

Minnesota Attorney General: Administrative Rules Proceedings

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STATE OF MINNESOTA
BOARD OF TEACHING

STATEMENT OF NEED AND REASONABLENESS

Concerning the Proposed Adoption of Rules Relating to Teacher Licenses

The statutory authority of the Board of Teaching to adopt the proposed rules is set forth in Minnesota Statutes, Sections 125.05, subd. 1 and 125.185, subd. 4.

RULES AS PROPOSED

Minnesota Rules, Part 8700.0100 How This Chapter Applies
This part is needed to clarify the applicability of chapter 8700. It is reasonable to expect that the Board of Teaching will state in rule to whom this chapter applies.

Minnesota Rules, Part 8700.0200 Requirements for the Issuance and Renewal of All Licenses
Technical amendments to subparts 1, 2, and 3 of this rule are necessary to provide clarifying language regarding effective dates, expiration dates, requirements for issuance of initial licenses, exceptions to issuance of entrance licenses, and consistency with the continuing education rules. It is reasonable to expect that Board of Teaching procedures are clear and consistent regarding the issuance and renewal of licenses. Subpart 4 is necessary to state the conditions for the issuance of a provisional license. It is reasonable that the Board of Teaching be required to issue such licenses to applicants who qualify according to Board criteria. Subpart 5 is needed to provide a clear definition of a "classroom teaching license" for purposes of licensure rules that require holding such license as a prerequisite for issuance of an additional field of licensure. The intent of this prerequisite is to ensure that candidates for additional fields of licensure possess the necessary prerequisite knowledge, skills, and understandings required of a classroom teacher that have been gained through completion of a teacher education program. Not all licenses require such preparation; therefore, such licenses are not included in the definition of a "classroom teaching license." It is reasonable to expect that only those licenses that include this necessary prerequisite be defined as classroom teaching licenses to ensure that this requirement is met.

Minnesota Rules, Part 8700.0210 Examinations for Teacher Licenses.

It is necessary to delete the effective date of this part to avoid confusion regarding its applicability. Minnesota Statutes, section 125.03 were amended in 1989 to include secondary vocational teachers in the definition of "teachers" for the purpose of licensure. However, the teacher examination requirement in Minnesota Statutes, section 125.05, subd. 1 as it applies to secondary vocational teachers is not retroactive to April 4, 1988; rather, Laws of Minnesota, 1990, chapter 562, article 8, section 40 are applicable effective April 8, 1991. In order to eliminate confusion in rule, it is reasonable to delete the effective date which applies to nonvocational licenses. It is also necessary to amend this part to provide an option for applicants who are deaf or blind to fulfill requirements of this part. It is reasonable to provide this option since the examinations have not been validated with populations who are deaf or blind. The reading and writing examinations contain some questions written in idioms and metaphors or are related to music and sounds that generally do not have meaning to many hearing impaired individuals. Alternative presentation modes are more appropriate than paper-and-pencil format for visually impaired persons; also, some of the content requires visual capability. Therefore, it is reasonable to provide appropriate options for candidates whose communication modes are other than sound or sight and who must communicate through alternative modes. It is also necessary to delete the fee amount. The only fee amounts in rule are those under the authority of the Board of Teaching and adopted through the rulemaking process. This fee, which by rule must be approved by the Board, is not set by the Board of Teaching; it is determined by the party whose examinations have been adopted. Therefore, it is reasonable that it be deleted from the rule.

Minnesota Rules, Part 8700.0300 Substitute Teachers

Technical amendments to subpart 2 are necessary to clarify the authorization, expiration, and field for the issuance of licenses as substitute teachers. It is reasonable that the Board of Teaching procedures are clear regarding the issuance and use of such licenses.

Minnesota Rules, Part 8700.0400 Procedures for the Issuance of Life Licenses

Technical amendments to this part are necessary to conform to other parts and statutes. It is necessary to delete the amount of the processing fee, since such fee is governed by part 8700.0600 Fees. Since 1983, this processing fee, as set by the Board of Teaching through the rulemaking process, has been $40. It is also necessary to delete the sentence related to the application period, since Minnesota Statutes, Section 125.185, subd. 4 prohibit the Board of Teaching from establishing any ex-

piration date for application for life licenses. It is reasonable that Board of Teaching rules be consistent and also not in conflict with existing statutes.

Minnesota Rules, Part 8700.0500 Issuance, Renewal, and Validity of All Licenses

Technical amendments to this part are necessary to clearly define the expiration dates for licenses issued by the Board of Teaching. These technical amendments are consistent with current practice. It is reasonable to expect that expiration dates are clearly stated and that practice conforms to this part.

Minnesota Rules, Part 8700.0501 Procedures for Voluntary Surrender of Teaching Licenses

It is necessary to amend subpart 2 of this part in order to clearly state the deadline by which an applicant may revoke a request for voluntary surrender of a teaching license. It is reasonable to expect an applicant to do so by December 31 of the year in which the request was made. This provides adequate time for school districts to make decisions regarding staff assignments for the following school year. To permit applicants to withdraw a request after this date adversely impacts contractual obligations which are based upon licenses held.

Minnesota Rules, Part 8700.2000 Vocationally Licensed Teachers

This technical amendment is necessary to correct references to governance and parts. It is reasonable to expect that this part reflects current statutory authority and current references to secondary vocational education licensure rules.

Minnesota Rules, Part 8700.2500 Appeal to the Board of Teaching

A technical amendment is necessary to correct the reference to Minnesota Statutes. It is reasonable to expect that Board of Teaching rules are consistent with current statutes.

Minnesota Rules, Part 8700.2900 Elementary School Classroom Teachers, Grades 1 to 6

This technical amendment to subpart 6 is necessary to provide clarifying language regarding the issuance and renewal of continuing licenses. It is reasonable to expect that Board of Teaching rules governing criteria and procedures for the issuance and renewal of continuing licenses are consistent.

Minnesota Rules, Part 8700.3200 Prekindergarten Teachers

This technical amendment to subpart 4 is necessary to provide clarifying language regarding the issuance and renewal of continuing licenses. It is reasonable to expect that Board of Teaching rules governing criteria and procedures for the issuance and renewal of continuing licenses are consistent.

Minnesota Rules, Part 8700.3300 Prekindergarten Associate
This technical amendment to subpart 3 is necessary to provide clarifying language regarding the issuance and renewal of continuing licenses. It is reasonable to expect that Board of Teaching rules governing criteria and procedures for the issuance and renewal of continuing licenses are consistent.

Minnesota Rules, Part 8700.3510 Secondary School Teachers and Teachers of Kindergarten to Grade 12 Subjects
This technical amendment to subpart 6 is necessary to correct the reference to statutory authority and to provide a reference for the parts governing secondary vocational licensure renewal. It is reasonable that this part reflect current statutory authority and that the appropriate citation relating to continuing education rules governing secondary vocational education be stated.

Minnesota Rules, Part 8700.3900 Social Studies in Secondary Schools
This technical amendment to subpart 6 is necessary to provide clarifying language regarding the issuance and renewal of continuing licenses. It is reasonable to expect that Board of Teaching rules governing criteria and procedures for the issuance and renewal of continuing licenses are consistent.

Minnesota Rules, Part 8700.4000 World Languages and Cultures
Technical amendments to this part are necessary to delete obsolete language and to update the terminology. It is reasonable to expect that this licensure part will reflect the use of current terminology.

Minnesota Rules, Part 8700.4300 Physical Education and Health Teachers
Technical amendments to this part are necessary to correct language that had been inadvertently omitted. It is reasonable to expect that candidates for licensure in school health education based on major preparation will have preparation in physiology and anatomy since both are required as part of minor preparation. It is also reasonable to expect that candidates for licensure will have some student teaching experience at the elementary school level, since this license is a license valid to teach health education, grades K-12.

Minnesota Rules, Part 8700.4400 Teachers of Industrial Arts
This technical amendment to subpart 6 is necessary to provide clarifying language regarding the issuance and renewal of continuing licenses. It is reasonable to expect that Board of Teaching rules governing the procedures and criteria for the issuance and renewal of continuing licenses are consistent.

Minnesota Rules, Part 8700.4500 Teachers of Art

This technical amendment to subpart 6 is necessary to provide clarifying language regarding the issuance and renewal of continuing licenses. It is reasonable to expect that Board of Teaching rules governing the procedures and criteria for the issuance and renewal of continuing licenses are consistent.

Minnesota Rules, Part 8700.4600 Teachers of Music

Amendments to subpart 1 are necessary to state the licensure requirements for teachers of music. It is reasonable to expect that teachers of music will hold a baccalaureate degree, which is the current requirement. It is reasonable to delete the percentages allocated to the core and the specializations, since these percentages create artificial barriers between the two and provide less flexibility for institutions in the design of these preparation programs within the context of a baccalaureate degree. It is also reasonable to delete the reference to the professional education program and replace it with a reference to the requirements of part 8700.3510, which is the current part that governs the requirements for teachers of kindergarten through grade 12 subjects. It is also reasonable to delete the reference to four specializations within music and replace it with two specializations within preparation programs approved by the Board of Teaching. The four specializations were developed during a time period in which Minnesota schools were experiencing high enrollments. It was thought that schools could afford to hire teachers with limited specialties in music. However, this is not the case. School districts must hire music teachers who can teach more than one music specialty. There are artificial barriers among the four specializations. In many cases the selection of a specialty results from a decision a candidate made in elementary school. Music teachers are responsible for teaching music. The process of teaching music is similar in all areas of music. Orchestra, band, vocal, and classroom music are not so distinctly unique that the ability to teach in a particular area should be restricted to a choice the candidate made in elementary school. Therefore, this amendment provides for a change from four specializations to two specializations. These two specializations are K-12 music education with a specialization in instrumental music and K-12 music education with a specialization in vocal music. As a result, more flexibility in teaching assignment is possible.

A technical amendment in subpart 2 is necessary to reflect the change from four areas of specialization to two areas of specialization.

The amendments to subpart 3 are needed to delete the existing program requirements in four areas of specialization and replace them with program requirements that reflect the two areas of specialization and core preparation necessary for both areas of specialization. Much of the existing part has been retained in a

new format in the amendments. However, modifications have been made to reflect the emphasis on K-12 music education within two areas of specialization. The change allows instruments, such as the keyboard, guitar, or recorder, as well as the voice and orchestral instruments, to serve as the principal performing medium. The performance ability requirement has been altered to provide more flexibility in preparing for licensure in both areas of instrumental music. There is an addition of specific ability needed for teaching K-12 music education which recognizes the increasing emphasis that the education profession is placing on a breadth of music experiences at all grade levels. The improvisation requirement has been changed to provide more flexibility. A requirement in ear training skills has been added. The requirement regarding knowledge of the history of "Western" music and the musics of the "non-Western" cultures has been clarified.

Subpart 5a. has been added to provide the means by which programs are to be submitted and approved in accordance with the Board of Teaching rule governing the approval of programs. It also provides a means by which persons currently holding a license based on one of the four specializations who may wish to apply for licensure under this part may have their experience and preparation reviewed in relationship to the standards of this part to determine whether the standards of this part are met. It is reasonable that currently licensed teachers could expect that a system be available to assess their knowledge, skills, and understandings in relationship to the standards of this part. This part is reasonable because it is consistent with other Board of Teaching rules that provide such a system for assessment of currently licensed teachers.

The technical amendment to subpart 6 is necessary to provide clarifying language regarding the issuance and renewal of continuing licenses. It is reasonable to expect that Board of Teaching rules governing the procedures and criteria for the issuance and renewal of continuing licenses are consistent.

The technical amendment to subpart 7 is needed to provide a reasonable period of time for institutions to redesign their music education preparation programs to meet the requirements of this part and for licensure candidates to complete such programs approved in accordance with this part. The reference to July 1, 1982 is deleted because it is obsolete language.

<u>Minnesota Rules, Part 8700.5300 Adult Basic/Continuing Education</u>
Subpart 3a. is needed to provide alternative qualifications for licensure as teachers of adult basic/continuing education for those persons who hold a baccalaureate degree, but do not hold an elementary or secondary classroom teaching license, which is the current prerequisite. Many persons who currently want to teach in the area of adult literacy are unable to do so since they lack an elementary or secondary teaching license. These individuals

have no intention or desire to teach in the elementary or secondary schools. This subpart will expand the pool of available literacy teachers and will recognize teaching adults as a unique skill. The requirements for licensure under this subpart are reasonable since they include the requirements currently specified for those who hold elementary or secondary teacher licensure. Since persons licensed under this subpart are not prepared as teachers prior to completing the requirements for this license, it is reasonable to expect that this preparation program also require additional understandings in the areas of adult education and adult counseling, and observation in multicultural settings, as well as practicum experience in adult basic/continuing education.

The technical amendment to subpart 6 is necessary to provide clarifying language regarding the issuance and renewal of continuing licenses. It is reasonable to expect that Board of Teaching rules governing the procedures and criteria for the issuance and renewal of continuing licenses are consistent.

The technical amendment to subpart 7 is necessary because of the addition of subpart 3a at this time.

Minnesota Rules, Part 8700.6410 School Social Worker
This technical amendment is necessary to delete the requirement of field work. It is reasonable to delete this requirement, since field work is a required part of the preparation program and the options listed in this part are not necessarily comparable.

Minnesota Rules, Part 8700.7100 Media Supervisor
Technical amendments to subpart 1 are necessary to clarify the requirements for issuance of a license as a media supervisor. It is reasonable to expect that these requirements are clear. The technical amendments to subpart 4 are necessary to provide clarifying language regarding the issuance and renewal of continuing licenses. It is reasonable to expect that Board of Teaching rules governing the procedures and criteria for the issuance and renewal of continuing licenses are consistent.

Minnesota Rules, Part 8700.7300 Elementary Limited Licenses
The technical amendments to this part are necessary to provide clarifying language regarding the conditions, criteria and procedures for the issuance of limited licenses. It is reasonable to expect clarity in rules governing the issuance of licenses.

Minnesota Rules, Part 8700.7400 Limited License for Secondary School
The technical amendments to this part are necessary to provide clarifying language regarding the conditions, criteria and procedures for the issuance of limited licenses. It is reasonable to expect clarity in rules governing the issuance of licenses.

Minnesota Rules, Part 8700.7800 Teachers Prepared in States Other Than Minnesota

The technical amendments to this part are necessary to provide clarifying language. It is reasonable to expect that candidates for licensure prepared in other states meet current licensure requirements in those states.

Minnesota Rules, Part 8700.8010 Qualifications for Licensure

This technical amendment is necessary to delete the requirement for work experience for school counselors. It is reasonable to delete this requirement, since the required work experience has no direct relationship to the qualifications for licensure.

Minnesota Rules, Part 8700.8020 Alternative Qualifications for Licensure; Experimental Program

This technical amendment is necessary to delete the requirement for work experience for school counselors. It is reasonable to delete this requirement, since the required work experience has no direct relationship to the qualifications for licensure.

Minnesota Rules, Part 8700.8040 Continuing Licensure

This technical amendment is necessary to provide clarifying language regarding the issuance and renewal of continuing licenses. It is reasonable to expect that the Board of Teaching rules governing the issuance and renewal of continuing licenses are consistent.

Minnesota Rules, Part 8700.8110 Qualifications for Licensure

This technical amendment is necessary to delete the requirement for work experience for school counselors. It is reasonable to delete this requirement, since the required work experience has no direct relationship to the qualifications for licensure.

Minnesota Rules, Part 8700.8120 Alternative Qualifications for Licensure, Experimental Program

This technical amendment is necessary to delete the requirement for work experience for school counselors. It is reasonable to delete this requirement, since the required work experience has no direct relationship to the qualifications for licensure.

Minnesota Rules, Part 8700.8140 Continuing Licensure

This technical amendment is necessary to provide clarifying language regarding the issuance and renewal of continuing licenses. It is reasonable to expect that the Board of Teaching rules governing the issuance and renewal of continuing licenses are consistent.

Minnesota Rules, Part 8700.9010 Requirements to Obtain License

This amendment is necessary to make it clear that school nurses must complete the human relations component required of all candidates for licensure. The amendment is also necessary to provide applicants as school nurses a reasonable period of time

to complete this requirement as well as the required coursework stated in this part. Since school nurses do not complete preparation programs as teachers, in many cases they have not had the opportunity to meet these requirements within the context of their preparation programs. It is reasonable to afford a period of time for applicants as school nurses to meet the necessary requirements.

Minnesota Rules, Part 8750.0060 Secondary Vocational Needs Personnel

This amendment to subpart 6 is necessary to delete the requirement that technical tutors/supplemental support staff be licensed. These individuals function under the direct supervision of vocationally licensed teachers as supplemental support staff; therefore, requiring licensure for this position is an inappropriate requirement. School districts will continue to be reimbursed for these positions; however, licensure will no longer be required for reimbursement. This policy change is reasonable because it will more readily permit school districts to provide the paraprofessional support that technical tutors furnish to students with special needs.

Minnesota Rules, Part 8750.0082 Forms; Fees; Evaluation; and Validity

This technical amendment is needed to clarify existing language regarding the issuance of secondary vocational licenses. It is reasonable to expect that such language is clear.

Minnesota Rules, Part 8750.0240 Secondary Vocational Agriculture Teacher

It is necessary to amend subpart 2 to permit licensed secondary vocational agriculture teachers to teach in grades 7 to 9 in middle schools. It is reasonable to expect that such licenses, which are valid to teach in junior high school programs, are also valid to teach in these same grades in middle schools.

Minnesota Rules, Part 8750.0500 Secondary Consumer and Homemaking Teacher

It is necessary to amend subpart 2 to permit licensed secondary consumer and homemaking teachers to teach in grades 7 to 9 in middle schools. It is reasonable to expect that such licenses, which are valid to teach in junior high school programs, are also valid to teach in these same grades in middle schools.

