1. or A.2. of this rule, all candidates recommended for licensure as school counselor shall have completed a graduate level program in school guidance and counseling approved by the Minnesota board of teaching containing components designed to provide candidates recommended for licensure with knowledge, skills, and understandings in all of the following:

1. Counseling.

a. The knowledge of a variety of counseling philosophies and skills and an understanding of their application with adolescents and adults.

b. The ability to recognize the need for help and to intervene effectively as a helping person toward meeting the unique needs of all students, including exceptional students.

c. The utilization of appropriate counseling skills with individuals and groups to facilitate their human growth and development. Such developmental goals shall include:

- (1) Ability to differentiate feelings
- (2) Recognition of strengths and limitations
- (3) Awareness of alternatives and their implications
- (4) Ability to make decisions and value choices and accept responsibility for them
- (5) Skill in open interpersonal communication including non-verbal behavior
- (6) Acquisition of coping skills.

d. The effective use of group processes including the ability to identify objectives and to facilitate communication, group cohesiveness, and personal growth.

e. The knowledge of family systems and utilization of counseling skills to facilitate student and family development.

f. The understanding of cultural differences.

## 2. Consulting.

a. The knowledge of a variety of consultation models and their application in practice in secondary schools.

b. The knowledge of the learning process and the ability to participate with school staff in developing alternative learning approaches, including remedial, and adapting school curriculum toward meeting the unique needs of secondary students.

c. The ability to orient parents to the school program and help them understand the student's aptitudes, abilities, interests, and attitudes as related to educational and career planning, academic achievement, personal-social development, and total school progress.

d. The knowledge and ability to make referrals to community agencies and utilize businesses, educational institutions, and other helping professionals.

e. The knowledge and ability to utilize results of evaluative studies including follow-up as a consultant in program development and/or revision at the secondary level.

f. The knowledge and ability to serve as a staff resource to aid in the implementation of developmental-career curriculum and employability skills training in the classroom.

g. The knowledge and ability to design, initiate, and conduct in-service training programs for staff personnel relative to development of adolescents.

3. Developmental-career guidance.

a. The understanding of the basic principles of child and adolescent growth and development, including physical, emotional, cognitive, ego, moral, career, and social.

b. The knowledge of curriculum content and processes and the skills to organize and conduct classroom guidance activities which facilitate personal and career development.

c. The knowledge and ability to assist students in developing self-awareness, self-understanding, and self-acceptance.

d. The knowledge and ability to assist students, individually and/or in groups, in exploring educational and occupational information in view of their aptitudes, interests, and personal-social needs in choosing career and avocational goals.

e. The knowledge of educational, occupational, and employment trends for purposes of assisting students in program planning and selection.

f. The ability to assist in the coordination of educational and job placement for students, graduates, and school leavers.

4. Evaluation and assessment.

a. The knowledge and ability to conduct and interpret the results of formal and informal measurement procedures in the cognitive, affective, psychological and social aspects of adolescents.

b. The knowledge of, and the ability to use, a variety of evaluation procedures including follow-up studies for individual and institutional decisionmaking.

c. The ability to assist students and parents to use information derived from educational measurement including career and vocational assessment services in planning and decision making.

d. The knowledge and ability to identify and assess secondary student developmental needs.

5. Guidance program development, coordination, and management.

a. The knowledge and ability to formulate guidance and counseling program goals and priorities.

b. The knowledge and ability to initiate, coordinate, and interpret a counseling and guidance program to meet the developmental needs of all students.

c. The knowledge and ability to coordinate the counseling and guidance program with the instructional program and student support services.

d. The knowledge of organizational theory relating to change and humanization of social systems.

e. The ability to apply the principles of personnel management in supervising the functioning of all personnel assigned to the guidance program.

f. The knowledge and ability to evaluate guidance programs and report the results to appropriate individuals.

C. The issuance of the first continuing license is contingent upon:

1. Possession by the candidate of a valid entrance license as a secondary school counselor, and

2. One year of experience as a secondary school counselor.

D. The continuing license shall be renewed according to the rules of the board of teaching pertaining to continuing education.

E. All persons holding a license as a secondary school counselor prior to July 1, 1982, may continue to hold and renew such licenses according to the continuing education licensure rules of the board of teaching.

F. All programs for preparation of school counselors shall be submitted for approval to the Minnesota board of teaching and shall include a description of the procedures by which persons who hold elementary school counselor entrance, continuing, or life licensure and wish to be licensed as a secondary school counselor may have their experience and preparation in school guidance and counseling evaluated to determine the areas where such experience and preparation are equivalent to the approved programs as well as the areas where additional preparation may be required. In every case, the requirement shall be at least the equivalent of 18 quarter hours of credit of preparation, including a minimum of 6 quarter hours of practica experience. The remaining credits shall be selected from the areas specified in B.1., 2., 3., 4., and 5., of this rule. Applicants shall be recommended for licensure as a secondary school counselor according to provision F. of this rule.

G. An institution applying to the board of teaching for approval of its counselor education program according to the provisions of this rule must forward a program description in accordance with 5 MCAR Section 3.141 B. and C. The form utilized

by the institution for the internship agreement according to provision A.1.d. or A.2.d. of this rule must accompany the program description.

H. In addition to G., above, an institution applying for approval of its counselor education program to recommend candidates for licensure according to provision A.2. of this rule, must forward a program description which shall include:

1. A definite time limit for the experiment not to exceed five (5) academic years and twenty-five (25) students admitted to the program;
2. Clearly defined selection criteria for students admitted to the program;
3. A statement which describes the research design and evaluation procedures to be used by the institution in determining the effectiveness of the program; and
4. A plan for submitting the experimental results to the board of teaching.

I. Programs shall be approved which vary in curricular design provided that program components meet the requirements in G. or H., above, and that these components will provide candidates who are recommended for licensure in school guidance and counseling with the knowledge, skills, and understandings which are enumerated in B.1., 2., 3., 4., and 5., of this rule.

J. This rule is effective July 1, 1982, for all applicants for entrance licenses.

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5 MCAR S 3.103 School counselors, elementary.

A. All candidates recommended for licensure as a school counselor, elementary, shall complete all requirements of 1.a., 1.b., 1.c., 1.d., 1.e., of this rule or all requirements of 2.a., 2.b., 2.c., 2.d., 2.e., of this rule. Sections A.1. and A.2. of this rule are mutually exclusive.