Minnesota Rules, Part 8750.0520 Secondary Consumer and Homemaking/Family Life Education Teacher

It is necessary to amend subpart 2 to permit licensed secondary consumer and homemaking/family life education teachers to teach in grades 7 to 9 in middle schools. It is reasonable to expect that such licenses, which are valid to teach in junior high school programs, are also valid to teach in these same grades in middle schools. Subpart 3 is necessary to provide an opportunity

for teachers who currently hold family life education licenses to be able to renew such licenses. It is reasonable to expect these licenses to be renewed by applicants upon meeting renewal criteria, since family life education is a component of secondary consumer and homemaking programs.

Minnesota Rules, Part 8750.1000 Secondary Performing Arts Occupations Teacher

Technical amendments to this part are necessary to correct an error in the current part. The requirement of a course in marketing education methods/curriculum does not relate to performing arts occupations. It is both necessary and reasonable that the correct educational criteria are specified for this part; therefore, the requirement of the secondary vocational teacher education sequence is specified.

Minnesota Rules, Part 8750.1240 Secondary Childhood Education Aide (Support Staff).

It is necessary to delete the requirements for licensure as secondary childhood education aides. These individuals function under the direct supervision of vocationally licensed teachers as aides; therefore, requiring licensure for this position is an inappropriate requirement. School districts will continue to be reimbursed for these positions; however, licensure will no longer be required for reimbursement. This policy change is reasonable because it will more readily permit school districts to provide the paraprofessional support that early childhood education aides furnish. It is reasonable that no new licenses will be issued, since licensure is no longer required beginning in fiscal year 1991. It is also reasonable to permit aides who hold current valid licenses to continue to renew their licenses, if they so choose, upon meeting renewal criteria.

Minnesota Rules, Part 8750.1560 Secondary Support Service Facilitator

A technical amendment is necessary to correct an error in the current rule. It is reasonable that applicants for licensure as secondary support service facilitators will complete a directed independent study related to operation of support service systems.

Minnesota Rules, Part 8750.1580 Secondary Supplemental Support/Technical Tutor

This amendment is necessary to delete the requirements for licensure as secondary supplemental support/technical tutors. Part 8750.0060 deletes the requirement that such persons be licensed, since they function under the direct supervision of vocationally licensed teachers as supplemental support staff. It is reasonable that no new licenses will be issued, since licensure is no longer required beginning in fiscal year 1991. It is also

reasonable to permit secondary supplemental support/technical tutors who hold current valid licenses to continue to renew their licenses, if they so choose, upon meeting renewal criteria.

Minnesota Rules, Part 8750.1700 Secondary Employment Placement Specialist

A technical amendment is necessary to correct an error in the current rule. It is reasonable that applicants for licensure as secondary employment placement specialists will complete a directed independent study related to operation of employment placement services.

Minnesota Rules, Part 8750.1800 Secondary Auto Body Repair Occupations Teacher

Minnesota Rules, Part 8750.1820 Secondary Auto/Truck Dismantling Occupations Teacher

A technical amendment to subpart 2.C.(1) is necessary to correct an error in the current rules. It is reasonable to permit the use of additional alternate forms of occupational experience to meet the occupational experience requirement of these rules. The amendment to subpart 2.C.(2) is needed to clarify the difference between college credits or technical workshops used to obtain the degree and those which must be earned in addition to the degree. It is reasonable to expect that credits applied toward the occupational experience requirement are in addition to those used to meet the educational criteria of these licensure rules.

Minnesota Rules, Part 8750.1840 Secondary Aviation Occupations Teacher

A technical amendment to subpart 2.C.(1) is necessary to correct an error in the current rule. It is reasonable to permit the use of additional alternate forms of occupational experience to meet the occupational experience requirement of this rule. The amendment to subpart 2.C.(2) is needed to clarify the difference between college credits or technical workshops used to obtain the degree and those which must be earned in addition to the degree. It is reasonable to expect that credits applied toward the occupational experience requirement are in addition to those used to meet the educational criteria of this licensure rule. Technical amendments to subpart 3 are necessary to delete obsolete language and to update the terminology. It is reasonable to expect that the rule will reflect current terminology.

Minnesota Rules, Part 8750.1860 Secondary Broadcast/Media Occupations Teacher
Minnesota Rules, Part 8750.1880 Secondary Communications/Media Occupations Teacher
Minnesota Rules, Part 8750.1900 Secondary Construction Occupations Teacher
Minnesota Rules, Part 8750.1930 Secondary Drafting Occupations Teacher
Minnesota Rules, Part 8750.1940 Secondary Electromechanical Technology Occupations Teacher
Minnesota Rules, Part 8750.2020 Secondary Mechanical Technology Occupations Teacher
Minnesota Rules, Part 8750.2040 Secondary Metal/Material Processing Occupations Teacher
Minnesota Rules, Part 8750.2120 Secondary Vehicle Services Occupations Teacher

Amendments to the above-cited parts are necessary to provide needed flexibility in rules governing secondary trade and industrial occupations licensure. The amendment to subpart 2 is necessary to delete the requirement of conversion of single-occupation programs to clustered programs since program requirements are not governed by the Board of Teaching. It is necessary to delete the expiration date for renewal of licenses valid to teach in single-occupation programs so that applicants who hold such licenses and meet renewal criteria are permitted to continue to renew these licenses. It is reasonable that applicants are permitted to do so to enable them to continue to teach in single-occupation programs.

It is necessary to modify the criteria for conversion to cluster licenses in order to provide more flexibility in the conversion process. Subpart 2.A. provides an option for the emphasis area occupational experience requirement. It is reasonable that this option be made available so that the emphasis area occupational experience requirement is the same regardless of the educational qualifications. Subpart 2.B. permits college course work to apply toward substitution of the required occupational experience emphasis hours. The remainder of Subpart 2 in each of the above-cited parts provides additional options to convert single-occupation licenses to cluster licenses for applicants who hold valid single-occupation licenses and have been teaching in the corresponding single-occupation programs. It is reasonable that this teaching experience is recognized as valid experience toward meeting the emphasis area requirements of the cluster licenses.

Technical amendments to other subparts of the above-cited parts are necessary to correct errors in the current parts. These technical amendments are the same amendments already noted in other parts relating to secondary trade and industrial occupations licensure. They include permitting the use of additional alternate forms of occupational experience to meet the occupational experience requirements, updating of language to reflect

current industry practice and terminology, and clarification regarding the use of college credits. The technical coursework requirements have been added to part 8750.1940 to correct an error in the current part. These criteria are required for licensure, but were inadvertently omitted from the licensure requirements at the time of the last revision. Timelines for completing technical coursework are stated to clarify that such coursework may also be completed within a five year time frame prior to issuance of a continuing license.

Minnesota Rules, Part 8750.1920 Secondary Control Technology Occupations Teacher

This technical amendment is necessary to specify the timeline for completing the required technical coursework. It is reasonable to clarify this requirement to include a five year time frame prior to issuance of a continuing license.

Minnesota Rules, Part 8750.1960 Secondary Electronics Occupations Teacher

The technical amendment in subpart 1 is necessary to update the terminology of this part. It is reasonable that this part reflect the use of current terminology. The technical amendment to subpart 2.C.(1) is necessary to correct an error in the current rule. It is reasonable to permit the use of additional alternate forms of occupational experience to meet the occupational experience requirement of this rule. The amendment to subpart 2.C.(2) is necessary to clarify the difference between college credits or technical workshops which may be used to obtain the degree and those which must be earned in addition to the degree. It is reasonable to expect that credits applied toward the occupational experience requirement are in addition to those used to meet the educational criteria of this licensure rule.

Minnesota Rules, Part 8750.1980 Secondary Industrial Design Technology Occupations Teacher

This technical amendment is necessary to specify the timeline for completing the required technical coursework. It is reasonable to clarify this requirement to include a five year time frame prior to issuance of a continuing license.

Minnesota Rules, Part 8750.2000 Secondary Jewelry Goldsmithing and Silversmithing Occupations Teacher

Minnesota Rules, Part 8750.2060 Secondary Parts Sales and Service Occupations Teacher

Minnesota Rules, Part 8750.2100 Secondary Truck/Bus Driving Occupations Teacher

The technical amendment to subpart 2.C.(1) is necessary to correct an error in the current rules. It is reasonable to permit the use of additional alternate forms of occupational experience to meet the occupational experience requirement of these rules. The amendment to subpart 2.C.(2) is necessary to clarify the difference between college credits or technical workshops which may

be used to obtain the degree and those which must be earned in addition to the degree. It is reasonable to expect that credits applied toward the occupational experience requirement are in addition to those used to meet the educational criteria of these licensure rules.

Minnesota Rules, Part 8750.3010 Examinations for Secondary Vocational Teacher Licenses

This part is needed to implement Laws of Minnesota, 1990, Chapter 562, Article 8, Section 40 which require all applicants for initial secondary vocational teaching licenses to successfully complete an examination of skills in reading, writing, and mathematics, as required by Minnesota Statutes, section 125.05, subdivision 1.

Subpart 1 is needed to set forth the applicability of this part consistent with Minnesota Statutes, section 125.05, subdivision 1 and Laws of Minnesota, 1990, Chapter 562, Article 8, Section 40. Subpart 1 is also needed to set forth the applicability of the current examination system and procedures to include applicants for initial secondary vocational teaching licenses. It is reasonable that appropriate subparts of the current part applicable to initial nonvocational teaching licenses, including selection and adoption of examinations, defining successful completion, notice, licensure recommendation, administration, scoring, reporting, fees, retesting procedures, and review and modification also be applicable to applicants for initial secondary vocational teaching licenses. This insures that the same examination system and procedures will be applicable to all applicants for initial teaching licenses.

Subpart 2 is necessary to implement Minnesota Statutes, Section 125.185, subd. 4 which provides for the completion of the examination of skills in reading, writing, and mathematics before entering or during a teacher education program. It is reasonable to permit candidates to enroll in the vocational teacher education core courses before successful completion of the skills area examinations. This affords candidates who fail to achieve the minimum passing scores the time and opportunity to enhance their skills prior to completion of their professional preparation. It is also reasonable to expect that colleges and universities will provide advisement and assistance to candidates who fail to achieve the minimum passing scores and wish to secure opportunities to increase their skill levels.

Subpart 3 is necessary to accommodate applicants who use the secondary vocational teacher education sequence to meet the educational criteria requirement for licensure. It is reasonable to permit these applicants a period of time to meet the examination requirements, since they will not have had the opportunity to take the examinations as part of a teacher education program.

One year is a reasonable amount of time for these applicants to have the opportunity to meet this requirement, since examinations are administered at least four times annually.

Subpart 4 is necessary to ensure that applicants for Minnesota licensure who have completed the educational criteria of the licensure requirements in other states meet Minnesota examination requirements. It is reasonable to permit such persons a period of time to meet the examination requirements, since they will not have had the opportunity to do so prior to applying for a Minnesota teaching license. One year is a reasonable amount of time for such persons to have the opportunity to meet this requirement, since examinations are administered at least four times annually in Minnesota.

Minnesota Rules, Part 8750.3250 Entrance Licenses: Courses in Teacher Education Sequence
Minnesota Rules, Part 8750.3300 Renewal License in Teacher Education Sequence
Minnesota Rules, Part 8750.3350 First Five-Year License in Teacher Education Sequence
Minnesota Rules, Part 8750.3500 Human Relations Requirement
Minnesota Rules, Part 8750.6200 Secondary Vocational Limited License
Technical amendments to these parts are necessary to clarify requirements and terminology for the issuance and renewal of licenses. It is reasonable to expect that these requirements are clear and consistent.

Minnesota Rules, Part 8750.3450 Equivalency for Courses Outside Teacher Education Core
An amendment to subpart F. is necessary to permit an additional option for substitution of the requirement of two credits in integrating the appropriate vocational student organization into the curriculum. This substitution is reasonable because a workshop which is essentially equivalent in content to a college course will provide applicants with an additional option consisting of the same criteria to meet the requirement.

Minnesota Rules, Part 8750.3800 Procedures for Voluntary Surrender of Teaching Licenses
It is necessary to amend subpart 2 of this subpart to clearly state the deadline by which an applicant may revoke a request for voluntary surrender of a teaching license. It is reasonable to expect an applicant to do so by December 31 of the year in which the request was made. This provides adequate time for school districts to make staff assignments for the following school year. To permit applicants to withdraw a request after this date adversely impacts contractual obligations which are based upon licenses held.

Minnesota Rules, Part 8750.3810 Procedures for Revocation or Suspension of All Teaching Licenses
Minnesota Rules Part 8750.3820 Issuance or Reinstatement of a License After Revocation or Suspension

These parts are needed to establish by rule the procedures to be used by the Board of Teaching to implement the statutory authority of the Board to revoke and suspend Minnesota teaching licenses. These procedures, which apply to secondary vocational teacher licensure, are reasonable because they are consistent with those currently in Board of Teaching rules, Minnesota Rules, parts 8700.0700 and 8700.0800, that apply to nonvocational licensure. These procedures assure persons holding Minnesota secondary vocational teaching licenses that the Board of Teaching has an established process for the revocation or suspension of a license and the issuance or reinstatement of a license after revocation or suspension. The parts define the terms "revocation" and "suspension," making a distinction between these actions, as both terms are used in Minnesota Statutes. Since licenses may be revoked or suspended, and since these licenses may be one-year, entrance, or continuing licenses, these parts set forth the procedures to be used in the issuance or reinstatement of each of these types of licenses after a revocation or suspension. The Board of Teaching contends that these procedures are both needed and reasonable in order to provide consistency for the Board of Teaching in the process of acting to revoke or suspend Minnesota secondary vocational teaching licenses and issuing or reinstating such licenses after revocation or suspension.

Minnesota Rules, Part 8750.3830 Code of Ethics for Minnesota Teachers

Minnesota Statutes, Section 125.185, subdivision 4, charges the Board of Teaching to develop a code of ethics covering standards of professional teaching practices including performance and methods of enforcement. This part is needed to ensure that a code of ethics applies to all persons who hold secondary vocational licenses in education. The subparts relating to standards of professional conduct, statutory enforcement of the code, complaints handled by the board, and enforcement procedures are reasonable since they are identical to and consistent with the code of ethics applicable to nonvocational teachers as set forth in current Board of Teaching rules, part 8700.7500.

Minnesota Rules, Part 8750.3840 Appeal to the Board of Teaching

This part is necessary to provide a formal avenue of appeal for those individuals or teacher preparing institutions to appeal actions and decisions of the Board of Teaching relating to secondary vocational teaching licensure. This part is reasonable since the criteria and procedures are identical to and consistent with current Board of Teaching rules, part 8700.2500 governing appeals for nonvocational licensure.

Minnesota Rules, Part 8750.4200 Alternate Forms of Occupational Experience

A technical amendment to subpart 1 is needed to clarify the use of alternate forms of occupational experience. Amendments to rules which state criteria for conversion of licenses to teach secondary trade and industrial occupations permit the use of alternate forms of occupational experience by nonbaccalaureate applicants. It is reasonable that this part be consistent with the amendments in rules that permit the use of alternate forms of occupational experience. Technical amendments to subpart 6 more clearly define the same category of practice for technical college vocational teaching to be applied to the required 500 hours in an emphasis area. It is reasonable that such a definition be explicit and include the requirement that at least 50 percent of the program instruction be in the occupational emphasis area listed in the secondary license for which application is being made.

Minnesota Rules, Part 8750.8000 Formation of Local Vocational Relicensure Committee

A technical amendment is necessary to correct an error in the current rule. It is reasonable to permit administrators and supervisors who hold continuing teaching licenses to be able to vote in committee elections whether or not they are practicing on those licenses, since they are subject to the actions of the committee for renewal of their continuing teaching licenses.

Repealers

It is necessary to repeal Minnesota Rules, parts 8700.2900, subpart 5;8700.3510, subpart 7; 8700.4000, subpart 6; 8700.4100, subpart 2; 8700.4200, subpart 2; 8700.4600, subparts 4 and 5; 8700.7300, subpart 3; and 8700.7400, subpart 2 to delete obsolete language.

FISCAL STATEMENTS

The Board of Teaching estimates that the proposed rules will not require an expenditure of public monies by all local bodies of a amount which exceeds $100,000 in either of the two years immediately following adoption of the proposed rules.

SMALL BUSINESS

These proposed rules will not directly affect small business within the meaning of Minnesota Statutes, Section 14.115.

F

DEPARTMENT: Office of the Attorney General

STATE OF MINNESOTA

OFFICE MEMORANDUM

DATE: March 26, 1991

TO: KENNETH L. PEATROSS
Minnesota Board of Teaching

FROM: MARTHA J. CASSERLY
Special Assistant
Attorney General

PHONE: 296-6839

SUBJECT: In the Matter of the Adopted Rule Relating to Teacher Licenses

The above-referenced rule has been approved as to its legality by the Attorney General on March 25, 1991.

Enclosed is your copy of the approved rule. This office has already filed two copies with the Secretary of State, who will forward one copy to the Revisor of Statutes. The fourth is being retained by this division of the Attorney General's Office for its records.

Also enclosed are any petitions, requests, submissions or comments along with any extra copies of documents which you submitted to the Attorney General.

Your next step is to arrange for publication of the Notice of Adoption in the State Register. In a day or two, you should receive from the Revisor's Office three copies of the notice of adoption of your rule. You should submit two copies of the Notice of Adoption to the State Register for publication. A permanent rule without a hearing does not become effective until five days after a notice of adoption is published in the State Register in accordance with Minn. Stat. § 14.27. An emergency rule becomes effective five working days after approval by the Attorney General; however, the agency must publish a notice in the State Register in accordance with Minn. Stat. § 14.34.