1. Qualifications for licensure.

a. Have satisfactorily completed a master's degree program in school guidance and counseling of not less than the equivalent of 54 quarter hours of credit in an elementary school counselor preparation program approved by the Minnesota board of teaching.

b. Have satisfactorily completed practica in school guidance and counseling at the elementary school level. Practica shall be in an elementary school setting under the supervision of counselor educators from an approved college guidance and counseling program consisting of a minimum of 400 hours. Practica experiences are in addition to internship

experiences described in 1.d. of this rule.

c. Hold a valid Minnesota elementary classroom teaching license.

d. Have completed one year of elementary classroom teaching experience. Candidates holding a valid Minnesota elementary classroom teaching license but who have not completed one year of teaching experience shall complete the equivalent of a full-time, one school year internship in school guidance and counseling at the elementary school level. The internship shall be under the supervision of a practicing, resident, licensed elementary school counselor who has at least two years of counseling experience at the elementary school level. Supervision shall also be provided by counselor educators from an approved college guidance and counseling program. The internship shall be based on a written agreement among the intern, the approved school counselor preparation institution, and the school district in which the internship is completed.

e. Have at least 2000 hours of accumulated work experience outside of the field of education.

2. Alternative qualifications for licensure.  
(Experimental program.)

a. Have completed at least a baccalaureate degree program from a teacher preparation institution which is regionally accredited by the association for the accreditation of colleges and secondary schools.

b. Have satisfactorily completed a master's degree program in school guidance and counseling of not less than the equivalent of 54 quarter hours of credit in an elementary school counselor preparation program approved by the Minnesota board of teaching.

c. Have satisfactorily completed practica in school guidance and counseling at the elementary school level. Practica shall be in an elementary school setting under the supervision of counselor educators from an approved college guidance and counseling program consisting of a minimum of 400 hours. Practica experiences are in addition to internship experiences described in 2.d. of this rule.

d. Have satisfactorily completed a full-time guidance and counseling internship from a school guidance and counseling program approved by the Minnesota board of teaching which includes the completion of course work and experiences in curriculum, school organization and philosophy of education and experiences in an elementary school. The internship shall be completed in one full school year and shall include the equivalent of at least one quarter of classroom experience. The internship shall be under the supervision of a practicing, resident, licensed elementary school counselor who has at least two years of counseling experience at the elementary school

level. Supervision shall also be provided by counselor educators from an approved guidance and counseling program. The internship shall be based on a written agreement among the intern, the approved school counselor preparation institution, and the school district in which the internship is completed.

e. Have at least 2000 hours of accumulated work experience outside of the field of education.

B. In addition to meeting the requirements in A.1. or A.2. of this rule, all candidates recommended for licensure as school counselor shall have completed a graduate level program in school guidance and counseling approved by the Minnesota board of teaching containing components designed to provide candidates recommended for licensure with knowledge, skills, and understandings in all of the following:

1. Counseling.

a. The knowledge of a variety of counseling philosophies and skills and an understanding of their application with children and adults.

b. The ability to recognize the need for help and to intervene effectively as a helping person toward meeting the unique needs of all students, including exceptional students.

c. The utilization of appropriate counseling skills with individuals and groups to facilitate their human growth and development. Such developmental goals shall include:

(1) Ability to differentiate feelings

(2) Recognition of strengths and limitations

(3) Awareness of alternatives and their implications

(4) Ability to make decisions and value choices and accept responsibility for them

(5) Skill in open interpersonal communication including non-verbal behavior

(6) Acquisition of coping skills.

d. The knowledge and ability to use play media for guidance and assessment.

e. The effective use of group processes including the ability to identify objectives and to facilitate communication, group cohesiveness, and personal growth.

f. The knowledge of family systems and utilization of counseling skills to facilitate student and family development.

g. The understanding of cultural differences.



## 2. Consulting.

a. The knowledge of a variety of consultation models and their application in practice in elementary schools.

b. The knowledge of the learning process and the ability to participate with school staff in developing alternative learning approaches, including remedial, and adapting school curriculum toward meeting the unique needs of elementary students.

c. The ability to orient parents to the school program and help them understand the student's aptitudes, abilities, interests, and attitudes as related to personal-social development, total school progress, academic achievement, and educational planning and career awareness.

d. The knowledge and ability to make referrals to community agencies, utilize businesses, educational institutions, and other helping professionals.

e. The knowledge and ability to utilize results of evaluative studies as a consultant in program development and/or revision at the elementary level.

f. The knowledge and ability to serve as a staff resource to aid in the implementation of developmental-career curriculum in the classroom.

g. The knowledge and ability to design, initiate, and conduct in-service training programs for staff personnel relative to development of children.

## 3. Developmental-career guidance.

a. The understanding of the basic principles of child development, including physical, emotional, cognitive, ego, moral, career, and social.

b. The knowledge of curriculum content and processes and the skills to organize and conduct classroom guidance activities which facilitate personal and career development.

c. The knowledge and ability to assist students in developing self-awareness, self-understanding, and self-acceptance.

d. The knowledge and ability to assist students in personal-social needs and career awareness.

## 4. Evaluation and assessment.

a. The knowledge and ability to conduct and interpret the results of formal and informal measurement procedures in cognitive, affective, and psychomotor domains of children.

b. The knowledge of, and the ability to use, a variety of evaluation procedures for individual and institutional decision making.

c. The ability to assist students and parents to use information derived from educational measurement in planning and decision making.

d. The knowledge and ability to identify and assess developmental needs of children.

5. Guidance program development, coordination, and management.

a. The knowledge and ability to formulate guidance and counseling program goals and priorities.

b. The knowledge and ability to initiate, coordinate, and interpret a counseling and guidance program to meet the developmental needs of all students.

c. The knowledge and ability to coordinate the counseling and guidance program with the instructional program and student support services.

d. The knowledge of organizational theory relating to change and humanization of social systems.

e. The ability to apply the principles of personnel management in supervising the functioning of all personnel assigned to the guidance program.

f. The knowledge and ability to evaluate guidance programs and report the results to appropriate individuals.

C. The issuance of the first continuing license is contingent upon:

1. Possession by the candidate of a valid entrance license as an elementary school counselor, and

2. One year of experience as an elementary school counselor.

D. The continuing license shall be renewed according to the rules of the board of teaching pertaining to continuing education.

E. All persons holding a license as an elementary school counselor prior to July 1, 1982, may continue to hold and renew such licenses according to the continuing education licensure rules of the board of teaching.

F. All programs for preparation of school counselors shall be submitted for approval to the Minnesota board of teaching and shall include a description of the procedures by which persons

who hold secondary school counselor entrance, continuing or life licensure and wish to be licensed as an elementary school counselor may have their experience and preparation in school guidance and counseling evaluated to determine the areas where such experience and preparation are equivalent to the approved programs as well as the areas where additional preparation may be required. In every case, the requirement shall be at least the equivalent of 18 quarter hours of credit of preparation, including a minimum of 6 quarter hours of practica experience. The remaining credits shall be selected from the areas specified in B.1., 2., 3., 4., and 5., of this rule. Applicants shall be recommended for licensure as an elementary school counselor according to provision F. of this rule.