If you have any questions in this regard, please contact me.

MJC:sc

cc: Bernie Johnson
William Brown, Chief Judge
MaryAnn Hruby

MJC 3/20

RULE REVIEW CHECKLIST

File No. 1809
DATE RECEIVED 3-15-91
REVIEW DATE 3-25-91
DUE DATE 3-28-91
(DIS)APPROVED 3-25-91
WITHDRAWN

Docket No. 05.0009.0771
ADOPTED W/O HEARING
EMERGENCY RULE
TO REVISOR ON 3-20-91
REVISOR (DIS)APPROVED 3-25
FILED W/SEC. OF STATE 3-25-91
RETURNED TO AGENCY 3-26-91

✓ Rule as adopted (4 copies)

✓ Notice to Solicit Outside Information/Opinion (if applicable)
May 14, 1990 Date published in State Register
✓ Comments

~~January 18, 1991~~ Petition for Adoption of a Rule

✓ Board's Authorizing Resolution
January 18, 1991 Date adopted

✓ Proposed Rule
✓ Revisor's Certificate

✓ Notice of Intent to Adopt Rule
125.05 subd 1 Statutory Authority 125.185 subd 4
no statement Small Business Statement
Expenditure of public money statement
February 4, 1991 Signature

✓ Statement of Need and Reasonableness (if applicable)
✓ Small Business Statement to General
N/A Fees - § 16A.128

✓ Affidavit of Mailing Notice of Intent to Adopt Rule
February 1, 1991 Dated (30)/25 days before adoption
✓ Notice attached indicates it is attached

✓ Copy of rule or summary attached

✓ Publication in State Register
February 4, 1991 Date (30)/25 days before adoption

✓ 180-day deadline from:
✓ ~~Effective date of law requiring~~ rule (14.12) (both rules) (amendments don't apply)
✓ ~~end of comment period (§ 14.26)~~ (rules without hearing)
✓ effective date of statutory ~~authority~~ (§ 14.29) (emergency rules)

✓ Resolution Adopting
March 15, 1991 Date adopted

✓ Findings of Fact, Conclusions & Order Adopting
March 15, 1991 Date

✓ Written Requests, Submissions or Comments

✓ Declaration of Attorney
Bruce Johnson Name of SAAG representing agency

Notice of Submission to Attorney General (if applicable)

Stat authority
125.05 subd 1 Qualifications
The authority to license teachers as defined in section 125.03 subdivision 1, is vested in the board of teaching except that the authority to license in the State ....

125.185 subd 4
The board shall adopt rules to license public school teachers and interns subject to chapter 14.

Findings of fact
missing part of K(8) rule is hereby ordered
Did not use the last sentence of the recommended form of the Findings of Fact

Rules - SOLAR

8700.4400 - don't justify in SOLAR why most of subd 6 was deleted

8700.4500 "

8700.4600 " "
subd 3 was deleted

8750.3450 - why 24 clock hours ~~not~~ the number of hours not justified

8750.3830 not enough justification the justification is way to general Sub-4 and 5 should espcially be

be justified

The SOLAR for the most part was very general. There are alot of new material in the rules which I don't think was always justified

Note many of the people that requested a hearing didn't state their address

(1) Did not send the withdrawn in State Register — NO - He said he would Publish everything at once He did not publish the withdrawn.

(2) Did he send SOLAR to LCARA 14/131 Yes Peatross told me he did (3-20-91)

MINNESOTA BOARD OF TEACHING

KENNETH L. PEATROSS
EXECUTIVE SECRETARY

608 CAPITOL SQUARE BUILDING
550 CEDAR STREET
ST. PAUL, MINNESOTA 55101
(612) 296-2415

TO: Patty Nolte, Legal Assistant
Office of the Attorney General

FROM: Kenneth L. Peatross
Executive Secretary
MINNESOTA BOARD OF TEACHING

SUBJECT: Rules of the Board of Teaching Adopted Without a Public Hearing

DATE: March 18, 1991

Enclosed for your review are the documents related to the adoption of rules of the Board of Teaching adopted without a public hearing.

As we discussed in an earlier telephone conversation, I shall appreciate your office expediting these rules within the nine day period so that we may proceed to have these rules published at the earliest possible time and they can become effective as soon as possible.

If I can provide any additional information relative to these rules, please contact me.

KLP:bb

Enclosures

Board of Teaching

Notice of Intent to Solicit Outside Opinion Concerning the Proposed Amendment of Rules Governing Teacher Licensure in Secondary Trade and Industrial Occupations

NOTICE IS HEREBY GIVEN that the Board of Teaching is seeking information or opinions from sources outside the Board in preparing to propose the adoption of amendments to teacher licensure rules governing secondary trade and industrial occupations. Any interested person may submit data or views on this subject in writing or orally to:

Kenneth L. Peatross, Executive Secretary
Minnesota Board of Teaching
608 Capitol Square
550 Cedar Street
St. Paul, MN 55101
612/296-2415

Any written materials received by the Board shall become part of the hearing record in the event that the amendments to the rules governing this subject are promulgated.

Department of Transportation

Petition of the City of Maplewood for a variance from State Aid requirements for STREET WIDTH

NOTICE IS HEREBY GIVEN that the City Council of the City of Maplewood has made written request to the Commissioner of Transportation pursuant to *Minnesota Rules* 8820.3300 for a variance from rule as they apply to a proposed reconstruction project on MSAS 114 (Upper Afton Road) from McKnight Road to Trunk Highway 120.

The request is for a variance from *Minnesota Rules* for State Aid Operations 8820.9912 adopted pursuant to *Minnesota Statutes* Chapter 161 and 162, so as to permit the construction of divided roadways with a 18 foot curb-to-curb width, a median island, and a 26 foot curb-to-curb width and no parking instead of the required minimum of a 25 foot curb-to-curb width, a median island, and a 25 foot curb-to-curb width and no parking.

Any person may file a written objection to the variance request with the Commissioner of Transportation, Transportation Building, St. Paul, Minnesota 55155.

If a written objection is received within 20 days from the date of this notice in the *State Register*, the variance can be granted only after a contested case hearing has been held on the request.

Dated: 2 May 1990

Leonard W. Levine
Commissioner

Department of Transportation

Petition of the City of Mendota Heights for a variance from minimum State Aid standards for DESIGN SPEED and USE OF STATE AID FUNDS

NOTICE IS HEREBY GIVEN that the City Council of the City of Mendota Heights has made written request to the Commissioner of Transportation pursuant to *Minnesota Rules* 8820.3300 for a variance from rules as they apply to a bituminous walkway project on MSAS 101 (Marie Avenue) from Dodd Road to Delaware Avenue.

The request is for a variance from *Minnesota Rules* for State Aid Operations 8820.1200 adopted pursuant to *Minnesota Statutes* Chapter 161 and 162, so as to permit a design speed of 25 miles per hour for two crest vertical curves and one sag vertical curve between engineers stations 19+00 and 24+00 instead of the required minimum of 30 miles per hour and from 8820.2800 which provides that only those projects for which plans are approved by the state aid engineer prior to the award of contract are eligible for state aid construction funds.

Any person may file a written objection to the variance request with the Commissioner of Transportation, Transportation Building, St. Paul, Minnesota 55155.

The committee advises the board of education on amounts and types of scholarships granted to American Indian post-secondary students, and in the state board's duties administering the Indian post-secondary programs; making recommendations on approval and funding of PSPP programs and the Indian Teacher Training program to Minnesota schools. Members include representatives of the Duluth, Mpls, and the Bemidji area, the Bureau of Indian Affairs higher education office, the Minnesota Chippewa and Sioux tribes, and the Red Lake education division.

American Indian Advisory Council on Chemical Dependency
444 Lafayette Rd., St. Paul 55155-3823 (612) 296-8941
Minnesota Statutes 254A.035

APPOINTING AUTHORITY: Commissioner of Human Services. COMPENSATION: Per diem plus expenses.
VACANCY: Two members: one to be an American Indian resident of the White Earth Reservation, one to be an American Indian resident of the Bois Forte Reservation; to represent the interests of the White Earth and Bois Forte Reservations to the American Indian Advisory Council.

The council establishes policies and procedures for American Indian chemical dependency programs, and reviews and recommends proposals for funding. Members include one member from each of eleven reservations, two members from Mpls, two members from St. Paul, one member from Duluth, and one member from International Falls. Quarterly meetings.

Pipeline Safety Advisory Council
Dept. of Public Safety, 211 Transportation Bldg., St. Paul 55155 (612) 296-6642
Minnesota Statutes 299J.06

APPOINTING AUTHORITY: Commissioner of Public Safety. COMPENSATION: $55 per diem plus expenses.
VACANCY: One member, representative of state or local government.

The council advises the commissioner, director and other appropriate federal, state, and local government agencies and officials on matters relating to pipeline safety and operation. The council consists of nine members including one member from the hazardous liquid pipeline industry, one member from the gas pipeline industry, one member from personnel who design or construct pipelines, three members who are state or local government employees, and three members who are state residents unaffiliated with state or local government or the pipeline or utility industries.

Minnesota-Wisconsin Boundary Area Commission
619 2nd St., Hudson, WI 54016 (612) 436-7131
Minnesota Statutes 1.31

APPOINTING AUTHORITY: Governor. COMPENSATION: Reimbursed for expenses.
VACANCY: One member: must possess knowledge and understanding of public policy and environmental management issues on the Mississippi and St. Croix Rivers; preference for Mississippi-oriented member at this time. Must be able to attend monthly meetings and special events.

The commission studies, makes recommendations, and coordinates intergovernmental activities on the use, development and protection of the St. Croix and Mississippi rivers that form the interstate border of Minnesota and Wisconsin. Members include five commissioners from each state, each Minnesota member has a four year term. Terms are staggered. Bi-monthly meetings.

Board of Teaching

Notice of Intent to Solicit Outside Opinion Concerning the Proposed Amendments to Rules Governing Secondary Vocational Licensure and Examinations for Teacher Licenses

NOTICE IS HEREBY GIVEN that the Board of Teaching is seeking information or opinions from sources outside the Board in preparing to propose the adoption of amendments to teacher licensure rules governing secondary vocational education and examinations for teacher licenses. Any interested person may submit data or views on these subjects in writing or orally to:

Kenneth L. Peatross, Executive Secretary
Minnesota Board of Teaching
608 Capitol Square
550 Cedar Street
St. Paul, MN 55101
612/296-2415

Any written materials received by the Board shall become part of the hearing record in the event that the amendments to the rules governing these subjects are promulgated.

The Council advises the Department of Corrections on funding for emergency shelters and programs for battered women. Eighteen members include persons knowledgeable in the fields of health, law enforcement, social services to battered women, and four public members. Monthly meetings.

ELEMENTARY-SECONDARY-VOCATIONAL (ESV) COMPUTER COUNCIL
Board of Education, Capitol Square Bldg., 550 Cedar St., St. Paul 55101. 612-297-3752
Minnesota Statutes 121.934
APPOINTING AUTHORITY: Governor. COMPENSATION: None.

The Council advises and assists the Board of Education in the development of plans and standards for ESV-IS (elementary, secondary, and vocational education) and SDE-IS (State Department of Education) information systems. Thirteen members to include one administrator from a rural school district one from an urban school district, one school board member from a rural school district, one from an urban school district; three private sector managers of whom at least two are data processing managers, three public sector managers of whom at least two are data processing managers; one general public member, one member to represent post-secondary vocational technical education, one member from the Department of Education.

Governor's Interagency Coordinating Council on Early Childhood Intervention

Notice of Council Vacancy for Parent

Applications are being accepted in the Secretary of State's office, where forms are available, for a parent position on the Governor's Interagency Coordinating Council on Early Childhood Intervention.

The council recommends policies to ensure a comprehensive and coordinated system of early intervention services for children with handicaps under age five and their families.

The council consists of 15 members, at least three parents of young children with handicaps, representatives from the departments of education, health, and human services, three public/private providers, one member of the senate, one member of the house, a representative of an early childhood special education teacher preparation program, one representative of an advocacy organization, and other persons knowledgeable about children under age five with handicaps and their families.

Members are appointed by the governor. Meetings are at least quarterly. Compensation is $35 per day plus expenses.

The council's enabling statute is *Minnesota Statutes*, § 120.17 subd. 11a. For more information, contact the council at 826 Capitol Square Bldg., St. Paul, MN 55101, (612) 296-7032.

The Secretary of State's office is located at 180 State Office Bldg., 100 Constitution Avenue, St. Paul, MN 55155, (612) 296-2805.

Board of Teaching

Notice of Intent to Solicit Outside Opinion Concerning the Proposed Amendment of Rules Governing Continuing Education/Relicensure, Teachers of Music, and Teachers of Adult Basic/Continuing Education

NOTICE IS HEREBY GIVEN that the Board of Teaching is seeking information or opinions from sources outside the Board in preparing to propose the adoption of amendments to *Minnesota Rules*, part 8700.0900-8700.2300, Continuing Education/Relicensure; *Minnesota Rules*, Part 8700.4600, teachers of music; and *Minnesota Rules*, part 8700.5300, Adult Basic/Continuing Education. Any interested person may submit data or views on these subjects in writing or orally to:

Kenneth L. Peatross, Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101
(612) 296-2415

Any written materials received by the Board shall become part of the hearing record in the event that the amendments to the rules governing these subjects are promulgated.

Kenneth L. Peatross, Executive Secretary
Minnesota Board of Teaching

COMMENTS

RECEIVED PRIOR TO

COMMENT PERIOD

Minnesota Association for Continuing Adult Education



February 13, 1991

Kenneth L. Peatross
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar street
St. Paul, Minnesota 55101

Dear Mr. Peatross:

As President of the Minnesota Association For Adult Continuing Education, I am writing to endorse the proposal to offer the option for licensure for teachers of adult basic/continuing education as contained in Minnesota Statutes 14.131-14.20. We represent over three hundred professional and volunteer educators who work with adult education programs in a wide variety of setting and under a diverse range of institutional sponsors.

It is a concept vigorously and unanimously supported by the entire Board of Directors when it first surfaced in 1990.

Thank you for moving this proposal forward.

Sincerely yours,

Victor J. Klimoski, Ph.D.
President
1025 South Prior Avenue
St. Paul, Minnesota 55116

Minnesota Association FOR Continuing Adult Education

175 Peik Hall, 159 Pillsbury Drive Southeast
University of Minnesota, Minneapolis, MN 55455

May 8, 1990

President - **Harlan G. Copeland**
Graduate Program in Adult Education
University of Minnesota

President Elect - **Victor Klimoski**
School of Divinity
College of St. Thomas

Past President - **Benjamin Bryant**
Adult Basic Education
St. Paul Public Schools

Secretary - **Jo Ann Hanson-Stone**
Volunteer and Instructor
Metropolitan State University

Treasurer - **Susan Rydell**
Metropolitan State University

Vice President for Membership Services- **Linda Lucas**
Adult Learner Services Network
Metropolitan State University

Vice President for Promotion and Development - **Robert Walling**
Open U, Inc.

Vice President for Professional Development - **Eloise Fredrickson**
Minneapolis Community College

Board Members At Large

Rose Allen
Minnesota Extension Service
Ramsey County

Claudia Bredemus
Technology for Literacy Center

Ross Corson
Dorsey and Whitney

Paul J. Seymour
Retired and Instructor
Metropolitan State University and
Minneapolis Public Schools ABE/GED Program

Judith Siegle
Ramsey County Public Library

Kenneth L. Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar STreet
St. Paul, MN 55101

Dear Mr. Peatross:

The Minnesota Association for Continuing Adult Education, by unanimous vote of its Board of Directors, endorses the proposed amendments providing an alternative qualification for licensure for adult basic/continuing education teachers.

The members of the Association are professional and volunteer educators, both full-time and part-time, who work with adult education programs in public schools, higher education, the Minnesota Extension Service, libraries, labor unions, non-profit agencies, proprietary schools, religious institutions and other agencies in Minnesota.

Sincerely,

Harlan Copeland

Harlan G. Copeland
President



Minnesota Department of Education

Capitol Square 550 Cedar Street Saint Paul, Minnesota 55101

TO: Kenneth Peatross, Executive Secretary
MINNESOTA BOARD OF TEACHING

FROM: Robert O. Gramstad, Manager
Community and Adult Education Section

DATE: April 3, 1990

RE: Proposed Amendments - Minnesota Rules, Part 8700.5300
Adult Basic/Continuing Education

I have reviewed the proposed amendment to Minnesota Rules, Part 8700.5300-Teacher of Adult Basic Continuing Education.

I support this amendment and believe that it will improve the Adult Basic Education in Minnesota.



AN EQUAL OPPORTUNITY EMPLOYER

Peatross

MSU TEL No.218-236-2168 Feb 11,91 13:27 No.009 P.01

MOORHEAD STATE UNIVERSITY

Date: 2-11-91
Fax #: (218)236-2168
Voice #: (218)236-2205

Deliver To:
Name: Dr. Kenneth L. Peatross
Address: 608 Capitol Square Building, 550 Cedar Street
City, State: St. Paul, MN 55101
Datafax: 612-296-3272

Copies To:
Name: Name:
Department: Department:
Room/Building: Room/Building:

Name:
Department:
Room/Building:

Special Instructions:

From:
Name: Andrew W. Smith
Address: Music Dept., Moorhead State University
City, State: Moorhead, MN 56563
Phone #: 218-236-4092
Datafax #: 218-236-2168

Number of pages including this transmittal sheet: 8

If possible, please check transmission after each page. If you are not receiving clearly, or if you have problems with the transmission, please call us back immediately at (218) 236-2101.

If you would like to transmit material to Moorhead State University, our telecopier number can be assessed by dialing (218) 236-2168.

Thank You.

Moorhead State University is an equal opportunity educator and employer

Minnesota Council of Music Teacher Education (MNCOMTE)

Executive Committee: Andrew Smith, Chair, Moorhead State University; Judith Kritzmire, University of Minnesota, Duluth; Brian Runnels, Bemidji State University

February 11, 1991

Dr. Kenneth L. Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

Dear Ken:

On January 10-11, members of both the Minnesota Council of Music Teacher Educators and the Minnesota College and University Council for Music met at the Sunwood Inn in St. Cloud to begin to develop general guidelines for the implementation of rules 8700.2810 and 8700.4600 (not yet finally approved). It has been suggested that we were "jumping the gun," but many departments of music are already finalizing catalog copy for the 1992-94 biennium. Nonetheless, we began the project and I am enclosing the first draft (replete with typographical errors--I'm a lousy typist). One group did not make much progress because several members had not attended meetings nor did they bother to read the steady stream of updates that they were provided. Over a six-hour period, they rehashed the secondary instrument requirement and objected to the combination of the orchestra and band into one licensure; the moral of the story is keep abreast of developments and make the meetings--I was very polite. In the end, the whole matter was resolved by Steve Schultz, which resulted in a response of, "Oh." Virtually no headway was made on 8700.2810, but with some steady plodding on our part, I think that we can make some significant suggestions and assist the education process in music throughout the state.

If you can offer any suggestions to aid our direction and/or would like to attend our meetings, please feel free to do so. Our next session will be this Friday, at the MMEA Clinic, Greenway H, Hyatt Regency Hotel, at 4 PM. Susan Vaughan will join us.

Cordially,

Andy Smith

Andrew W. Smith

D R A F T

Following is the 11/29/90 draft of Paragraph 8700.4600 TEACHERS OF MUSIC with the recommendations made thus far by music department chairs and vocal and instrumental methods teachers at the Sunwood Inn, St. Cloud, Jan. 10-11.

8700.4600 TEACHERS OF MUSIC

Subpart 1. Licensure requirements. All candidates for licenses to teach music shall:

A. hold a baccalaureate degree;

B. satisfactorily complete requirements for teachers of kindergarten to grade 12 subjects enumerated in part 8700.3510; and

C. satisfactorily complete a preparation program leading to the licensure of teachers of kindergarten to grade 12 music education, with a specialization in instrumental music or kindergarten to grade 12 music education, with a specialization in vocal music, both approved by the Board of Teaching.

Subp. 2. Teacher assignment. Licensed elementary school teachers employed in grades K to 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 to 12 shall hold the appropriate licenses for each music teaching assignment. Except for licensed elementary school teachers employed in grades K to 6 working in teams or other cooperative arrangements whose teaching assignment is not more than 33 percent, it is the intent of this part 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 two areas of specialization enumerated in subpart 1.

Subp. 3. Program requirements. A program leading to the licensure of teachers of music must provide candidates recommended for licensure with the knowledge, skills, and understanding in items A. and B:

A. kindergarten to grade 12 core preparation, consisting of the following:

(1) Music educators must know how to listen to, read, write, produce, perform, analyze, create, compose, improvise, conduct, and evaluate music. Music educators must:

(a) identify and analyze representative musical forms, styles, performance practices, performance media, as well as representative composers and compositions of western music, and describe the musical traditions and characteristics of diverse and representative world cultures;

RECOMMENDATION: the aforementioned areas of western music should be covered in traditional music theory and history courses; musical aspects of diverse and world cultures should be introduced in a separate course as a knowledge base

for encounters in other music curriculum areas, such as ensembles and applied study and music materials for methods courses.

(b) demonstrate a basic knowledge of instrumental and vocal techniques and acoustics including tone production and intonation, articulation and diction, voice placement and changing voice, and interpretation of fingering charts;

RECOMMENDATION: the study of acoustics should be included in the physical science requirement for music students and that the choral and instrumental techniques classes provide practical applications of these principles. For the remainder of b and d below, the rule is interpreted to imply a lab course or courses in strings, woodwinds, brass, percussion and voice, that combine performance and pedagogy.

(c) demonstrate a basic knowledge of approaches to music instruction, materials and literature for students in kindergarten to grade 12 of varying abilities;

RECOMMENDATION: this knowledge be demonstrated in elementary and secondary general music methods courses; a pre-kindergarten segment should be included.

(d) demonstrate knowledge and skills of basic performance pedagogy for percussion, string, and wind instruments, or voice;

RECOMMENDATION: this be demonstrated in elementary and secondary music methods courses.

(e) play recorder and fretted instruments using simple fingering and strumming techniques while reading chord symbols;

RECOMMENDATION: this be demonstrated in elementary and secondary music methods courses.

(f) demonstrate competence in composing, improvising, and arranging music examples for diverse developmental and ability groupings represented by students in kindergarten to grade 12;

RECOMMENDATION: this be demonstrated in elementary and secondary general music methods courses.

(g) demonstrate advanced solo and ensemble performance competence with an instrument or the voice to assure musical accuracy and expressiveness using music examples from diverse styles and time periods;

RECOMMENDATION: these requirements should be fulfilled in applied study and in recital performance.

(h) demonstrate advanced performance competence in one's major vocal or instrumental performing medium in a small and large ensemble;

RECOMMENDATION: these requirements should be fulfilled in small and large ensemble performance groups, using music examples from diverse styles and time periods.

(i) organize, rehearse, and conduct small and large performance ensembles;

RECOMMENDATION: these requirments should be fulfilled in traditional methods and conducting courses and during the student teaching practicum.

(j) perform simple keyboard accompaniments and play parts from a music score;

RECOMMENDATION: these competencies should be demonstrated in a piano proficiency examination.

(k) improvise be means of an instrument or the voice;

RECOMMENDATION: each institution should decide in which way this requirement will be implemented, and to ensure that method os fulfillment are included in the appropriate course syllabi. Four suggestions are: (1) specific coursework in improvisation; (2) inclusion of improvisatory activities in ear training courses; (3) inclusion of an improvisation requirement as part of the piano proficiency examination; and (4) inclusion as part of applied instruction.

(l) demonstrate physical response to music including movement or dance; and

RECOMMENDATION: that this requirement be fulfilled with an expressive movement or dance class, and that the expressive movement and dance be implemented across the music curriculum where appropriate. If a curriculum requires music students to take a physical education class, this requirement should be fulfilled in such a class.

(m) identify and reproduce intervals, scales, and chord structures with an instrument or voice.

RECOMMENDATION: that these skills be developed and demonstrated in coursework in music theory and/or ear training, and in applied study.

(2) Music educators must demonstrate competence in teaching students to:

(a) listen to music and read music symbols, notation, or scores;

RECOMMENDATION: that these competencies be developed in elementary and secondary general music methods courses, and during the student teaching practicum.

(b) sing and play music instruments;

RECOMMENDATION: that these competencies be developed and demonstrated in elementary and secondary music methods courses, in instrumental techniques classes, and during the student teaching practicum.

(c) analyze music historically, culturally, and theoretically;
RECOMMENDATION: that these competencies be developed and demonstrated in elementary and secondary music methods courses, and during the student teaching practicum.

(d) create music by arranging, composing, and improvising;
RECOMMENDATION: that these competencies be developed and demonstrated in elementary and secondary music methods courses, and during the student teaching practicum.

(e) move to and conduct music; and
RECOMMENDATION: that these competencies be developed and demonstrated in elementary and secondary music methods courses, and during the student teaching practicum.

(f) evaluate and make judgments about music.
RECOMMENDATION: that these competencies be developed and demonstrated in elementary and secondary music methods courses, and during the student teaching practicum.

B. Preparation in specialized areas.

(1) Music educators, kindergarten to grade 12, with a specialization in instrumental music must:

(a) demonstrate advanced solo and ensemble performance competence on at least one instrument of the keyboard, percussion, string, or wind families;
RECOMMENDATION: that a secondary instrument proficiency be required, and that there be significant large ensemble (orchestra or concert band) experience with either the major or secondary instrument.

(b) interpret condensed and full scores designed for instrumental ensembles and understanding bowing, fingering, or articulation specific to percussion, string, and wind instruments;

(c) have knowledge of representative kindergarten to grade 12 solo and ensemble repertoire and instructional materials for beginning, intermediate, and advanced levels of various sizes from diverse periods and cultures; and

(d) be familiar with the construction and operation of, and make minor repairs to, percussion, string, and wind instruments.

(2) Music educators, kindergarten to grade 12, with a specialization in vocal music must:

(a) demonstrate advanced vocal solo and ensemble performance competence with the voice or keyboard;
RECOMMENDATION: that (1) a formative status review be conducted at the end of the sophomore year; (2) a summative review of performing skills be held prior to student teaching (that is, jury review or recital); (3) students demonstrate ensemble performance competence through successful completion of large and/or small ensemble requirements; and (4) all K-12 vocal specialization majors complete coursework an institutional large choral ensemble.

(b) demonstrate ability to accompany a vocal ensemble on a keyboard instrument:

RECOMMENDATION: that (1) accompanying skills be included in piano classes; (2) ability to accompany de demonstrated prior to student teaching (this could be assessed as part of keyboard/piano proficiency exams in conducting class, in methods classes, or applied piano/voice study class settings); and (3) attempts be made to provide opportunities for students to play accompaniments under "realistic" conditions (choral lab settings, with student conductors).

(c) interpret vocal music scores and understand range, tessitura, and phrasing;

RECOMMENDATION: that (1) students demonstrate ability to interpret through conducting experiences; (2) students be provided experiences in analyzing scores in choral conducting and vocal methods classes; (3) students be provided an opportunity to review and work with a variety of choral scores (SSA, SAB, SATB, unison, SACB) representative of K-12 choral literature, in choral conducting and methods classes; and (4) students be give opportunities to work with non-western repertoire in conducting, voice classes and methods classes.

(d) interpret vocal scores with instrumental parts and understand percussion, string, or wind instrument requirements necessary for interpreting and producing music from the scores; and

RECOMMENDATION: that (1) students be given opportunities to sing, perform, and conduct literature which includes instrumental parts; (2) in choral methods classes, that students be asked to create and perform arrangments which include instrumental parts; and (3) arrangements and performances include standard orchestral instruments, folk instruments (recorder, guitar, autoharp), classroom mallet, and band percussion instruments.

(e) have knowledge of representative kindergarten to grade 12 solo and ensemble repertoire and instructional materials for beginning, intermediate, and advanced levels of various sizes from diverse periods and cultures.

RECOMMENDATION: that (1) this item be interpreted as referring to the expectation that students should be able to select classroom singing material and ensemble literature for K-12 students, appropriate for differing levels of ability, and be chosen from diverse style periods and cultures; (2) music education students be provided an introductory course (e.g., Introduction to Music Teaching), and that this course be sponsored and supervised by the Music unit and by music education instructors (this course could replace similar courses currently required by education units; and (3) music departments scrutinize field placement requirements and configurations to establish close communication with education

departments so that music education programs play a more active role in field placements; ways to make these placements more closely aligned with music education programs and requirements should be examined and pursued.

Subp. 4. [See repealer.]

Subp. 5 [See repealer.]

Subp. 5a. Program approval for institutions. An institution applying to the Board of TEaching for approval of its preparation program for teachers of music must comply with part 8700.7700. All approved programs leading to the licensure of teachers of music shall include a description of the way in which teachers previously or currently licensed as teachers of band kindergarten to grade 12 and classroom music grades 5 to 12, orechestra kindergarten to grade 12 and classroom music grades 5 to 12, vocal and classroom music kindergarten to grade 9, or vocal and classroom music grades 5 to 12 may have their previous teaching experience and previous teacher preparation in those areas enumerated in subpart 3 evaluated and credited by an institution maintaining an approved program leading to the licensure of teachers of music.

Subp. 6. Continuing licensure. A continuing license must be issued and renewed according to general rules of the Board of Teaching governing continuing licensure.

Subp. 7. Effective date. This provision is effective July 1, 1996, for all applicants for entrance licenses.

UNIVERSITY OF MINNESOTA, MORRIS
MORRIS, MINNESOTA 56267

SEP 17 1990

9/17/90

To: Fred Farrell

From: C. Johnson

Subject: BOT Rule for Music

The proposed changes greatly improve the Rule, but it still seems quite inflexible in some regards. For example, there still is no place for the Piano Major in the Certification Process. The most glaring shortcoming is and has been that it does not solve the problem of the need for a "generalist" in Music. The Rule insists that a Teacher Candidate must be an Instrumental or Choral specialist. The practice in many schools (rural schools in particular) is to ask the same Teacher to teach in both areas: Band & Choir! In such cases, the Teacher is ill-prepared to do one or the other area.



Dear Mr. Peatross,

Thank you for the opportunity to respond to the document for proposed revisions for teachers of music.

I have some concerns which have been marked in margins, as well as suggestions for addition and change.

My greatest concern is that if the State of Minn has strict requirements - ie: basic knowledge of instrumental and vocal techniques, etc., that these things truly be included in the college Music Education programs. That is, the institution must be required to teach these skills. The students should not have to scramble to acquire them on their own. Time must be committed for classes to be taught in applications of classroom instruments, playing fretted instruments, learning voice skills - NOT just reading or 1 hour of class time. It is the responsibility of the institution to provide adequate class time for skill development. It is also the responsibility of the State Dept. to require that Universities provide adequate - not minimal - training to their students so they are able

to pass any proficiency exams and enter the field of music education with viable skills.

Sincerely,
Deborah Lamb
Peter Hobart Primary Center
6500 W 26th St
St. Louis Park, MN
55426-3399

ST. CLOUD STATE UNIVERSITY

College of Education

Office of the Dean
612/255-3023
FAX: 612/255-4237

720 Fourth Avenue South
St. Cloud, Minnesota 56301-4498

RECEIVED
OCT 29 1990
MN. BOARD OF TEACHING

DATE: October 22, 1990

TO: Ken Peatross

FROM: Bernard Oliver

SUBJECT: Proposed Revisions - Minnesota Rules Part 8700.4600 - Teachers of Music

I apologize for the delay in responding to your memo. The Chairperson of the Department of Music Education, Dr. K. Frohrip, participated in the rule revision process and oferred no comments. In addition, Dr. Frohrip has indicated that St. Cloud has already incoroporated most of the curriculum changes necessary to accommodate the proposed revisions.

BO/dlb

SCSU is an equal opportunity educator and employer.

Minnesota Federation of Teachers

168 Aurora Avenue, St. Paul, Minnesota 55103
(612) 227-8583 Wats 1-800-652-9710

RECEIVED
OCT 29 1990
MN. BOARD OF TEACHING

October 25, 1990

Kenneth L. Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Bldg.
550 Cedar St.
St. Paul, MN 55101

Dear Mr. Peatross:

The Professional Issues Committee of the Minnesota Federation of Teachers would like to express support for the proposed revisions - Minnesota Rules, Part 8700.4600 - Teachers of Music.

In our discussion two questions or concerns were expressed.

The first concerned the change in the rule under teacher assignments permitting elementary teachers in teams or other cooperative arrangements to teach music only 20% of their time, rather than 33% in the original rule. Elementary teachers, especially those from smaller school districts, questioned this as being too restrictive.

The second concern is what effect this will have on those teachers currently holding a music license. In what way will their licenses be valid?

We appreciate your consideration of our questions.

Sincerely,

Pat Benn

Patricia Benn,Chair
MFT Professional Issues Committee

PB/jv
opeiu#12
afl/ci

CERTIFICATE OF BOARD'S
AUTHORIZING RESOLUTION

I, Julie A. Jagusch, do hereby certify that I am Chair of the Minnesota Board of Teaching, a board duly authorized under the laws of the State of Minnesota, and that the following is a true, complete and correct copy of a resolution adopted at a meeting of the Board duly and properly called and held on the 18th day of January, 1991; that a quorum was present at said meeting; and that a majority of those present voted for the resolution; that said resolution is set forth in the minutes of said meeting and has not been rescinded or modified.

RESOLVED, that Kenneth L. Peatross, Executive Secretary of the Minnesota Board of Teaching, be and hereby is granted the authority and directed to sign and to give the Notice of the Board's Intent to Adopt Rules Without a Public Hearing relating to teacher licenses to all persons who have registered their names with the Board for that purpose and publish the Notice and rules in the State Register, and to perform any and all acts incidental thereto.

IN WITNESS WHEREOF, I have hereunto subscribed my name this 18th day of January, 1991.

Julie A. Jagusch
Chair, Minnesota Board of Teaching

Kenneth L. Kelsey
Attest by One Other Officer

STATE OF MINNESOTA
BOARD OF TEACHING

In the matter of the Proposed Adoption of the Rules of the State Board of Teaching Governing Permanent Rules Relating to Teacher Licenses

AFFIDAVIT OF MAILING THE NOTICE OF INTENT TO ADOPT RULES WITHOUT A PUBLIC HEARING AND CERTIFICATE OF MAILING LIST

STATE OF MINNESOTA)
) SS
COUNTY OF RAMSEY)

Kenneth L. Peatross, being sworn says:

I hereby certify that the list of persons and associations who have requested, pursuant to Minnesota Statutes, sections 14.14, subdivision 1a and 14.22 or 14.30, that their names be placed on the State Board of Teaching rulemaking mailing list is accurate, complete and current as of this 1st day of February, 1991.

That on the 1st day of February, 1991, at the City of St. Paul, County of Ramsey, State of Minnesota, I mailed the attached Notice of Intent to Adopt Rules Without a Public Hearing by depositing in the State of Minnesota Central Mail System for United States mailing, a copy thereof, with postage prepaid, to all persons and associations on the aforementioned mailing list.