G. An institution applying to the board of teaching for approval of its counselor education program according to the provisions of this rule must forward a program description in accordance with 5 MCAR Section 3.141 B. and C. The form utilized by the institution for the internship agreement according to provision A.1.d. or A.2.d. of this rule must accompany the program description.

H. In addition to G., above, an institution applying for approval of its counselor education program to recommend candidates for licensure according to provision A.2. of this rule, must forward a program description which shall include:

1. A definite time limit for the experiment not to exceed five (5) academic years and twenty-five (25) students admitted to the program;
2. Clearly defined selection criteria for students admitted to the program;
3. A statement which describes the research design and evaluation procedures to be used by the institution in determining the effectiveness of the program; and
4. A plan for submitting the experimental results to the board of teaching.

I. Programs shall be approved which vary in curricular design provided that program components meet the requirements in G. or H., above, and that these components will provide candidates who are recommended for licensure in school guidance and counseling with the knowledge, skills, and understandings which are enumerated in B.1., 2., 3., 4., and 5., of this rule.

J. This rule is effective July 1, 1982, for all applicants for entrance licenses.

5 MCAR § 3.104 School psychologist.

A. School psychologist I.

1. Minimum requirements for licensure of school psychologist I, valid for two years:

Completion of a master's degree program approved by the state department of education.

2. Renewal of the school psychologist I licensure contingent upon:

Two years of satisfactory experience as a school psychologist.

B. School psychologist II.

1. Minimum requirements for licensure as school psychologist II, valid for two years:

Completion of an education specialist program or its equivalent approved by the state department of education.

2. Renewal of the school psychologist II licensure contingent upon:

Two years of satisfactory experience as a school psychologist.

3. Any school psychologist who was licensed on or before September 1, 1970, shall be issued upon application, a license as school psychologist II.

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5 MCAR S 3.105 School social worker I.

A. School social worker I.

1. Minimum requirements for licensure as school social worker I valid for two years:

a. Completion of a bachelor's degree program approved by the state department of education from a regionally accredited college or university with a major or its equivalent in social work, social welfare, presocial work, sociology, psychology, or cultural anthropology, and

b. Two years of satisfactory experience in a social work or social welfare position in a social service agency.

2. Renewal of the school social worker I licensure is contingent upon two years of satisfactory experience as a school social worker under the supervision of a person who possesses licensure as a school social worker II.

B. School social worker II.

1. Minimum requirements for licensure as school social worker II, valid for two years:

a. A master's degree in social work from a program approved by the state department of education and accredited by the Council on Social Work Education with one year of field work in a school setting; or

b. A master's degree in social work from a program approved by the state department of education and accredited by the Council on Social Work Education with one year experience in school social work; or

c. A master's degree in social work from a program approved by the state department of education and accredited by the Council on Social Work Education with two years of experience in social work.

2. Renewal is contingent upon two years of satisfactory experience as a school social worker.

5 MCAR S 3.106 School nurse.

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The provisions of this rule shall apply only to persons who are required to be licensed by the Minnesota board of nursing to perform those services being rendered or which shall be rendered by them in a Minnesota public school.

A health service nurse holding a vocational license according to the state plan for vocational education and practicing at the post-secondary level is exempt from the provisions of this rule.

A. The board of teaching shall grant licenses as school nurse to applicants who meet the requirements of Section 3.106 which follow. All persons employed as nurses by school districts shall hold a valid Minnesota license as a school nurse.

B. A license as school nurse, valid for two years, shall be granted to an applicant who provides evidence to the director of teacher licensure that the following requirements have been met:

1. A baccalaureate degree from a regionally accredited college or university, and

2. Current Minnesota registration to practice as a licensed registered nurse, and certification as a Minnesota public health nurse, and

3. Satisfactory completion of at least three quarter hours, or the equivalent, of work in each of the following areas:

Child growth and development

Public health

Special education

C. Issuance of the first five-year license.

1. An applicant holding a valid two-year license as a school nurse shall be granted a five-year license after one year of successful experience.

D. The five-year continuing license shall be renewed according to rules of the board of teaching pertaining to continuing education.

E. Maintaining licensure.

1. In order to retain licensure as a school nurse, current registration as a registered nurse and certification as a Minnesota public health nurse must be maintained at all times. Lapse of such registration or licensure shall be grounds for revocation of licensure as a school nurse.

2. Persons without baccalaureate degrees who hold valid licenses as school nurses may continue to renew their licenses under paragraph D., provided that requirements for renewal are met. However, if such licenses are allowed to lapse, persons must meet licensure requirements set forth in paragraph B., above.

F. Effective date: July 1, 1981.

G. In order to provide for registered nurses serving as school nurses at the time this rule is adopted, a license as school nurse, valid for two years, shall be granted to an applicant who fulfills the following requirements:

1. Current registration to practice as a licensed registered nurse in Minnesota, and

2. Evidence of employment as a school nurse, while holding a license to practice as a registered nurse, in Minnesota schools for at least two years of full-time service, or the equivalent, during the seven years immediately preceding July 1, 1981.

3. The first five-year license shall be issued:

a. After one year of successful experience while holding the two-year license, and

b. Satisfactory completion of at least three quarter hours, or the equivalent, of work in each of the following areas:

Child growth and development

Public health

Special education, and

a minimum of 12 quarter hours, or the equivalent, of

additional work in two or more of the following fields:

Health curriculum

School health or school nursing

Public health

Special education

Educational psychology (not including the approved human relations program)

c. Completion of a human relations program approved by the board of teaching.

4. The first five-year license shall be issued to applicants who have completed a., b., and c., above. If an applicant has been unable to complete requirements set forth in b. and c., above, during the period of the initial two-year license, not more than one additional two-year license shall be granted during which time requirements must be met or licensure as a school nurse shall lapse until such time as requirements are met.

5. The five-year continuing license shall be renewed according to rules of the board of teaching pertaining to continuing education.

6. In order to retain licensure as a school nurse current registration as a registered nurse must be maintained at all times. Lapse of such registration shall be grounds for revocation of licensure as a school nurse.

7. The provisions of section G. shall be in effect until July 1, 1983, when section G. shall be deleted from Section 3.106 without further action by the board of teaching and all applicants shall, from that date forward, qualify for licensure as school nurse under Section 3.106 A., B., C., D., and E.