Kenneth L. Peatross

Kenneth L. Peatross, Executive Secretary

Subscribed and sworn to before me

this 1st day of February, 1991

Beverly Barnick

Notary Public

BEVERLY J. BARNICK
NOTARY PUBLIC — MINNESOTA
RAMSEY COUNTY
My commission expires 7-17-92

STATE OF MINNESOTA
BOARD OF TEACHING

In the Matter of the Proposed
Adoption of the Rules of the
State Board of Teaching Governing
Permanent Rules Relating to
Teacher Licenses

AFFIDAVIT OF ADDITIONAL
NOTICE OF THE MINNESOTA
BOARD OF TEACHING
MAILING LIST

I hereby certify that in addition to the notice required for persons on the Minnesota Board of Teaching rulemaking mailing list of persons who have specifically requested notice of rulemaking proceedings, a notice of the rules as proposed was mailed to school superintendents, deans and chairs of colleges/departments of education, continuing education chairs, persons who have registered their names with the Minnesota Board of Teaching to receive minutes and agenda, and persons and organizations who have expressed specific interest in the proposed rules and who have participated in the development of the proposed rules.

Kenneth L. Peatross
Executive Secretary
MINNESOTA BOARD OF TEACHING

Subscribed and sworn to before me

this 1st day of February, 1991.

Beverly Barnick
Notary Public

BEVERLY J. BARNICK
NOTARY PUBLIC — MINNESOTA
RAMSEY COUNTY
My commission expires 9-17-92

Subp. 3. **Approval process.** Each jurisdiction shall submit a copy of its proposed ordinance to the commissioner. The proposed ordinance must be compared to the definitions and model setback ordinance in parts 7535.0100 and 7535.0500 to ensure that the proposed setback meets or exceeds the minimum standards set out in the model. The commissioner's written decision on the proposed ordinance will be sent to the jurisdiction within 90 days of receipt. The decision must specify approval of the ordinance or areas of deficiency and recommended modifications.

7535.0500 MODEL SETBACK ORDINANCE.

Subpart 1. **Purpose.** The purpose of a model setback ordinance set out in this part is to increase public safety by requiring that new development be set back from pipeline locations.

Subp. 2. **Applicability.** This ordinance applies to new residential and other development. It does not apply to development that has occurred or for which development permits have been issued before the effective date of this part.

Subp. 3. **Setback.** Buildings and places of public assembly subject to this ordinance must be designed to accommodate a setback from the pipeline equal to or greater than the pipeline easement boundaries.

Board of Teaching

Proposed Permanent Rules Relating to Teacher Licenses

Notice of Intent to Adopt Rules Without a Public Hearing

NOTICE IS HEREBY GIVEN that the State Board of Teaching intends to adopt the above-entitled rules without a public hearing following the procedures set forth in the Administrative Procedures Act for adopting rules without a pubic hearing in *Minnesota Statutes*, section 14.22 to 14.28. The statutory authority to adopt the rules is *Minnesota Statutes*, sections 125.05, subd. 1 and 125.185 subd. 4.

All persons have 30 days in which to submit comment in support of or in opposition to the proposed rules or any part or subpart of the rules. Comment is encouraged. Each comment should identify the portion of the proposed rules addressed, the reason for the comment, and any change proposed.

Any person may make a written request for a public hearing on the rules within the 30-day comment period. If 25 or more persons submit a written request for a public hearing within the 30-day comment period, a public hearing will be held unless a sufficient number withdraw their request in writing. Any person requesting a public hearing should state his or her name and address, and is encouraged to identify the portion of the proposed rule addressed, the reason for the request, and any changes proposed. If a public hearing is required, the agency will proceed pursuant to *Minnesota Statutes*, sections 14.131 to 14.20.

Comment or written requests for a public hearing must be submitted to:

Kenneth L. Peatross, Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101
612/296-2415

The proposed rules may be modified if the modifications are supported by data and views submitted to the agency and do not result in a substantial change in the proposed rules as noticed.

The rules proposed for adoption relate to technical amendments to existing nonvocational and secondary vocational licensure rules, amendments to the rule governing teacher examinations, revisions in the rule governing the licensure of teachers of music, an option for licensure of teachers of adult basic/continuing education, modification of criteria for conversion of certain secondary trade and industrial occupations licenses, and the application of current nonvocational rules to secondary vocational licenses, including those relating to teacher examinations, revocation and suspension of teaching licenses, code of ethics, and appeals. A free copy of the proposed rules is available upon request from:

KEY: PROPOSED RULES SECTION — Underlining indicates additions to existing rule language. ~~Strike outs~~ indicate deletions from existing rule language. If a proposed rule is totally new, it is designated "all new material." **ADOPTED RULES SECTION** — Underlining indicates additions to proposed rule language. ~~Strike outs~~ indicate deletions from proposed rule language.

as measured by the Sign Communication Proficiency Inventory (SCPI). This inventory is published by the National Technical Institute for the Deaf in Rochester, New York, and is administered through the College of Education at the University of Minnesota on at least an annual basis. A description of this inventory is available through the Minitex interlibrary loan system in the Journal of Sign Language Studies and American Annals for the Deaf. The inventory is incorporated by reference. Before the 1991 amendment to this part was adopted, the inventory was last published in 1989. It may be periodically changed. An applicant who is blind shall be required to fulfill requirements of this part by successfully completing the examinations with an opportunity to select a reader, to use adaptive visual aids or technology aids, and to complete the testing under adaptive conditions.

[For text of subps 2 to 6, see M.R.]

Subp. 7. **Fees.** Candidates for licenses shall pay the examination fee approved by the Board of Teaching for the examinations they take. ~~The fee may not exceed $50.~~

[For text of subps 8 to 12, see M.R.]

8700.0300 SUBSTITUTE TEACHERS.

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

Subp. 2. **Short call teacher.** A short call substitute ~~licenses~~ license to teach~~, valid for~~ permits teaching on a day- to-day basis not to exceed 15 consecutive days in a single classroom or teaching assignment. It expires five years~~, shall be~~ from the July 1 nearest the date the license is issued and must 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~~ in the field in which Minnesota continuing licensure was held. ~~A short call substitute license may be renewed upon application.~~

8700.0400 PROCEDURES FOR THE ISSUANCE OF LIFE LICENSES.

Any teacher currently holding a valid license to teach granted by the 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~~ set by the Board of Teaching. ~~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.

8700.0500 ISSUANCE, RENEWAL, AND VALIDITY OF ALL LICENSES.

All licenses to teach shall be issued ~~and/or~~ or renewed ~~in accordance with~~ according to *Minnesota Statutes*, section 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:

A. a limited license~~, valid for~~ expires one year from the July 1 nearest the date the license is issued;

B. an entrance license~~, valid for~~ expires two years from the July 1 nearest the date the license is issued; ~~and~~

C. a continuing license~~, valid for~~ expires five years from the July 1 nearest the date the license is issued; and

D. a provisional license expires either one or two years, depending on the period of time specified in the specific rule, from the July 1 nearest the date the license is issued.

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.

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

8700.0501 PROCEDURES FOR VOLUNTARY SURRENDER OF TEACHING LICENSES.

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

Subp. 2. **Surrender date.** When the executive secretary receives the materials listed in subpart 1 by January 1, the date of surrender is July 1 of that year. When the materials are received after January 1, the date of surrender is July 1 of the following calendar year. An applicant may revoke the request. The revocation must be made in writing to the executive secretary no later than December 31 of the year in which the request for voluntary surrender is received by the executive secretary.

[For text of subps 3 to 5, see M.R.]

8700.2000 VOCATIONALLY LICENSED TEACHERS.

The criteria for licensure renewal of vocationally licensed teachers are set forth in the Board of ~~Education~~ Teaching rules, parts ~~3515.2200~~ 8750.7000 to ~~3515.3200~~ 8750.8400.

8700.2500 APPEAL TO THE BOARD OF TEACHING.

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~~ 14, on such denial and to a final decision by the Board of Teaching.

A person or an institution entitled to a hearing under the provisions of this part shall file a written request for such hearing with the executive secretary of the Board of Teaching within 30 days from the date of the denial. Failure to file a written request for a hearing within 30 days constitutes a waiver of the individual's right to a hearing.

8700.2900 ELEMENTARY SCHOOL CLASSROOM TEACHERS, GRADES 1 TO 6.

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

Subp. 5. [See repealer.]

Subp. 6. **~~Renewal of~~ Continuing ~~license~~ licensure.** The continuing license shall be issued and renewed according to rules of the Board of Teaching ~~pertaining to~~ governing continuing ~~education/relicensure~~ licensure.

[For text of subp 7, see M.R.]

8700.3200 PREKINDERGARTEN TEACHERS.

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

Subp. 4. **Continuing license.** ~~Continuing licensure shall be granted to a candidate who possesses a previously issued valid and appropriate entrance license and has completed the equivalent of one school year of full-time teaching experience at the prekindergarten level.~~

The continuing license ~~shall~~ must be issued and renewed according to the rules of the Board of Teaching ~~pertaining to~~ governing continuing ~~education~~ licensure.

[For text of subps 5 and 6, see M.R.]

8700.3300 PREKINDERGARTEN ASSOCIATE.

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

Subp. 3. **Continuing license.** ~~Continuing licensure shall be granted to a candidate who possesses a previously issued valid and appropriate entrance license, and has completed the equivalent of one school year of full-time teaching experience at the prekindergarten level.~~

The continuing license ~~shall~~ must be issued and renewed according to the rules of the Board of Teaching ~~pertaining to~~ governing continuing ~~education~~ licensure.

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

8700.3510 SECONDARY SCHOOL TEACHERS AND TEACHERS OF KINDERGARTEN TO GRADE 12 SUBJECTS.

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

Subp. 6. **Vocational licenses.** A vocational license may be issued to an applicant who meets the criteria stated in the vocational licensure rules of the ~~State Board of Education as adopted by the~~ Board of Teaching, chapter 8750.

Subp. 7. [See repealer.]

8700.3900 SOCIAL STUDIES IN SECONDARY SCHOOLS.

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

Subp. 6. **Continuing license.** ~~The issuance of the first continuing license is contingent upon:~~

~~A. the candidate's possession of a previously issued valid and appropriate entrance license; and~~

~~B. one year of successful experience in teaching social studies during the time that the applicant holds an appropriate entrance license.~~

The continuing license ~~may~~ must be issued and renewed according to ~~general~~ rules of the Board of Teaching ~~pertaining to~~ governing continuing ~~education~~ licensure.

[For text of subp 7, see M.R.]

8700.4000 ~~MODERN FOREIGN~~ WORLD LANGUAGES AND CULTURES.

Subpart 1. **In general.** The prospective teacher of ~~modern foreign language~~ world languages and cultures shall meet one of the ~~following~~ sets of requirements in this part.

Subp. 2. ~~Grades 1~~ **Kindergarten to grade 12.** ~~Modern foreign language~~ A license in world languages and cultures, ~~grades 1~~ kindergarten to grade 12~~. Requirements~~ requires:

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

B. 18 semester (27 quarter) credits in education including a methods course in ~~foreign language~~ world languages and cultures teaching at both the elementary and secondary levels and supervised student teaching at both levels; ~~or~~ and

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

Subp. 3. **Secondary school.** ~~Modern foreign~~ A license in world languages and cultures, secondary school~~. Requirements~~ requires:

A. for those with a major in the language:

[For text of subitems (1) and (2), see M.R.]

(3) 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; or

B. for those with a minor in the language:

(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~~ for which ~~he is assigned~~ licensure is recommended; and

(2) 18 semester (27 quarter) credits in education including a methods course ~~and/or~~ and supervised student teaching of a language.

Subp. 4. **Elementary school.** ~~Modern foreign language~~ A license in world languages and cultures, elementary school~~. Requirements~~ requires:

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~~ for which ~~he is assigned~~ licensure is recommended;

B. 30 semester (45 quarter) credits in education including a methods course in the teaching of ~~foreign~~ world languages and cultures and supervised student teaching at the elementary level in the usual subject matter areas; and

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

Subp. 5. **Teacher from another country.** ~~Modern foreign language teacher from another country.~~ An accredited teacher-preparing institution may recommend a native speaker of a ~~modern foreign~~ world language for licensure as a teacher of world languages and cultures as provided in subpart 2, 3, or 4 ~~when he has met~~ and the license must be issued if the applicant meets the following requirements:

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

C. 18 semester (27 quarter) credits in education including a methods course in the teaching of ~~foreign~~ world languages and cultures and supervised ~~practice~~ student teaching in the language; and

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

Subp. 6. [See repealer.]

8700.4300 PHYSICAL EDUCATION AND HEALTH TEACHERS.

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

Subp. 2. **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 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 item B.

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

B. 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.

(1) Science: biology or zoology; bacteriology or microbiology; human sciences: physiology ~~or~~ and anatomy.

[For text of subitems (2) to (4), see M.R.]

(5) Student teaching and field experiences. The following experiences ~~should~~ must be included:

(a) student teaching in elementary and secondary school health education;

(b) coordinating the school health education curriculum, grades K to 12;

(c) organizing and coordinating the school health services program; and

(d) coordinating the school health program with the community health services and programs.

8700.4400 TEACHERS OF INDUSTRIAL ARTS.

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

Subp. 6. ~~Issuance of~~ **Continuing ~~(five-year)~~ license.** ~~Persons trained in Minnesota institutions with approved programs in industrial arts may receive a continuing license by meeting requirements of appropriate rules (part 8700.0200).~~

~~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 (part 8700.0200). These persons shall also have their preservice training program reviewed by the Board of Teaching 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.~~

~~Renewal of continuing (five-year) license.~~ The continuing license ~~may~~ must be issued and renewed according to rules of the Board of Teaching ~~pertaining to~~ governing continuing ~~education~~ licensure.

[For text of subp 7, see M.R.]

8700.4500 TEACHERS OF ART.

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

Subp. 6. **Continuing license.** ~~The issuance of the first continuing license is contingent upon:~~

~~A. possession by the candidate of a valid and appropriate entrance license; and~~

~~B. one year of teaching experience in art.~~

The continuing license shall be issued and renewed according to ~~general~~ rules of the Board of Teaching ~~pertaining to~~ governing continuing licensure.

[For text of subp 7, see M.R.]

8700.4600 TEACHERS OF MUSIC.

Subpart 1. ~~**Structure of the music education program**~~ **Licensure requirements.** All candidates for licenses to teach music shall ~~hold a baccalaureate degree and have satisfactorily completed a program which has been approved by the Board of Teaching consisting of the following~~:

A. ~~a music core equivalent to at least 25 percent of the total~~ hold a baccalaureate degree ~~requirement~~;

B. ~~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 to 12 and classroom music 5 to 12; orchestra K to 12 and classroom music 5 to 12; vocal and classroom music K to 9; vocal and classroom music 5 to 12;~~ satisfactorily complete requirements for teachers of kindergarten to grade 12 subjects enumerated in part 8700.3510; and

C. ~~a professional education program, including specialized methods and student teaching, equivalent to at least 15 percent of the total baccalaureate requirement; and~~ satisfactorily complete a preparation program leading to the licensure of teachers of kindergarten to grade 12 music education, with a specialization in instrumental music or kindergarten to grade 12 music education, with a specialization in vocal music, both approved by the Board of Teaching.

~~D. evidence of competence in the areas enumerated in subparts 3 and 4.~~

Subp. 2. **Teacher assignment.** Licensed elementary school teachers employed in grades K to 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 to 12 shall hold the appropriate licenses for each music teaching assignment. Except for licensed elementary school teachers employed in grades K to 6 working in teams or other cooperative arrangements whose teaching assignment is not

KEY: PROPOSED RULES SECTION — Underlining indicates additions to existing rule language. ~~Strike outs~~ indicate deletions from existing rule language. If a proposed rule is totally new, it is designated "all new material." **ADOPTED RULES SECTION** — Underlining indicates additions to proposed rule language. ~~Strike outs~~ indicate deletions from proposed rule language.

more than 33 percent, it is the intent of this part 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~~ two areas of specialization enumerated in subpart 1.

Subp. 3. ~~Core preparation~~ **Program requirements.** ~~The music core shall consist of the following areas~~ A program leading to the licensure of teachers of music must provide candidates recommended for licensure with the knowledge, skills, and understanding in items A and B:

A. ~~Producing sounds. Music educators shall:~~ kindergarten to grade 12 core preparation, consisting of the following:

~~(1) be competent performers on an instrument or with the voice, with the ability sufficiently advanced to assure musically accurate and expressive performance;~~

~~(2) be able to organize, rehearse, and conduct large and small ensembles;~~

~~(3) be able to perform adequately on the keyboard so as to play simple accompaniments and study scores;~~

~~(4) be able to improvise by means of their major performing medium; and~~

~~(5) have a basic knowledge of an experience in playing fretted instruments: reading chord charts and simple strumming techniques.~~

~~B. Organizing sounds. Music educators shall:~~

~~(1) be acquainted with the process of composing music and develop skills sufficient to compose in a variety of styles and simple forms; and~~

~~(2) be able to arrange and adapt music creatively from a variety of sources to meet the needs and ability levels of school performance groups.~~

~~C. Describing sounds. Music educators shall:~~

~~(1) be able to identify and explain structured forms, procedures, and compositional devices employed in all musics;~~

~~(2) know the representative musical forms, styles, performance practices, performance media as well as representative composers and compositions for all periods and cultures;~~

~~(3) have a basic knowledge of instrumental and vocal techniques: tone production, articulation and diction, voice placement and changing voice, and interpretation of fingering charts;~~

~~(4) have a broad knowledge of music materials and literature for students of all age groups, abilities, and performance media; and~~

~~(5) be able to demonstrate appropriate physical response to music: rhythmic movement, improvised movement, dance.~~

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

~~(1) knowledge and skill to relate to students and colleagues of varying backgrounds and be able to utilize cultural developments from all societies;~~

~~(2) knowledge and skill to develop relationships between music and other arts and disciplines;~~

~~(3) knowledge of learning theories and the scientific method and their applications to the physical and social sciences; and~~

~~(4) 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.~~

(1) Music educators must know how to listen to, read, write, produce, perform, analyze, create, compose, improvise, conduct, and evaluate music. Music educators must:

(a) identify and analyze representative musical forms, styles, performance practices, performance media, as well as representative composers and compositions of western music, and describe the musical traditions and characteristics of diverse and representative world cultures;

(b) demonstrate a basic knowledge of instrumental and vocal techniques and acoustics including tone production and intonation, articulation and diction, voice placement and changing voice, and interpretation of fingering charts;

(c) demonstrate a basic knowledge of approaches to music instruction, materials, and literature for students in kindergarten to grade 12 of varying abilities;

(d) demonstrate knowledge and skills of basic performance pedagogy for percussion, string, and wind instruments, or voice;

(e) play recorder and fretted instruments using simple fingering and strumming techniques while reading chord symbols;

(f) demonstrate competence in composing, improvising, and arranging music examples for diverse developmental and ability groupings represented by students in kindergarten to grade 12;

(g) demonstrate advanced solo and ensemble performance competence with an instrument or the voice to assure musical accuracy and expressiveness using music examples from diverse styles and time periods;

(h) demonstrate advanced performance competence in one's major vocal or instrumental performing medium in a small and large ensemble;

(i) organize, rehearse, and conduct small and large performance ensembles;

(j) perform simple keyboard accompaniments and play parts from a music score;

(k) improvise by means of an instrument or voice;

(l) demonstrate physical response to music including movement or dance; and

(m) identify and reproduce intervals, scales, and chord structures with an instrument or voice.

(2) Music educators must demonstrate competence in teaching students to:

(a) listen to music and read music symbols, notation, or scores;

(b) sing and play music instruments;

(c) analyze music historically, culturally, and theoretically;

(d) create music by arranging, composing, and improvising;

(e) move to and conduct music; and

(f) evaluate music and make judgments about music.

B. Preparation in specialized areas.

(1) Music educators, kindergarten to grade 12, with a specialization in instrumental music must:

(a) demonstrate advanced solo and ensemble performance competence on at least one instrument of the keyboard, percussion, string, or wind families;

(b) interpret condensed and full scores designed for instrumental ensembles and understand bowing, fingering, or articulation specific to percussion, string, and wind instruments;

(c) have knowledge of representative kindergarten to grade 12 solo and ensemble repertoire and instructional materials for beginning, intermediate, and advanced levels of various sizes from diverse periods and cultures; and

(d) be familiar with the construction and operation of, and make minor repairs to, percussion, string, and wind instruments.

(2) Music educators, kindergarten to grade 12, with a specialization in vocal music must:

(a) demonstrate advanced vocal solo and ensemble performance competence with the voice or keyboard;

(b) demonstrate ability to accompany a vocal ensemble on keyboard instrument;

(c) interpret vocal music scores and understand range, tessitura, and phrasing;

(d) interpret vocal scores with instrumental parts and understand percussion, string, or wind instrument requirements necessary for interpreting and producing music from the scores; and

(e) have knowledge of representative kindergarten to grade 12 solo and ensemble repertoire and instructional materials or beginning, intermediate, and advanced levels of various sizes from diverse periods and cultures.

Subp. 4. [See repealer.]

Subp. 5. [See repealer.]

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Subp. 5a. **Program approval for institutions.** An institution applying to the Board of Teaching for approval of its preparation program for teachers of music must comply with part 8700.7700. All approved programs leading to the licensure of teachers of music shall include a description of the way in which teachers previously or currently licensed as teachers of band kindergarten to grade 12 and classroom music grades 5 to 12, orchestra kindergarten to grade 12 and classroom music grades 5 to 12, vocal and classroom music kindergarten to grade 9, or vocal and classroom music grades 5 to 12 may have their previous teaching experience and previous teacher preparation in those areas enumerated in subpart 3 evaluated and credited by an institution maintaining an approved program leading to the licensure of teachers of music.

Subp. 6. **Continuing licensure.** ~~The issuance of the first continuing license is contingent upon:~~

~~A. the candidate's possession of a previously issued valid and appropriate entrance license; and~~

~~B. one year of successful experience in teaching music.~~

~~The~~ A continuing license ~~may~~ must be issued and renewed according to general rules of the Board of Teaching ~~pertaining to~~ governing continuing ~~education~~ licensure.

Subp. 7. **Effective date.** This ~~provision~~ part is effective July 1, ~~1982~~ 1996, 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 part at the time of the first renewal after July 1, 1982.~~

8700.5300 ADULT BASIC/CONTINUING EDUCATION.

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

Subp. 3. **License requirements.** All candidates recommended for licensure as teachers of adult basic/continuing education shall:

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

C. satisfactorily complete a program approved by the 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~~ The program shall include, but is not limited to, the following areas:

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

Subp. 3a. **Alternative qualifications for licensure.** All candidates recommended for licensure according to this subpart must:

A. hold a baccalaureate degree; and

B. satisfactorily complete a program approved by the Board of Teaching leading to the licensure of teachers of adult/basic education, consisting of a minimum of 35 quarter hours or the equivalent. The program must include, but is not limited to, the areas listed in subpart 3, item C, subitems (1) to (3), and must also include adult counseling, observation in multicultural settings, and practicum experience in adult basic/continuing education.

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

Subp. 6. **Continuing licensure.** The continuing license ~~shall~~ must be issued and renewed according to rules of the Board of Teaching ~~pertaining to~~ governing continuing ~~education/relicensure~~ licensure.

Subp. 7. **Effective date.** Except for subpart 3a, this part is effective July 1, 1983, for all applicants for licensure as teachers of adult basic/continuing education.

8700.6410 SCHOOL SOCIAL WORKER.

Subpart 1. **Licensure requirements.** A candidate recommended for licensure as a school social worker (prekindergarten to grade 12) shall complete the requirements in item A or B.

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

B. For level II licensure a candidate shall hold a master's degree in social work from a program accredited by the Council on Social Work Education~~, with either one year of field work in a school setting, or one year of experience in school social work, or two years of experience in social work~~.

[For text of subps 2 and 3, see M.R.]

Subp. 4. **Continuing licensure.** A continuing license shall be issued and renewed according to the rules of the Board of Teaching governing continuing ~~licenses~~ licensure.

[For text of subp 5, see M.R.]

8700.7100 MEDIA SUPERVISOR.

Subpart 1. **License requirement.** 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:

A. 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 audiovisual)~~; and

B. three ~~more~~ years of successful experience ~~in the areas of media~~ while holding a valid license ~~valid for the position in which the media experience was obtained~~ as a media generalist; and

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

[For text of subps 2 and 3, see M.R.]

Subp. 4. **Continuing license ~~renewal~~.** ~~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.~~ The continuing license ~~may~~ must be issued and renewed according to ~~general~~ rules of the Board of Teaching ~~pertaining to~~ governing continuing ~~education~~ licensure.

8700.7300 ELEMENTARY LIMITED LICENSES.

Subpart 1. **In general.** ~~No~~ An elementary limited ~~licenses will be~~ license must not be granted ~~where it is evident there exists an available supply of teachers~~ if a teacher who ~~hold~~ holds a regular teaching ~~licenses~~ license is available.

~~When~~ After 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~~ certifies that ~~such~~ the superintendent has been unable to find a fully qualified teacher for a position, a limited elementary license ~~may~~ must be granted to an applicant who meets the requirements as detailed in subparts 2 and 3.

Subp. 2. **License requirements.** After the conditions in subpart 1 are met, a teacher ~~may~~ must be granted ~~an original~~ a limited elementary license to teach in an elementary school based 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,~~ if the applicant has ~~either~~ earned at least eight quarter hours of college credit ~~or had one year of teaching experience~~ in elementary education.

A teacher who has been previously ~~issued~~ granted a limited elementary license may be granted another limited license if eight quarter hours of college credit have been earned since the last ~~such~~ limited license was issued. ~~These~~ The eight quarter hours must be courses that are applicable towards completion of an elementary teacher education program at an accredited institution.

Subp. 3. [See repealer.]

8700.7400 LIMITED LICENSE FOR SECONDARY SCHOOL.

Subpart 1. **In general.** A secondary limited license must not be granted if a teacher who holds a regular teaching license is available.

After a superintendent of schools certifies that the superintendent has been unable to find a fully qualified teacher for a position, a limited secondary license must be granted to an applicant who meets the requirements as detailed in subpart 1a.

Subp. 1a. **License requirements.** After the conditions in subpart 1 are met, a teacher ~~may~~ must be granted ~~an original~~ a limited license based 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~~ major or minor 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~~.

A teacher who has been granted a limited license may be granted another limited license if eight quarter hours of college credit in an approved program leading to licensure as a secondary school teacher have been earned since the last ~~such~~ limited license was issued.

Subp. 2. [See repealer.]

8700.7800 TEACHERS PREPARED IN STATES OTHER THAN MINNESOTA.

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

Subp. 3. **States without contracts with Minnesota.** 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

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agreement on qualification of educational personnel shall be granted a Minnesota entrance license when all of the following criteria are met:

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

B. the program leading to teacher licensure has been recognized by the state as qualifying the applicant completing the program for ~~such~~ current licensure within that state;

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

Subp. 4. ~~**Provisional licenses**~~ **Exception.** Notwithstanding the rule governing human relations, persons who have been prepared as teachers in states other than Minnesota shall be granted a Minnesota one-year nonrenewable provisional license based upon the provisions of this part. Upon meeting the provisions of this part, an entrance license shall be granted.

8700.8010 QUALIFICATIONS FOR LICENSURE.

Qualifications for licensure:

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

~~E. Have at least 2,000 hours of accumulated work experience outside of the field of education.~~

8700.8020 ALTERNATIVE QUALIFICATIONS FOR LICENSURE; EXPERIMENTAL PROGRAM.

Alternative qualifications for licensure. Experimental program:

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

~~E. Have at least 2,000 hours of accumulated work experience outside of the field of education.~~

8700.8040 ~~ISSUANCE OF A~~ CONTINUING ~~LICENSE~~ LICENSURE.

~~The issuance of the first continuing license is contingent upon: possession by the candidate of a valid entrance license as a secondary school counselor, and one year of experience as a secondary school counselor.~~ The continuing license shall be issued and renewed according to the rules of the Board of Teaching ~~pertaining to~~ governing continuing ~~education~~ licensure.

8700.8110 QUALIFICATIONS FOR LICENSURE.

Qualifications for licensure:

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

~~E. Have at least 2,000 hours of accumulated work experience outside of the field of education.~~

8700.8120 ALTERNATIVE QUALIFICATIONS FOR LICENSURE, EXPERIMENTAL PROGRAM.

Alternative qualifications for licensure, experimental program:

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

~~E. Have at least 2,000 hours of accumulated work experience outside of the field of education.~~

8700.8140 ~~ISSUANCE OF~~ CONTINUING ~~AGENCY~~ LICENSURE.

~~The issuance of the first continuing license is contingent upon: possession by the candidate of a valid entrance license as an elementary school counselor, and one year of experience as an elementary school counselor.~~ The continuing license ~~shall~~ must be issued and renewed according to the rules of the Board of Teaching ~~pertaining to~~ governing continuing ~~education~~ licensure.

8700.9010 REQUIREMENTS TO OBTAIN LICENSE.

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

Subp. 2. **Requirements.** A license as school nurse, valid for two years, shall be granted to an applicant who provides evidence to the manager of teacher licensure that the following requirements have been met:

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

B. current Minnesota registration to practice as a licensed registered nurse, and certification as a Minnesota public health nurse as defined in *Minnesota Statutes*, section 145A.02, subdivision 18; ~~and~~

C. satisfactory completion of at least three quarter hours, or the equivalent, of work in each of the following areas:

(1) child growth and development;

(2) public health; ~~and~~

(3) special education; and

D. satisfactory compliance with part 8700.2700, Human Relations Components in all Programs Leading to Licensure in Education.

Applicants who meet requirements of items A and B, but who do not meet requirements of items C and D, must be granted a one-year nonrenewable provisional license, during which time the applicant must provide evidence of meeting the requirements of items C and D. Applicants who meet requirements of items A, B, and C, but who do not meet the requirements of item D, must be granted a one-year nonrenewable provisional license, during which time the applicant must provide evidence of meeting the requirements of item D. On complying with this subpart and other requirements, an entrance license must be granted.

8750.0060 SECONDARY VOCATIONAL SPECIAL NEEDS PERSONNEL.

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

Subp. 6. **Technical tutor/supplemental support staff.** ~~A person holding a position as a technical tutor/supplemental support staff must be licensed under part 8750.1580.~~ The tutor is responsible for the following activities:

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

[For text of subp 7, see M.R.]

8750.0082 FORMS; FEES; EVALUATION; AND VALIDITY.

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

Subp. 3. **Evaluating the credentials.** When an applicant submits credentials for licensure, the personnel licensing section shall evaluate them for compliance with this chapter. The section issues licenses only for existing secondary vocational licensure categories of practice, unless otherwise provided by rule.

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

8750.0240 SECONDARY VOCATIONAL AGRICULTURE TEACHER.

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

Subp. 2. **License validity.** A license under this part is valid to:

(1) teach any junior high, grades 7 to 9 middle school, or senior high program in agriculture;

(2) teach any junior high, grades 7 to 9 middle school, or senior high program in horticulture or specialty crops;

(3) teach any junior high, grades 7 to 9 middle school, or senior high program in animal care occupations; and

(4) teach any junior high, grades 7 to 9 middle school, or senior high program listed in secondary vocational program rules under agriculture occupations.

8750.0500 SECONDARY CONSUMER AND HOMEMAKING TEACHER.

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

Subp. 2. **Validity.** A license under this part is valid to:

A. teach junior high, grades 7 to 9 middle school, and senior high home economics; and

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

8750.0520 SECONDARY CONSUMER AND HOMEMAKING/FAMILY LIFE EDUCATION TEACHER.

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

Subp. 2. **Validity.** A license under this part is valid to:

A. teach junior high, grades 7 to 9 middle school, and senior high home economics;

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

Subp. 3. **Family life education teacher.** An applicant holding a valid license as a family life education teacher may renew the license according to rules of the Board of Teaching governing continuing education for vocational license renewals. The license is valid to teach junior high, grades 7 to 9 middle school, and senior high family life education; and the family life component of a secondary vocational consumer and homemaking occupations program.

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8750.1000 SECONDARY PERFORMING ARTS OCCUPATIONS TEACHER.

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

Subp. 2. **Secondary performing arts occupations teacher; option one.** For option one, the applicant must meet the following requirements:

A. Educational criteria:

[For text of subitem (1), see M.R.]

(2) ~~a course in vocational marketing education methods/curriculum and philosophy of vocational education completed before renewal of entrance license and a course in teacher internship as specified in part 8750.3250, subpart 2~~ the secondary vocational teacher education sequence as specified in part 8750.3150; and

[For text of subitem (3), see M.R.]

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

Subp. 3. **Secondary performing arts occupations teacher; option two.** For option two, the applicant must meet the following requirements:

A. Educational criteria:

(1) ~~a course in vocational marketing education methods/curriculum and philosophy of vocational education completed before renewal of entrance license and a course in teacher internship as specified in part 8750.3250, subpart 2~~ the secondary vocational teacher education sequence as specified in part 8750.3150; and

[For text of subitem (2), see M.R.]

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

8750.1240 SECONDARY CHILDHOOD EDUCATION AIDE (SUPPORT STAFF).

Subpart 1. **Requirements.** ~~An applicant for an entrance license to serve as a childhood education aide who is responsible for assisting a secondary vocational child care and guidance education occupations teacher must meet either the educational criteria in item A or the occupational experience criteria in item C, plus item A, subitems (2) and (3):~~

~~A. Educational criteria:~~

~~(1) A baccalaureate degree with a major in early childhood education, preschool/elementary education, child development, child psychology, or a minimum of a 280 hour child care and guidance education program.~~

~~(2) The human relations program as specified in part 8750.3500.~~

~~(3) The philosophy of vocational education requirement does not apply in this category of practice.~~

~~B. No additional technical coursework is required in this category of practice.~~

~~C. Occupational experience:~~

~~(1) The applicant must have 1,200 hours of occupational experience as specified in parts 8750.4000 to 8750.4200.~~

~~(2) Occupational experience may be in either the emphasis or related areas.~~

~~(3) Emphasis areas are assistant teacher or teacher in a licensed large group home, headstart, nursery school, latch key, kindergarten/primary, or preschool handicapped program.~~

~~(4) Related areas are latch key aide, community school aide for children through age 12, licensed day care provider, vocational childhood aide, or day care aide.~~

~~(5) Notwithstanding part 8750.4000, the requirement that 500 hours of the occupational experience must be within the last five years does not apply in this category of practice.~~

~~(6) Notwithstanding part 8750.4000, an applicant may apply instructional experience with students as specified in subitems (3) and (4).~~

A secondary childhood education aide assists a secondary vocational child care and guidance occupations teacher. An initial license for this position must not be issued after July 1, 1991; however, an applicant holding a valid license as a secondary childhood education aide may renew the license. The renewal must be according to rules of the Board of Teaching governing continuing education for vocational license renewals.

[For text of subps 2 and 3, see M.R.]

8750.1560 SECONDARY SUPPORT SERVICE FACILITATOR.

An applicant for an entrance license to serve as support service facilitator in a secondary school must meet the following requirements:

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

B. Technical coursework:

[For text of subitem (1), see M.R.]