#### § 3.107 Audio-visual directors and coordinators.

##### A. Director's license of qualifications.

1. The director of audio-visual education is a teacher in charge of the audio-visual program in the entire school system. To qualify for a director's license a person shall meet the following requirements:

- a. Have a valid teaching license based on a four-year degree.
- b. Have at least two years of successful teaching experience.
- c. Have earned credits in a course in each of the following areas:

Educational administration

Elementary school curriculum

High school curriculum

Supervision and improvement of instruction.

d. Have earned at least ten semester hours of credit in audio-visual courses, including the areas of methods, production laboratory, selection and administration.

2. Any person who has served as a half or full-time director of a school system prior to August 24, 1959 may offer such successful experience in lieu of credits on the basis of three years of successful experience for any two semester credit courses. (Refers to courses listed A. 1. d.)

3. Beginning with the school year 1962-1963 all persons holding positions as audio-visual directors must meet the above requirements.

**B. Coordinator's license of qualifications.**

1. The coordinator of audio-visual education is a teacher in charge of the audio-visual program in any single building of a school system or in a school system having only one attendance unit. To qualify for a coordinator's license a person shall meet the following requirements:

- a. Have a valid teaching license.
- b. Have a course in each of any two of the areas listed A. 1. c. above.
- c. Have at least one course in each of the following areas:

Audio-visual methods in teaching  
Audio-visual administration.

2. Any person who has served as coordinator in a school building for three years prior to the 1962-63 school year may offer successful experience in lieu of credits in the areas listed in B. 1. c. above on the basis of two semester credits for each three years of successful experience.

**§ 3.107 (EDU 1959 s 5075.5; BT 1976)**

**§ 3.108 Public school athletic coaches.**

A. A teacher in a secondary school who is head coach in any of the following areas: football, basketball, track, hockey, wrestling, baseball, shall be licensed either through professional preparation in the physical education major or minor program, or through a special coaching requirement in physical education.

1. The special coaching requirement is acceptable when the approved preparing institution certifies to the commissioner of education that such person has completed, in addition to his regular teacher education program, not less than nine quarter hours in courses of which principles of physical education is required, and the remaining courses selected from at least two of the following four areas:

Administration of athletics  
First aid and prevention and care of athletic injuries  
Human science  
Coaching and athletic techniques.



B. Effective with the 1966-67 school year, such licensure of new head coaches as stated above shall become mandatory. This requirement does not apply to teachers contracted for as head coaches prior to September 1, 1966.

§ 3.108 (EDU 1962 s 5075.6; 1963 s 5075.6; see also 5076.6; BT 1976)

§ 3.110 Recreation personnel. Licensure as recreation personnel may be granted to persons who desire such licensure and who have satisfactorily completed college or university programs which have been approved by the state department of education. Persons not desiring such licensure shall meet the requirements of § 3.110 B.

A. Recreation directors and instructors.

1. For the purpose of this rule, the terms "director" and "instructor" may be used interchangeably.

2. A recreation director or instructor is a person who is employed by a school board or cooperating agency to organize and direct the local recreation program.

3. Requirements: A baccalaureate degree with a college major in the field of recreation leadership.

B. Other recreation personnel which may include directors and instructors not desiring licensure.

1. Other recreation personnel work as specialists in various areas of recreation.

2. Requirements: They shall possess special abilities, qualities of leadership, and general fitness to work in the local recreation program. Such personnel shall be approved by the local board of education and will not hold state licensure.

C. Effective date. The requirements under § 3.110 shall become effective on July 1, 1973.

§ 3.110 (EDU 1962 s 5075.7; 1970; 1973; BT 1976)

§ 3.111 Teacher intern. An intern is a person preparing for eventual service in a licensed teaching position. A one-year, nonrenewable license for elementary and secondary teacher interns, may be issued to an applicant who is recommended by a teacher preparing institution approved by the board of teaching and who has not less than three years of teacher preparation. Such a license shall be issued only upon the written request of the administrative head of the school system in which the intern is to be employed. A teacher intern shall not replace a licensed teacher. The license of a teacher intern shall be revoked by the board of teaching when it has been demonstrated that the intent and purpose of such licensure have not been fulfilled.

A teacher intern shall be subject to Minn. Stat., ch. 354 (teacher retirement fund) and Minn. Stat., ch. 355 (social security coverage), but shall not be included in the provisions of Minn. Stat. § 125.07 (1967) (duration and renewal of licenses), and Minn. Stat. § 125.12 (employment; contracts, termination).

§ 3.111 (EDU 1966; BT 1976)

§ 3.112 Media generalist. A media generalist is one who is qualified to work at a specialized professional level in both print and nonprint areas (library science, audio-visual education, and other emerging instructional technologies) in an elementary or secondary school or in a school district.

A. Any person working more than half-time as a specialized professional responsible for programs of instruction in both print and nonprint areas shall hold a license as a media generalist. Minimum requirements for licensure as a media generalist, valid for two years, are

1. A valid license to teach in the elementary or secondary schools of Minnesota which is in force at the time of application for license of media generalist; and

2. Two years of successful teaching experience while holding a license valid for the position in which the teaching experience was obtained; and

3. Completion of a program in media and related fields approved by the state department of education.

a. The approved program shall consist of not less than 36 quarter hours or the equivalent in media and related fields.

b. Each approved program shall include work to develop competencies in all of the following areas:

- Guidance in reading, listening, and viewing
- Print and nonprint teaching methods and materials in the classroom
- Curriculum development (early childhood through grade 12)
- Evaluation and selection of print and nonprint materials
- Educational technology
- Administration and management of print and nonprint media activities
- Electronic production
- Nonelectronic production
- Reference service and materials
- Classification and cataloging of print and nonprint materials.

c. Programs submitted for approval shall include:

Statements which relate all of the areas enumerated in 3.b. above

to competencies to be developed  
 Statements which relate competencies to be developed to components of the program  
 Statements which indicate means for assessment of competencies.

B. Upon expiration of the entrance license, renewal of the media generalist license for five years is contingent upon one or more years of full-time successful experience, or two or more years of half-time successful experience, as a media generalist while holding the media generalist license.

C. The continuing license may be renewed according to general rules of the board of teaching pertaining to continuing education.

### § 3.112 (EDU 1971; BT 1976)

### § 3.113 Media supervisor.

A. Any person working at a specialized professional level in both print and nonprint areas, who is responsible for the administration of a media program and for the direction or supervision of the work of other professional personnel shall hold the media supervisor license. Minimum requirements for licensure as a media supervisor, valid for two years are:

1. A valid continuing license as a media generalist, or

The completion of all requirements for the continuing license as media generalist, or

The completion of all requirements for the entrance license as a media generalist and three years of supervisory experience as a media professional (library or audio-visual); and

2. Three more years of successful experience in the areas of media while holding a license valid for the position in which the media experience was obtained; and

3. Completion of a master's degree in a recognized graduate school in a program approved by the state department of education.

a. The approved program shall consist of not less than 18 quarter hours or the equivalent at the graduate level of work in media in addition to that required for the media generalist license.

b. Each approved program shall include work to develop competencies in all of the following areas:

Supervision and improvement of instruction  
 General educational administration (early childhood through grade 12)  
 General theory of learning

Advanced administration and management of print and nonprint media activities.

c. Programs submitted for approval shall include:

Statements which relate all of the areas enumerated in 3. b. above to competencies to be developed.

Statements which relate competencies to be developed to components of the program.

Statements which indicate means for assessment of competencies.

B. Upon expiration of the entrance license renewal of the media supervisor license for five years is contingent upon one or more years of successful experience as a media supervisor while holding the media supervisor license.

C. The continuing license may be renewed according to general rules of the board of teaching pertaining to continuing education.

§ 3.113 (EDU 1971; BT 1976)

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5 MCAR S 3.114 Counselors in middle schools.

A. A school counselor in a middle school shall hold a valid Minnesota elementary school counselor license or secondary school counselor license. In addition, except as provided in B. of this rule, a school counselor in a middle school shall complete a preparation program, approved by the board of teaching, leading to the licensure of middle school counselors.

1. A school counselor holding a valid Minnesota elementary school counselor license shall complete an approved program leading to the licensure of middle school counselors consisting of a minimum of 10 quarter hours or the equivalent. Such programs shall include all of the following areas:

- a. Philosophy and organization of the middle school
- b. Adolescent psychology
- c. Developmental-career guidance, as enumerated in provision B.3. of 5 MCAR Section 3.102
- d. Counseling practicum with adolescents

2. A school counselor holding a valid Minnesota secondary school counselor license shall complete an approved program leading to the licensure of middle school counselors consisting of a minimum of 10 quarter hours or the equivalent. Such programs shall include all of the following areas:

- a. Philosophy and organization of the middle school
- b. Pre-adolescent psychology
- c. Developmental-career guidance, as enumerated in provision B.3. of 5 MCAR Section 3.103
- d. Counseling practicum with pre-adolescents

B. Provisions of this rule shall not be interpreted to prevent a school counselor from counseling in a middle school at those grade levels for which valid Minnesota school counselor licensure is held or to require such counselor to secure additional licensure to continue to counsel at those grade levels in a middle school for which valid Minnesota school counselor licensure is held.

C. Minnesota colleges and universities approved to prepare school counselors and which request approval of a program according to this rule shall provide evidence that programs to prepare middle school counselors submitted for approval have been developed with participation from elementary and secondary counselors, middle school administrators, students, and interested citizens. Such programs shall also include:

1. A statement of philosophy which sets forth the view of the institution with respect to the middle school.
2. An enumeration of the specific knowledge, skills, and understandings to be developed in the proposed program.
3. A description of program components which includes statements specifically relating individual components of the program to the philosophy and outcomes enumerated under 1. and 2., above.
4. A plan for assessing learning outcomes for individual candidates for licensure.

D. All approved programs leading to middle school counselor licensure shall include a description of the way in which

practicing counselors may have their school counseling experience and school counselor preparation in those areas enumerated in A., above, evaluated and credited by an institution maintaining an approved program leading to middle school counseling licensure. Such evaluation may include previous school counseling experience and/or previous school counselor preparation.

E. Applicants holding a valid Minnesota elementary or secondary school counselor entrance license shall be issued an entrance middle school counselor license upon the completion of the requirements of A.1. or 2. of this rule.

F. Applicants holding a valid Minnesota elementary or secondary school counselor continuing or life license shall be issued a continuing middle school counselor license upon the completion of the requirements of A.1. or 2. of this rule.

G. The first and subsequent continuing middle school counseling licenses shall be issued to applicants who have completed the requirements of A.1. or 2. of this rule and who meet the requirements of the board of teaching for the issuance of the first and/or subsequent Minnesota elementary or secondary school counselor continuing licenses.

H. Until July 1, 1983, any person licensed by the Minnesota board of teaching as a school counselor for any of the grade levels in a middle school where the person is assigned as a school counselor is granted authority to counsel at any of the grade levels in the middle school regardless of grade level restrictions on the license currently held.

I. Except for provision H., all provisions of this rule shall become effective July 1, 1983.

**Chapter Eight: Licenses; Limited****§ 3.120 General requirements, elementary limited licenses.**

A. No elementary limited licenses will be granted where it is evident there exists an available supply of teachers who hold regular teaching licenses.

B. When a superintendent of schools of a district maintaining a graded elementary school or a county superintendent or school board of a common school district shall certify that such superintendent has been unable to find a fully qualified teacher, a limited elementary license may be granted to an applicant who meets the requirements as detailed in § 3.121.

**§ 3.120 (EDU 1956 s 5066; BT 1976)****§ 3.121 Elementary school.**

A. A teacher may be granted an original limited elementary license to teach in an elementary school on a four-year degree from an accredited college with specific preparation for teaching in the elementary schools provided that, within the previous five-year period, the applicant has either earned at least eight quarter hours of college credit or had one year of teaching experience.

B. A teacher who has been previously issued a limited elementary license may be granted another limited license if eight quarter hours of college credit have been earned since the last such license was issued. These eight quarter hours must be courses that are applicable towards completion of an elementary teacher education program at an accredited institution.

C. This license shall be granted by the director of teacher licensure in accordance with criteria established by the board of teaching in A. and B. above and subject to review by the board.

§ 3.121 (EDU 1956 s 5067; 1969; BT 1976)

§ 3.122 Secondary school.

A. A teacher may be granted an original limited license on a four-year degree from an accredited college to teach in secondary school departments, four-year secondary schools, junior secondary schools, senior secondary schools, and six-year secondary schools, those subjects in which the applicant has had adequate preparation, provided that within the previous five-year period the applicant has either earned at least eight quarter hours of college credit or had one year of teaching experience.

B. A teacher who has a limited license may be granted another limited license if eight quarter hours of college credit have been earned since the last such license was issued.

C. This license shall be granted by the director of teacher licensure in accordance with criteria established by the board of teaching in A. and B. above and subject to review by the board.

§ 3.122 (EDU 1959 s 5068.5; BT 1976)

**Chapter Nine: Code of Ethics**

§ 3.130 Code of ethics for Minnesota teachers.

A. Each teacher upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation.

This code shall apply to all persons licensed according to rules established by the Minnesota board of teaching.

B. Standards of professional conduct.

1. A teacher shall provide professional education services in a nondiscriminatory manner.

2. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.

3. In accordance with state and federal laws, a teacher shall disclose



confidential information about individuals only when a compelling professional purpose is served or when required by law.

4. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.

5. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.

6. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.

7. A teacher shall not deliberately suppress or distort subject matter.

8. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.