(2) A directed independent study through an approved Minnesota college designed to update the applicant in current employment environments and conditions and operation of ~~special needs work experience programs~~ support service systems. This independent study replaces the need for the recency of 500 hours in the total of 2,000 hours of required paid employment. The independent study must be completed within the two years immediately before the date the license is issued.

[For text of subitems (3) to (6), see M.R.]

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

8750.1580 SECONDARY SUPPLEMENTAL SUPPORT/TECHNICAL TUTOR.

~~An applicant for an entrance license to serve as a supplemental support/technical tutor in a vocational program in a secondary school must meet the following requirements:~~

~~A. Educational criteria:~~

~~(1) a course in philosophy of vocational education completed before renewal of the entrance license; and~~

~~(2) the human relations program as specified in part 8750.3500.~~

~~B. Technical coursework is not required in this category of practice.~~

~~C. Occupational experience: recommendation by the authorized local vocational administrator verifying competencies to function as a technical tutor.~~

An initial license must not be issued after July 1, 1991; however, an applicant holding a valid license as a secondary supplemental support/technical tutor may renew the license. The renewal must be according to rules of the Board of Teaching governing continuing education for vocational license renewals.

8750.1700 SECONDARY EMPLOYMENT PLACEMENT SPECIALIST.

An applicant for an entrance license to serve as a vocational employment placement specialist in a secondary school must meet the following requirements:

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

B. Technical coursework: a directed independent study completed through an approved Minnesota college designed to update the applicant in current employment environments and conditions and operation of employment placement services. The independent study must be completed within the two years immediately before the date the license is issued.

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

8750.1800 SECONDARY AUTO BODY REPAIR OCCUPATIONS TEACHER.

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

Subp. 2. **Auto body repair teacher; option one.** For option one, the applicant must meet the following requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200~~, subpart 2~~. Experiences described in part 8750.4200, ~~subparts 3 to 7~~ subpart 5 must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

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

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8750.1820 SECONDARY AUTO/TRUCK DISMANTLING OCCUPATIONS TEACHER.

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

Subp. 2. **Auto/truck dismantling teacher; option one.** For option one, the applicant must meet the following requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200~~, subpart 2~~. Experiences described in part 8750.4200, ~~subparts 3 to 7~~ subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

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

8750.1840 SECONDARY AVIATION OCCUPATIONS TEACHER.

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

Subp. 2. **Aviation occupations teacher; option one.** For option one, the applicant must meet the following requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200~~, subpart 2~~. Experiences described in part 8750.4200, ~~subparts 3 to 7~~ subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) and (4), see M.R.]

(5) Related areas are ~~airline reservationist~~ passenger service agent, aircraft cabin attendant, ~~and~~ aircraft weight and balance specialist, flight dispatcher, and air traffic controller.

[For text of subitems (6) and (7), see M.R.]

Subp. 3. **Aviation occupations teacher; option two.** For option two, an applicant must meet the following requirements:

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

C. Occupational experience:

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

(4) Related areas are ~~airline reservationist~~ passenger service agent, aircraft cabin attendant, ~~and~~ aircraft weight and balance specialist, flight dispatcher, and air traffic controller.

[For text of subitem (5), see M.R.]

Subp. 4. **Aviation occupations teacher; option three.** For option three, the applicant must meet the following requirements:

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

C. Occupational experience:

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

(4) Related areas are ~~airline reservationist~~ passenger service agent, aircraft cabin attendant, ~~and~~ aircraft weight and balance specialist, flight dispatcher, and air traffic controller.

[For text of subitem (5), see M.R.]

8750.1860 SECONDARY BROADCAST/MEDIA OCCUPATIONS TEACHER.

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

Subp. 2. **Requirements for replacing narrower licenses.** A license under this part is required to teach broadcast/media occupations programs. ~~By July 1, 1992, the single-occupation programs of radio broadcasting and radio/television production must be converted to broadcast/media occupations programs. The personnel licensing section must not issue new licenses in the categories of practice that correspond to the programs being converted after this chapter takes effect.~~ However, valid licenses in the single-occupation programs ~~being converted~~ of radio broadcasting and radio/television production are renewable under this chapter ~~until July 1, 1992,~~ and are valid to teach the corresponding single-occupation programs.

To convert a single-occupation license in radio broadcasting or radio/television production to a broadcast/media occupations license, the applicant must verify competency in the emphasis area by meeting the requirements in ~~item~~ one of items A ~~or B~~ to E or a combination of items A ~~and B~~ to E as applicable and at the ratio ~~given~~ specified in ~~item B:~~ the selected item. The requirement for hours of related occupational experience is met by holding the single-occupation license being converted.

A. Completing the occupational experience emphasis area requirements in subpart 3, 4, or 5. An applicant must possess the educational qualifications stated in the chosen subpart. If converting under subpart 5, an applicant may complete the emphasis area occupational experience defined in subpart 4, item C.

B. Substituting for the required occupational experience emphasis hours, specific technical education in the emphasis area completed within the five years before conversion. One instructional clock hour of technical ~~education~~ workshop equals four hours of occupational experience. ~~The requirements for hours of related occupational experience are met by holding the single-occupation license being converted.~~ One quarter credit of college work equals 80 clock hours of occupational experience.

C. Holding a valid Minnesota secondary vocational license in radio broadcasting and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. The teaching experience meets the emphasis area requirements in the corresponding emphasis area component of radio production. Two hours of teaching experience substitute for one hour of occupational experience.

D. Holding a valid Minnesota secondary vocational license in radio/television production and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area components of video production or radio production. Two hours of teaching experience substitute for one hour of occupational experience.

E. Holding a valid Minnesota secondary vocational license in communication/media technician occupations and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area components of video production or multi-image production. Two hours of teaching experience substitute for one hour of occupational experience.

Subp. 3. **Broadcast/media teacher; option one.** For option one the applicant must meet the following requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200~~, subpart 2~~. Experiences described in part 8750.4200, ~~subparts 3 to 7~~ subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitem (3), see M.R.]

(4) Emphasis areas are ~~radio or television broadcasting, script and program preparation, and television studio~~ video production, radio production, and multi-image production.

(5) Related areas are broadcast engineering, ~~television studio directing, television camera operation, lighting/illumination direction, and~~ script ~~editing~~ and program preparation, photography, audio production, presentation computer graphics, and media production lighting.

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[For text of subitem (6), see M.R.]

Subp. 4. **Broadcast/media teacher; option two.** For option two, the applicant must have:

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

C. Occupational experience:

[For text of subitems (1) and (2), see M.R.]

(3) Emphasis areas are ~~radio or television broadcasting, script and program preparation; and television studio~~ video production, radio production, and multi-image production.

(4) Related areas are broadcast engineering, ~~television studio directing, television camera operation, lighting/illumination direction, and~~ script ~~editing~~ and program preparation, photography, audio production, presentation computer graphics, and media production lighting.

Subp. 5. **Broadcast/media teacher; option three.** For option three, the applicant must meet the following requirements:

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

C. Occupational experience:

[For text of subitems (1) and (2), see M.R.]

(3) Emphasis areas are ~~radio or television broadcasting, script and program preparation, and television studio~~ video production, radio production, and multi-image production.

(4) Related areas are broadcast engineering, ~~television studio directing, television camera operation, lighting/illumination direction, and~~ script ~~editing~~ and program preparation, photography, audio production, presentation computer graphics, and media production lighting.

8750.1880 SECONDARY COMMUNICATIONS/MEDIA OCCUPATIONS TEACHER.

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

Subp. 2. **Requirements for replacing narrower licenses.** A license under this part is required to teach communications/media occupations programs. ~~By July 1, 1992, the following single-occupation programs must be converted to communications/media occupations programs: the industrial education areas of graphic arts, commercial art, commercial photography, and communication/media technology. The personnel licensing section must not issue new licenses in the categories of practice that correspond to the programs being converted after this chapter takes effect.~~ However, valid single-occupation licenses in graphic arts, commercial art, commercial photography, and communications/media technology are renewable under this chapter ~~until July 1, 1992,~~ and are valid to teach the corresponding single-occupation programs.

To convert a single-occupation license in graphic arts, commercial art, commercial photography, or communications/media technology to a communications/media occupations license, the applicant must verify competency in the emphasis area by meeting the requirements in ~~item~~ one of items A ~~or B~~ to F or a combination of items A ~~and B~~ to F as applicable and at the ratio ~~given~~ specified in ~~item B:~~ the selected item. The requirement for hours of related occupational experience is met by holding the single-occupation license being converted.

A. Completing the occupational experience emphasis area requirements in subpart 3, 4, or 5. An applicant must possess the educational qualifications stated in the chosen subpart. If converting under subpart 5, an applicant may complete the emphasis area occupational experience defined in subpart 4, item C.

B. Substituting for the required occupational experience emphasis hours, specific technical education in the emphasis area completed within the five years before conversion. One instructional clock hour of technical ~~education~~ workshop equals four hours of occupational experience. ~~The requirements for hours of related occupational experience are met by holding the single-occupation license being converted.~~ One quarter credit of college work equals 80 clock hours of occupational experience.

C. Holding a valid Minnesota secondary vocational license in graphic arts and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area components of layout and design; production/presswork; photography including line, halftone, and continuous tone; or platemaking. Two hours of teaching experience substitute for one hour of occupational experience.

D. Holding a valid Minnesota secondary vocational license in communications/media technician occupations and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area components of layout and design or composition. Two hours of teaching experience substitute for one hour of occupational experience.

E. Holding a valid Minnesota secondary vocational license in commercial photography and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area components of photography including line, halftone, and continuous tone; layout and design; or composition. Two hours of teaching experience substitute for one hour of occupational experience.

F. Holding a valid Minnesota secondary vocational license in commercial art and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area components of layout and design or composition. Two hours of teaching experience substitute for one hour of occupational experience.

Subp. 3. **Communications/media teacher; option one.** For option one, the applicant must meet the following requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200~~, subpart 2~~. Experiences described in part 8750.4200, ~~subparts 3 to 7~~ subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

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

8750.1900 SECONDARY CONSTRUCTION OCCUPATIONS TEACHER.

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

Subp. 2. **Requirements for replacing narrower license.** A license under this part is required to teach construction occupations programs. ~~By July 1, 1992, the following single-occupation programs must be converted to construction occupations programs: the industrial education areas of cabinetmaking, construction occupations/finishing trades, construction occupations/general, construction occupations/masonry trades, construction occupations/mechanical trades, construction occupations/planning and management, energy occupations, mobile home maintenance, painting and decorating, and plastics/lamination occupations. The personnel licensing section must not issue new licenses in the categories of practice that correspond to these programs after this chapter takes effect.~~ However, valid single-occupation licenses in ~~the programs being converted~~ cabinetmaking, construction occupations/finishing trades, construction occupations/general, construction occupations/masonry trades, construction occupations/mechanical trades, construction occupations/planning and management, energy occupations, mobile home maintenance, painting and decorating, and plastics/lamination occupations are renewable under this chapter ~~until July 1, 1992,~~ and are valid to teach the corresponding single-occupation programs.

To convert a single-occupation license in cabinetmaking, construction occupations/finishing trades, construction occupations/general, construction occupations/masonry trades, construction occupations/mechanical trades, construction occupations/planning and management, energy occupations, mobile home maintenance, painting and decorating, or plastics/lamination occupations to a construction occupations license, the applicant must verify competency in the emphasis area by meeting the requirements in item A or B or a combination of items A and B as applicable and at the ratio ~~given~~ specified in ~~item B:~~ the selected item. The requirement for hours of related occupational experience is met by holding the single-occupation license being converted.

Upon application and payment of the processing fee, a holder of a valid secondary vocational teaching license in the construction occupations/finishing trades category of practice may have the license converted to the construction occupations broad category of practice.

A. Completing the occupational experience emphasis area requirements in subpart 3, 4, or 5. An applicant must possess the educational qualifications stated in the chosen subpart. If converting under subpart 5, an applicant may complete the emphasis area occupational experience defined in subpart 4, item C.

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B. Substituting for the required occupational experience emphasis hours, specific technical education in the emphasis area completed within the five years before conversion. One instructional clock hour of technical ~~education~~ workshop equals four hours of occupational experience. ~~The related occupational experience hour requirements are met by holding the single-occupation license being converted.~~ One quarter credit of college work equals 80 clock hours of occupational experience.

Subp. 3. **Construction occupations teacher; option one.** For option one, the applicant must meet the following requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200~~, subpart 2~~. Experiences described in part 8750.4200, ~~subparts 3 to 7~~ subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

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

8750.1920 SECONDARY CONTROL TECHNOLOGY OCCUPATIONS TEACHER.

An applicant for an entrance license to teach the vocational program of control technology in a secondary school must meet the following requirements:

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

B. Technical coursework: at least 12 clock hours each of microprocessor control and electromechanical systems~~,~~ completed before renewal of the entrance license or within the five years immediately before the date a continuing license is issued in this category of practice.

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

8750.1930 SECONDARY DRAFTING OCCUPATIONS TEACHER.

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

Subp. 2. **Requirements for replacing narrower license.** A license under this part is required to teach drafting occupations programs. ~~By July 1, 1992, the following single-occupations programs must be converted to drafting occupations programs: the industrial occupation areas of construction occupations/planning and management, and mechanical drafting. The personnel licensing section must not issue new licenses in the categories of practice that correspond to these programs after July 6, 1987.~~ However, valid single-occupation licenses in ~~these categories~~ construction occupations/planning and management, and mechanical drafting are renewable under this chapter ~~until July 1, 1992,~~ and are valid to teach the corresponding single-occupation programs.

To convert a single-occupation license in construction occupations/planning and management or mechanical drafting to a drafting occupations license, the applicant must verify competency in the emphasis area by meeting the requirements in ~~item~~ one of items A ~~or B~~ to D or a combination of items A ~~and B~~ to D as applicable and at the ratio ~~given~~ specified in ~~item B:~~ the selected item. The requirement for hours of related occupational experience is met by holding the single-occupation license being converted.

A. Completing the occupational experience emphasis area requirements in subpart 3, 4, or 5. An applicant must possess the educational qualifications stated in the chosen subpart. If converting under subpart 5, an applicant may complete the emphasis area occupational experience defined in subpart 4, item C.

B. Substituting for the required occupational experience emphasis hours, specific technical education in the emphasis area completed within the five years before conversion. One instructional clock hour of technical ~~education~~ workshop equals four hours of occupational experience. ~~The related occupational experience hour requirements are met by holding the single-occupation license being converted.~~ One quarter credit of college work equals 80 clock hours of occupational experience.

C. Holding a valid Minnesota secondary vocational license in construction occupations/planning and management and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area component of architectural drafting. Two hours of teaching experience substitute for one hour of occupational experience.

D. Holding a valid Minnesota secondary vocational license in mechanical drafting and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the

applications for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area component of mechanical drafting. Two hours of teaching experience substitute for one hour of occupational experience.

Subp. 3. **Drafting occupations teacher; option one.** For option one, the applicant must meet the following requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200~~, subpart 2~~. Experiences described in part 8750.4200, ~~subparts 3 to 7~~ subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

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

8750.1940 SECONDARY ELECTROMECHANICAL TECHNOLOGY OCCUPATIONS TEACHER.

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

Subp. 2. **Requirements for replacing narrower licenses.** A license under this part is required to teach electromechanical technology occupations programs. ~~By July 1, 1992, the following single-occupation programs must be converted to electromechanical technology occupations programs: the industrial education areas of automated packaging equipment maintenance, major appliances, office machine repair and servicing, vending machines repair, and heating/air conditioning/refrigeration. The personnel licensing section must not issue new licenses in the categories of practice that correspond to the programs being converted after July 6, 1987.~~ However, valid single-occupation licenses in automated packaging equipment maintenance, major appliances, office machine repair and servicing, vending machines repair, and heating/air conditioning/refrigeration are renewable under this chapter ~~until July 1, 1992,~~ and are valid to teach the corresponding single-occupation programs.

To convert a single-occupation license in automated packaging equipment maintenance, major appliances, office machine repair and servicing, vending machines repair, or heating/air conditioning/refrigeration to an electromechanical technology occupations license, the applicant must verify competency in the emphasis area by meeting the requirements in ~~item~~ one of items A ~~or B~~ to E or a combination of items A ~~and B~~ to E as applicable and at the ratio ~~given~~ specified in ~~item B:~~ the selected item. The requirement for hours of related occupational experience is met by holding the single-occupation license being converted.

A. Completing the occupational experience emphasis area requirements in subpart 3, 4, or 5. An applicant must possess the educational qualifications stated in the chosen subpart. If converting under subpart 5, an applicant may complete the emphasis area occupational experience defined in subpart 4, item C.

B. Substituting for the required occupational experience emphasis hours, specific technical education in the emphasis area completed within the five years before conversion. One instructional clock hour of technical ~~education~~ workshop equals four hours of occupational experience. ~~The requirements for hours of related occupational experience are met by holding the single-occupation license being converted.~~ One quarter credit of college work equals 80 clock hours of occupational experience.

C. Holding a valid Minnesota secondary vocational license in electronics occupations and having 1,000 hours of verified vocationally funded teaching experience in the same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area component of electronics maintenance and repair. Two hours of teaching experience substitute for one hour of occupational experience.

D. Holding a valid Minnesota secondary vocational license in automated packaging equipment maintenance and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area component of automated packaging equipment. Two hours of teaching experience substitute for one hour of occupational experience.

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E. Holding a valid Minnesota secondary vocational license in vending machines repair and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area component of vending machines repair. Two hours of teaching experience substitute for one hour of occupational experience.