9. A teacher shall not knowingly make false or malicious statements about students or colleagues.

10. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

#### C. Complaints, investigation and hearing.

1. The enforcement of the provisions of the code of ethics for Minnesota teachers shall be in accord with Minn. Stat. § 214.10:

#### Minn. Stat. § 214.10 Complaints; investigation and hearing.

Subd. 1. Receipt of complaint. The executive secretary of a board, a board member or any other person who performs services for the board who receives a complaint or other communication, whether oral or written, which complaint or communication alleges or implies a violation of a statute or rule which the board is empowered to enforce, shall promptly forward the substance of the communication on a form prepared by the attorney general to the designee of the attorney general responsible for providing legal services to the board. Before proceeding further with the communication, the designee of the attorney general may require the complaining party to state his complaint in writing on a form prepared by the attorney general. Complaints which relate to matters within the jurisdiction of another governmental agency shall be forwarded to that agency by the executive secretary. An officer of that agency shall advise the executive secretary of the disposition of that complaint. A complaint received by another agency which relates to a statute or rule which a licensing board is empowered to enforce shall be forwarded to the executive secretary of the board to be processed in accordance with this section.

Subd. 2. Investigation and hearing. The designee of the attorney general

providing legal services to a board shall evaluate the communications forwarded to him by the board or its members or staff. If the communication alleges a violation of statute or rule which the board is to enforce, the designee is empowered to investigate the facts alleged in the communication. In the process of evaluation and investigation, he shall consult with or seek the assistance of the executive secretary or, if the board determines, a member of the board who has been designated by the board to assist the designee. He may also consult with or seek the assistance of any other qualified persons who are not members of the board who the designee believes will materially aid in the process of evaluation or investigation. The executive secretary or the consulted board member may attempt to correct improper activities and redress grievances through education, conference, conciliation and persuasion, and in these attempts he may be assisted by the designee of the attorney general. If the attempts at correction or redress do not produce satisfactory results in the opinion of the executive secretary or the consulted board member, or if after investigation the designee providing legal services to the board, the executive secretary or the consulted board member believes that the communication and the investigation suggest illegal or unauthorized activities warranting board action, he shall inform the executive secretary of the board who shall schedule a disciplinary hearing in accordance with Minnesota statutes, chapter 15. Before the designee of the attorney general or the executive secretary may direct the holding of a disciplinary hearing, he shall have considered the recommendations of the consulted board member. Before scheduling a disciplinary hearing, the executive secretary must have received a verified written complaint from the complaining party. A board member who was consulted during the course of an investigation may participate at the hearing but may not vote on any matter pertaining to the case. The executive secretary of the board shall promptly inform the complaining party of the final disposition of the complaint. Nothing in this section shall preclude the board from scheduling, on its own motion, a disciplinary hearing based upon the findings or report of the board's executive secretary, a board member or the designee of the attorney general assigned to the board. Nothing in this section shall preclude a member of the board or its executive secretary from initiating a complaint.

Subd. 3. Discovery; subpoenas. In all matters pending before it relating to its lawful regulation activities, a board may issue subpoenas and compel the attendance of witnesses and the production of all necessary papers, books, records, documents, and other evidentiary material. Any person failing or refusing to appear or testify regarding any matter about which he may be lawfully questioned or produce any papers, books, records, documents, or other evidentiary materials in the matter to be heard, after having been required by order of the board or by a subpoena of the board to do so may, upon application to the district court in any district, be ordered to comply therewith. The chairman of the board acting on behalf of the board may issue subpoenas and any board member may administer oaths to witnesses, or take their affirmation. Depositions may be taken within or without the state in the manner provided by law for the taking of depositions in civil actions. A subpoena or other process or paper may be served upon any person named therein, anywhere within the state by any officer authorized to serve sub-

poenas or other process or paper in civil actions, with the same fees and mileage and in the same manner as prescribed by law for service of process issued out of the district court of this state. Fees and mileage and other costs shall be paid as the board directs.

2. When oral complaints alleging violations of the code of ethics are received, the executive secretary of the Minnesota board of teaching shall request the complaining party to submit the complaint in writing within 10 days.

3. Upon the receipt of a complaint in writing alleging violations of the code of ethics, the teacher named in the complaint shall be notified in writing within 10 days of the receipt of the complaint.

4. The teacher shall be entitled to be represented by the teacher's own counsel or representative at each stage of the investigation and hearing.

D. Enforcement procedures. The Minnesota board of teaching may impose one or more of the following penalties when it has found a violation of the code of ethics. These actions shall be taken only after all previous efforts at remediation have been exhausted.

1. The board of teaching may enter into agreements with teachers accused of violating the code of ethics which would suspend or terminate proceedings against the teacher on conditions agreeable to both parties.

2. A letter of censure from the board of teaching may be sent to the person determined to be in violation of the standards of the code of ethics. A copy of the letter shall be filed with the Minnesota board of teaching. Such letters shall be kept on file for a period of time not to exceed one calendar year.

3. A teacher who has been found to have violated the code of ethics may be placed on probationary licensure status for a period of time to be determined by the board of teaching. The board may impose conditions on the teacher during the probationary period which are to be directed toward improving the teacher's performance in the area of the violation. During this period, the teacher's performance or conduct will be subject to review by the board of teaching or its designee. Such review will be directed toward monitoring the teacher's activities or performance with regard to whatever conditions may be placed on the teacher during the probationary period. Before the end of the probationary period the board of teaching shall decide to extend or terminate the probationary licensure status or to take further disciplinary actions as are consistent with this rule.

4. The license to teach of the person determined to be in violation of the standards of the code of ethics may be suspended for a period of time determined by the Minnesota board of teaching.

5. The license to teach of the person determined to be in violation of the standards of the code of ethics may be revoked by the Minnesota board of teaching.

§ 3.130 (BT 1979)

**Chapter Ten: Teacher Preparation Program Approval**

**§ 3.140 The approval of Minnesota institutions to prepare persons for teacher licensure.**

A. Licenses to teach in Minnesota may be granted to persons who complete approved programs leading to teacher licensure in Minnesota institutions which are approved by the Minnesota board of teaching to prepare persons for teacher licensure in accordance with the provisions of this rule.

B. A Minnesota institution which is required to obtain authorization from the higher education coordinating board to grant degrees must provide evidence of such authorization prior to requesting approval from the board of teaching to prepare persons for teacher licensure. Such authorization must be maintained by the institution during the approval period granted by the board of teaching.

C. Each degree-granting Minnesota institution requesting approval to prepare persons for teacher licensure shall be evaluated for initial approval and thereafter shall be evaluated for continuing approval in accordance with the provisions of this rule.

D. Initial or continuing approval to prepare persons for teacher licensure may be granted by the board of teaching to an institution for a period of ten years. At least one year prior to the expiration of the approval period, the institution shall submit a request to the board of teaching for continuing approval and shall be evaluated in accordance with the provisions of this rule.

E. Each Minnesota institution requesting initial or continuing approval to prepare persons for teacher licensure shall forward from the chief administrative officer of that institution to the board of teaching a written report which shall be used to verify the capability of the institution to prepare persons for teacher licensure in Minnesota. This written report shall include:

1. A statement that the mission of the institution includes a commitment to the preparation of persons for teacher licensure.

2. Evidence that sufficient financial resources are allocated to support the institutional programs for preparing persons for teacher licensure.

3. Evidence that institutional requirements in liberal or general education for persons enrolled in programs leading to teacher licensure are equivalent to the requirements of persons enrolled in programs other than teacher licensure.

4. A description of institutional administrative organization which demonstrates that:

a. The control of teacher licensure programs is exercised by a defined administrative and instructional unit, such as a department, division, school, or college of education. Such defined unit has responsibility for planning, developing, coordinating, implementing, and evaluating teacher licensure programs.

b. The administrator of such defined unit is authorized to submit teacher licensure program proposals to the board of teaching for approval and is responsible for administering teacher licensure programs as approved by the board of teaching.

c. The administrator of such defined unit is authorized to recommend for teacher licensure those persons who have completed teacher licensure programs which have been approved for that Minnesota institution by the board of teaching.

d. The institution has a defined institutional policy-making body which is responsible for approving teacher licensure programs for submission to the board of teaching.

e. The institution establishes and maintains a teacher education committee to assist in the design, development, revision, and ongoing evaluation of teacher licensure programs within the institution. Such committee includes college personnel, licensed practicing teachers, school administrators, and interested citizens.

5. A description of the institutional student services, which demonstrates that:

a. The institution has established and maintains a process for admission and retention of persons in teacher licensure programs, including the application of specific criteria for admission and retention, and a defined student appeals process.

b. The institution has established and maintains complete, accurate, and current records of persons in teacher licensure programs which provide information to support decisions with respect to admission, retention, and recommendation for teacher licensure.

c. The institution has established and maintains an advisory system which provides assistance in planning programs of study for each person enrolled in teacher licensure programs.

d. The institution has established and maintains placement services, including maintenance of credentials, information regarding trends in employment, and information regarding employment opportunities.

6. Evidence that the institution assigns faculty qualified by academic preparation to support the teacher licensure programs offered by the institution.

7. Evidence that the qualifications and the teaching load of the faculty assigned to the professional education component of each teacher licensure program are equivalent to those established for all faculty within the institution.

8. Evidence that part-time and adjunct faculty assigned to each teacher licensure program are employed only when there is a need which is not represented on the full-time faculty, or when there is a need for temporary additional service, or to complement regular full-time faculty.

9. A description of the foundational component of professional education which demonstrates that persons enrolled in teacher licensure programs are provided instruction in the foundations of education and that such persons successfully complete the foundational component of professional education.

10. A description of the student teaching experience, identifying the documentation available which demonstrates that:

a. Persons enrolled in teacher licensure programs which require a student teaching experience complete such supervised experience in the licensure field and at the licensure level for which they are to be recommended for licensure.

b. Supervision of student teaching experiences is under the control and direction of faculty assigned to the professional education component of teacher licensure programs. Student teaching experiences are also supervised by practicing teachers who hold at least a continuing license, as defined in 5 MCAR § 3.001 and granted by the Minnesota board of teaching, in the licensure field and at the licensure level for which they supervise.

c. Student teaching experiences are evaluated by the persons enrolled in teacher licensure programs and by the faculty and practicing teachers who supervise the student teaching experiences.

11. Evidence that the physical resources are adequate to support the teacher licensure programs offered by the institution.

12. Evidence that the library, audio-visual, and curriculum materials are adequate to support the teacher licensure programs offered by the institution.

13. A description of the institutional procedures for the systematic evaluation of teacher licensure programs, including the periodic survey of graduates who have completed such programs.

14. Evidence that the results of the systematic evaluation of teacher li-

censure programs, including the periodic survey of graduates, are utilized in the development and possible modification of teacher licensure programs offered by the institution.

15. A description of long-range plans for teacher education projected by the institution.

F. Persons designated as evaluators by the board of teaching staff shall visit the institution for the purposes of verifying the accuracy and completeness of the written report prepared by the institution, writing a report of their findings, and making a recommendation to the board of teaching regarding approval status of the institution. The evaluation team may include representatives from teacher preparing institutions, licensed practicing teachers, interested citizens, and state education agencies. The administrator of the defined administrative and instructional unit of the institution and the board of teaching staff shall negotiate team membership from a slate of possible evaluators provided by the board of teaching staff. If agreement is not reached regarding team membership, the board of teaching shall appoint the slate of team members. The size of the team and the expertise of the members shall be appropriate for the kinds, size, and complexity of programs. Evaluation team visits shall be scheduled in consultation with the institution. Expenses of evaluators shall be reimbursed in accordance with Minnesota state rules. Other expenses, such as those incidental to preparing reports, arranging meetings, and providing workrooms for the team while on campus shall be the responsibility of the institution.

G. The written report of findings and the recommendation of the evaluators shall be forwarded to the institution and to the board of teaching. Within 30 days from the mailing date of the evaluators' report, the institution may submit to the board of teaching additional information or arguments in support of its request. Based upon the written report prepared by the institution, and the written report of findings and the recommendation of the evaluators, the board of teaching shall:

1. Grant initial approval, or
2. Grant continuing approval, or
3. Grant conditional approval, state the conditions, and establish time lines for meeting the stated conditions, or
4. Disapprove the institution, state the reasons for disapproval, and, if needed, stipulate a termination date which shall accommodate persons currently enrolled in teaching licensure programs.

H. If an institution is conditionally approved to prepare persons for teacher licensure, the board of teaching shall reconsider the approval status of the institution upon verification by the executive secretary of the board of teaching that the stated conditions are met. If stated conditions are not met within the established time lines, conditional approval shall be withdrawn.

I. The board of teaching may revoke or suspend the approval of an institution to prepare persons for teacher licensure when the board of teaching determines that an approved institution no longer meets the provisions of this rule.

J. Decisions by the board of teaching regarding approval status of an institution to prepare persons for teacher licensure may be appealed by the institution pursuant to Minn. Stat. chapter 15.

§ 3.140 (BT 1979)

§ 3.141 The approval of teacher licensure programs in Minnesota institutions which are approved to prepare teachers.

A. Institutions which have been approved by the Minnesota board of teaching to prepare persons for teacher licensure may request approval of teacher licensure programs. Such programs shall be evaluated for initial approval and thereafter shall be audited for continuing approval in accordance with the provisions of this rule.

B. Each institution shall forward from the administrator of the defined administrative and instructional unit of that institution to the board of teaching a program description for each teacher licensure program for which approval is requested. The teacher licensure program description shall include:

1. A statement which verifies the institutional commitment to the teacher licensure program.

2. A description of the organizational structure of the institution and procedures for implementing the teacher licensure program.

3. A description of the teaching role for which persons who enroll in the licensure program are being prepared.

4. An enumeration of the specific knowledge, skills, and understandings to be achieved by persons completing the teacher licensure program.

5. A description of the teacher licensure program which relates individual program components to the knowledge, skills, and understandings to be achieved by persons completing the teacher licensure program.

6. A description of the systematic procedure for evaluation of the teacher licensure program which assures that all requirements for teacher licensure have been met by all persons recommended for teacher licensure.

7. A specific identification of the plans for assessing the performance of each person who is to be judged as having successfully completed the teacher licensure program.

8. Evidence that the teacher licensure program forwarded for approval



has been developed with participation from the college departments involved with the teacher licensure program, licensed practicing teachers, school administrators, and interested citizens.

9. A description of the procedures to establish and maintain an internal process for systematic evaluation of the teacher licensure program.

C. Each program description forwarded to the board of teaching by an institution for each teacher licensure program for which approval is requested shall include evidence that:

1. Rules of the board of teaching governing the teacher licensure program are met.

2. Persons enrolled in the teacher licensure program are required to be provided instruction in methods of teaching and in the foundations of education. Such persons are also required to successfully complete a series of planned, supervised, and evaluated pre-student teaching and student teaching experiences for which specific learning objectives have been established. Instruction in methods of teaching and student teaching experiences shall be in the licensure field and at the licensure level for which those persons completing teacher licensure programs are to be recommended for teacher licensure. The student teaching requirement applies only to persons completing a program to be recommended for entrance licensure.

3. Necessary faculty and physical resources are allocated to implement and maintain the teacher licensure program. Faculty shall be assigned to the component of professional education for which they have academic preparation and teaching experience. In addition, faculty assigned to provide instruction in methods of teaching and supervise student teaching experiences in the teacher licensure program shall have teaching experience at the licensure level of the licensure program. Classroom teachers who supervise student teaching experiences shall hold at least a continuing license, as defined in 5 MCAR § 3.001 and granted by the Minnesota board of teaching, in the licensure field and at the licensure level for which they supervise.

D. Before initial approval for the teacher licensure program is granted, the board of teaching staff or persons designated as auditors by the board of teaching staff may visit the institution to examine the teacher licensure program for the purpose of verifying the program description and making a recommendation regarding approval status. During the operation of an approved teacher licensure program, an audit visit to verify that the approved program meets the provisions of this rule may be arranged in consultation with the institution. Auditors shall forward a written report of their findings to the executive secretary of the board of teaching and to the institution.

E. The board of teaching staff, or persons designated as auditors by the board of teaching staff, in consultation with the institution shall make audit visits on a five-year cycle to verify program descriptions and to make a recom-

mendation regarding approval status of each teacher licensure program. Expenses of auditors shall be reimbursed in accordance with Minnesota state rules.

F. Based upon appraisal of the program description prepared by the institution and the written report of the auditors, the board of teaching shall:

1. Grant initial approval, or
2. Grant continuing approval, or
3. Grant conditional approval, state the conditions, and establish time lines for meeting the stated conditions, or
4. Disapprove the teacher licensure program, state the reasons for disapproval, and, if needed, stipulate a termination date which will accommodate persons currently enrolled in said program.

G. If a teacher licensure program is conditionally approved, the board of teaching shall reconsider the approval status of the teacher licensure program upon verification by the executive secretary of the board of teaching that the stated conditions are met. If stated conditions are not met within the established time lines, conditional approval shall be withdrawn.

H. Teacher licensure programs which vary in curricular design shall be approved provided that program components meet the requirements of board of teaching rules for each teacher licensure program, and that these components are designed to provide persons completing each teacher licensure program with the knowledge, skills, and understandings which are enumerated in those rules.

I. When an institution makes revisions in an approved teacher licensure program, the administrator of the defined administrative and instructional unit of that institution shall forward to the executive secretary of the board of teaching a written description of the teacher licensure program revision. An audit shall be made to verify that the revised teacher licensure program continues to meet rules of the board of teaching. Each verified teacher licensure program revision shall become an amendment to the approved teacher licensure program.

J. The board of teaching may revoke or suspend the approval of a teacher licensure program when the board of teaching determines that an approved teacher licensure program no longer meets the provisions of this rule.

K. Decisions by the board of teaching regarding approval status of a teacher licensure program may be appealed by the institution pursuant to Minn. Stat. chapter 15.

§ 3.141 (BT 1979)

**§ 3.142 Teachers prepared in states other than Minnesota.**

A. Licenses to teach in Minnesota shall be granted to persons who otherwise meet applicable statutory requirements and who complete programs leading to teacher licensure in teacher preparation institutions located outside Minnesota. Such licenses shall be granted only in licensure fields for which the board of teaching has established rules governing programs leading to teacher licensure. Such licenses shall be issued according to either 1. or 2. as follows:

1. Persons who complete approved programs leading to teacher licensure in teacher preparation institutions within states which have signed contracts with Minnesota according to the provisions of the interstate agreement on qualification of educational personnel shall be granted a Minnesota entrance license. No licenses shall be issued on the basis of teaching experience only.

2. Persons who complete programs leading to teacher licensure in teacher preparation institutions within states which have not signed contracts with Minnesota according to the provisions of the interstate agreement on qualification of educational personnel shall be granted a Minnesota entrance license when all of the following criteria are met:

a. The teacher preparation institution is regionally accredited by the association for the accreditation of colleges and secondary schools.

b. The program leading to teacher licensure has been recognized by the state as qualifying the applicant completing the program for such licensure within that state.

c. The program leading to teacher licensure completed by the applicant is essentially equivalent in content to approved programs offered by Minnesota teacher preparation institutions according to board of teaching rules governing the licensure field.

d. The teacher preparation institution which offers the program leading to licensure verifies that the applicant has completed an approved teacher licensure program at that institution and recommends the applicant for a license in a licensure field at a licensure level.

e. The applicant has completed a major or minor program leading to teacher licensure as verified by the transcript issued by the institution recommending the applicant for licensure.

f. The applicant has completed student teaching in the licensure field and at the licensure level of the program.

B. Notwithstanding the rule governing human relations, persons who have been prepared as teachers in states other than Minnesota shall be granted a Minnesota entrance license based upon the provisions of this rule.

§ 3.142 (BT 1979)