Subp. 3. **Electromechanical technology teacher; option one.** For option one, the applicant must meet the following requirements:

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

B. Technical coursework: at least 12 clock hours each of microprocessor control and electromechanical systems~~,~~ completed before renewal of the entrance license or within the five years immediately before the date a continuing license is issued in this category of practice.

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200~~, subpart 2~~. Experiences described in part 8750.4200, ~~subparts 3 to 7~~ subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

Subp. 4. **Electromechanical technology teacher; option two.** For option two, the applicant must meet the following requirements:

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

B. Technical coursework:

(1) at least 18 months (2,160 hours) in a postsecondary technical program in electromechanical technology, robotics, or electronics~~.~~ and

(2) at least 12 clock hours each of microprocessor control and electromechanical systems completed before renewal of the entrance license or within the five years immediately before the date a continuing license is issued in this category of practice.

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

Subp. 5. **Electromechanical technology teacher; option three.** For option three, the applicant must meet the following requirements:

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

B. Technical coursework ~~is not required for this option~~: at least 12 clock hours each of microprocessor control and electromechanical systems completed before renewal of the entrance license or within the five years immediately before the date a continuing license is issued in this category of practice.

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

8750.1960 SECONDARY ELECTRONICS OCCUPATIONS TEACHER.

Subpart 1. **Requirements.** An applicant for an entrance license to teach the vocational program of ~~electricity/electronics~~ electronics occupations in a secondary school must meet the requirements in subpart 2, 3, or 4 (option one, two, or three).

Subp. 2. **Electronics teacher; option one.** For option one, the applicant must meet the following requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200~~, subpart 2~~. Experiences described in part 8750.4200, ~~subparts 3 to 7~~ subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

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

8750.1980 SECONDARY INDUSTRIAL DESIGN TECHNOLOGY OCCUPATIONS TEACHER.

An applicant for an entrance license to teach the vocational program of industrial design technology in a secondary school must meet the following requirements:

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

B. Technical coursework ~~criteria~~: at least 12 clock hours in each of the following areas completed before renewal of the entrance license or within the five years immediately before the date a continuing license is issued in this category of practice:

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

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

8750.2000 SECONDARY JEWELRY GOLDSMITHING AND SILVERSMITHING OCCUPATIONS TEACHER.

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

Subp. 2. **Jewelry goldsmithing and silversmithing teacher; option one.** For option one, the applicant must meet the following requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200~~, subpart 2~~. Experiences described in part 8750.4200, ~~subparts 3 to 7~~ subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (5), see M.R.]

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

8750.2020 SECONDARY MECHANICAL TECHNOLOGY OCCUPATIONS TEACHER.

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

Subp. 2. **Requirements for replacing narrower licenses.** A license under this part is required to teach mechanical technology occupations programs. ~~By July 1, 1992, the following single-occupation programs must be converted to mechanical technology occupations programs: the industrial education areas of fluid power mechanics, industrial equipment maintenance and repair, and quality/quantity control technician. The personnel licensing section must not issue new licenses in the categories of practice that correspond to the programs being converted after this chapter takes effect.~~ However, valid single-occupation licenses in fluid power mechanics, industrial equipment maintenance and repair, and quality/quantity control technician are renewable under this chapter ~~until July 1, 1992,~~ and are valid to teach the corresponding single-occupation programs.

To convert a single-occupation license in fluid power mechanics, industrial equipment maintenance and repair, or quality/quantity control technician to a mechanical technology occupations license, the applicant must verify competency in the emphasis area by meeting the requirements in ~~item~~ one of items A ~~or B~~ to D or a combination of items A ~~and B~~ to D as applicable and at the ratio ~~given~~ specified in ~~item B:~~ the selected item. The requirement for hours of related occupational experience is met by holding the single-occupation license being converted.

A. Completing the occupational experience emphasis area requirements in subpart 3, 4, or 5. An applicant must possess the educational qualifications stated in the chosen subpart. If converting under subpart 5, an applicant may complete the emphasis area occupational experience defined in subpart 4, item C.

B. Substituting for the required occupational experience emphasis hours, specific technical education in the emphasis area completed within the five years before conversion. One instructional clock hour of technical ~~education~~ workshop equals four hours of occupational experience. ~~The requirements for hours of related occupational experience are met by holding the single-occupation license being converted.~~ One quarter credit of college work equals 80 clock hours of occupational experience.

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C. Holding a valid Minnesota secondary vocational license in fluid power mechanics and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area component of fluid power. Two hours of teaching experience substitute for one hour of occupational experience.

D. Holding a valid Minnesota secondary vocational license in industrial equipment maintenance and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area component of industrial equipment maintenance. Two hours of teaching experience substitute for one hour of occupational experience.

Subp. 3. **Mechanical technology teacher; option one.** For option one, the applicant must meet the following requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200~~, subpart 2~~. Experiences described in part 8750.4200, ~~subparts 3 to 7~~ subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

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

8750.2040 SECONDARY METAL/MATERIAL PROCESSING OCCUPATIONS TEACHER.

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

Subp. 2. **Requirements for replacing narrower licenses.** A license under this part is required to teach metal/material processing occupations programs. ~~By July 1, 1992, the following single-occupation programs must be converted to metal/material processing occupations programs: the industrial education areas of machine shop; manufacturing technology, metal repairing, finishing and welding; metals fabrication; sheet metal working/fabrication; and welding occupations. The personnel licensing section must not issue new licenses in the categories of practice that correspond to the programs being converted after this chapter takes effect.~~ However, valid single-occupation licenses in machine shop; manufacturing technology; metal repairing, finishing, and welding; metals fabrication; sheet metal working/fabrication; and welding occupations are renewable under this chapter ~~until July 1, 1992,~~ and are valid to teach the corresponding single-occupation programs.

To convert a single-occupation license in machine shop; manufacturing technology; metal repairing, finishing, and welding; metals fabrication; sheet metal working/fabrication; or welding occupations to a metal/material processing occupations license, the applicant must verify competency in the emphasis area by meeting the requirements in ~~item~~ one of items A ~~or B~~ to D or a combination of items A ~~and B~~ to D as applicable and at the ratio ~~given~~ specified in ~~item B:~~ the selected item. The requirement for hours of related occupational experience is met by holding the single-occupation license being converted.

A. completing the occupational experience emphasis area requirements in subpart 3, 4, or 5. An applicant must possess the educational qualifications stated in the chosen subpart. If converting under subpart 5, an applicant may complete the emphasis area occupational experience defined in subpart 4, item C.

B. substituting for the required occupational experience emphasis hours, specific technical education in the emphasis area completed within the five years before conversion. One instructional clock hour of technical ~~education~~ workshop equals four hours of occupational experience. ~~The requirements for hours of related occupational experience are met by holding the single-occupation license being converted.~~ One quarter credit of college work equals 80 clock hours of occupational experience.

C. Holding a valid Minnesota secondary vocational license in machine shop operations and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area component of machine shop. Two hours of teaching experience substitute for one hour of occupational experience.

D. Holding a valid Minnesota secondary vocational license in welding occupations and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area component of welding. Two hours of teaching experience substitute for one hour of occupational experience.

Subp. 3. **Metal/material processing teacher; option one.** For option one, the applicant must meet the following requirements:

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

B. Technical coursework: at least two credits or 24 clock hours in computer integrated manufacturing, completed before renewal of the entrance license or within the five years immediately before the date a continuing license is issued in this category of practice.

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200~~, subpart 2~~. Experiences described in part 8750.4200, ~~subparts 3 to 7~~ subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

Subp. 4. **Metal/material processing teacher; option two.** For option two, the applicant must meet the following requirements:

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

B. Technical coursework:

[For text of subitem (1), see M.R.]

(2) at least two credits or 24 clock hours in computer-integrated manufacturing completed before renewal of the entrance license or within the five years immediately before the date a continuing license is issued in this category of practice.

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

Subp. 5. **Metal/material processing teacher; option three.** For option three, the applicant must meet the following requirements:

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

B. Technical coursework: at least two credits or 24 clock hours in computer-integrated manufacturing completed before renewal of the entrance license or within the five years immediately before the date a continuing license is issued in this category of practice.

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

8750.2060 SECONDARY PARTS SALES AND SERVICE OCCUPATIONS TEACHER.

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

Subp. 2. **Parts sales and service occupations teacher; option one.** For option one, the applicant must meet the following requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200~~, subpart 2~~. Experiences described in part 8750.4200, ~~subparts 3 to 7~~ subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

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

8750.2100 SECONDARY TRUCK/BUS DRIVING OCCUPATIONS TEACHER.

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

KEY: PROPOSED RULES SECTION — Underlining indicates additions to existing rule language. ~~Strike outs~~ indicate deletions from existing rule language. If a proposed rule is totally new, it is designated "all new material." **ADOPTED RULES SECTION** — Underlining indicates additions to proposed rule language. ~~Strike outs~~ indicate deletions from proposed rule language.

Subp. 2. **Truck/bus driving teacher; option one.** For option one, the applicant must meet the following requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200~~, subpart 2~~. Experiences described in part 8750.4200, ~~subparts 3 to 7~~ subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

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

8750.2120 SECONDARY VEHICLE SERVICES OCCUPATIONS TEACHER.

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

Subp. 2. **Requirements for replacing narrower licenses.** A license under this part is required to teach vehicle services occupations programs. ~~By July 1, 1992, the following single-occupation programs must be converted to vehicle services occupations programs: the industrial education areas of auto mechanics, recreational vehicle repair, service station occupations, small engine repair, truck/diesel mechanics, and forest products harvesting equipment repair. The personnel licensing section must not issue new licenses in the categories of practice that correspond to the programs being converted after this chapter takes effect.~~ However, valid single-occupation licenses in auto mechanics, recreational vehicle repair, service station mechanics, small engine repair, truck/diesel mechanics, and forest products harvesting equipment repair are renewable under this chapter ~~until July 1, 1992,~~ and are valid to teach the corresponding single-occupation programs.

To convert a single-occupation license in auto mechanics, recreational vehicle repair, service station mechanics, small engine repair, truck/diesel mechanics, or forest products harvesting equipment repair to a vehicle services occupations license, the applicant must verify competency in the emphasis area by meeting the requirements in ~~item~~ one of items A ~~or B~~ to D or a combination of items A ~~and B~~ to D as applicable and at the ratio ~~given~~ specified in ~~item B:~~ the selected item. The requirement for hours of related occupational experience is met by holding the single-occupation license being converted.

A. completing the occupational experience emphasis area requirements in subpart 3, 4, or 5. An applicant must possess the educational qualifications stated in the chosen subpart. If converting under subpart 5, an applicant may complete the emphasis area occupational experience defined in subpart 4, item C.

B. substituting for the required occupational experience emphasis hours, specific technical education in the emphasis area completed within the five years before conversion. One instructional clock hour of technical ~~education~~ workshop equals four hours of occupational experience. ~~The requirements for hours of related occupational experience are met by holding the single-occupation license being converted.~~ One quarter credit of college work equals 80 clock hours of occupational experience.

C. Holding a valid Minnesota secondary vocational license in auto mechanics and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area components of automotive engine and drive train repair. Two hours of teaching experience substitute for one hour of occupational experience.

D. Holding a valid Minnesota secondary vocational license in small engine repair or recreational vehicle repair and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area component of small engines/recreational vehicle repair. Two hours of teaching experience substitute for one hour of occupational experience.

Subp. 3. **Vehicle services teacher; option one.** For option one, the applicant must meet the following requirements:

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

B. Technical coursework: at least two credits or 24 clock hours in automotive computer applications, completed before renewal of the entrance license or within the five years immediately before the date a continuing license is issued in this category of practice.

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200~~, subpart 2~~. Experiences described in part 8750.4200, ~~subparts 3 to 7~~ subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

Subp. 4. **Vehicle services teacher; option two.** For option two, the applicant must meet the following requirements:

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

B. Technical coursework:

[For text of subitem (1), see M.R.]

(2) at least two credits or 24 clock hours in automotive computer applications completed before renewal of the entrance license or within the five years immediately before the date a continuing license is issued in this category of practice.

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

Subp. 5. **Vehicle services teacher; option three.** For option three, the applicant must meet the following requirements:

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

B. Technical coursework: at least two credits or 24 clock hours in automotive computer applications completed before renewal of the entrance license or within the five years immediately before the date a continuing license is issued in this category of practice.

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

8750.3010 EXAMINATIONS FOR SECONDARY VOCATIONAL TEACHER LICENSES.

Subpart 1. **Examination requirement.** Effective April 8, 1991, an applicant for an initial secondary vocational teaching license, except a secondary vocational part-time resource specialist license issued according to part 8750.6000, a secondary short-call substitute license issued according to part 8750.6100, or a secondary vocational limited license issued according to part 8750.6200, shall provide evidence of having successfully completed examinations of skills in reading, writing, and mathematics, as required by *Minnesota Statutes*, section 125.05, subdivision 1. Provisions of part 8700.0210, subparts 1 to 7, 10, and 12, apply. This subpart does not apply to applicants who hold or previously held an entrance, continuing, or life nonvocational license granted by the Board of Teaching.

Subp. 2. **Admission to secondary vocational teacher education core.** Candidates may enroll in the secondary vocational teacher education core courses before successful completion of the skills area examinations; however, candidates must achieve the passing scores established in part 8700.0210, subpart 3, before an entrance vocational teaching license may be granted. Colleges and universities must provide candidates who fail the examinations access to opportunities to enhance their skills.

Subp. 3. **Applicants who use secondary teacher education sequence.** Notwithstanding parts 8750.3050, 8750.3100, and 8750.3250 governing the issuance of entrance licenses, applicants who use the secondary vocational teacher education sequence as specified in part 8750.3150 to meet the educational criteria requirement for licensure and who otherwise meet the applicable statutes and rules shall be granted a one-year nonrenewable license, during which time the applicant must provide official evidence of successful completion of the requirements of this part.

Subp. 4. **Applicants prepared in other states.** Applicants who have completed the educational criteria of the licensure requirements in other states who otherwise meet the applicable statutes and rules shall be granted a one-year nonrenewable license, during which time the applicant must provide official evidence of successful completion of the requirements of this part.

8750.3250 ENTRANCE LICENSES: COURSES IN TEACHER EDUCATION SEQUENCE.

Subpart 1. **Issuance.** When an applicant is using the teacher education sequence, a two-year entrance secondary vocational license shall be issued when the applicant successfully completes the skills area examinations according to part 8750.3010, the human relations requirement according to part 8750.3500, the three-credit introduction to vocational teaching course and has prearranged the teaching internship specified in subpart 2.

[For text of subps 2 and 3, see M.R.]

KEY: PROPOSED RULES SECTION — Underlining indicates additions to existing rule language. ~~Strike outs~~ indicate deletions from existing rule language. If a proposed rule is totally new, it is designated "all new material." **ADOPTED RULES SECTION** — Underlining indicates additions to proposed rule language. ~~Strike outs~~ indicate deletions from proposed rule language.

8750.3300 RENEWAL LICENSE IN TEACHER EDUCATION SEQUENCE.

Subpart 1. **First one-year renewal.** An applicant is eligible for the first one-year renewal of an entrance vocational license based on the teacher education sequence when the applicant has completed ~~the human relations requirement under~~ part ~~8750.3500 and~~ an additional three-credit course from the teacher education core.

[For text of subps 2 to 4, see M.R.]

8750.3350 FIRST FIVE-YEAR LICENSE IN TEACHER EDUCATION SEQUENCE.

An applicant is eligible for the first five-year vocational license based on the teacher education sequence when the applicant successfully completes the skills area examinations and completes the teaching internship, the human relations requirement, and three credits in each of the five core courses through an approved licensing program in vocational teacher education at an approved Minnesota institution or equivalent courses completed elsewhere.

8750.3450 EQUIVALENCY FOR COURSES OUTSIDE TEACHER EDUCATION CORE.

When an applicant has completed coursework that is not included in part 8750.3150, subpart 2, to meet a licensure requirement and when the personnel licensing section cannot determine course equivalency on the basis of similar course titles or content, in consultation with the appropriate secondary vocational specialist, the following procedure applies:

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

F. Exception: Two years of active participation as an advisor in the appropriate vocational student organization or 24 clock hours of board of teaching approved workshops substitutes for the two required credits in integrating the appropriate vocational student organization into the curriculum. The board shall approve the substitution if the workshop is essentially equivalent in content to the two required credits. The advisor participation must be verified by the state program specialist responsible for the appropriate vocational student organization ~~and~~. Either substitution must be within the five years just before the date the license is issued.

8750.3500 HUMAN RELATIONS REQUIREMENT.

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

Subp. 4. **Initial ~~entrance~~ license.** New personnel who are submitting their first applications for full-time entrance secondary vocational licensing and who have completed all applicable requirements except human relations, are eligible for ~~an entrance~~ a one-year nonrenewable license to allow time to complete the human relations program. Only one vocational license that entitles the licensee to work full time may be granted to an applicant who has not met the human relations requirement. The human relations requirements must be met before any secondary vocational license renewal or endorsement is made.

8750.3800 PROCEDURES FOR VOLUNTARY SURRENDER OF TEACHING LICENSES.

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

Subp. 2. **Surrender date.** When the personnel licensing section receives the materials listed in subpart 1 by January 1, the date of surrender is July 1 of that year. When the materials are received after January 1, the date of surrender is July 1 of the following calendar year. An applicant may revoke the request. The revocation must be made in writing to the executive secretary no later than December 31 of the year in which the request for voluntary surrender is received by the executive secretary.

[For text of subps 3 to 5, see M.R.]

8750.3810 PROCEDURES FOR REVOCATION OR SUSPENSION OF ALL TEACHING LICENSES.

Subpart 1. **Statutory requirements.** Licenses shall be revoked or suspended pursuant to *Minnesota Statutes*, sections 125.09, and 125.185, or part 8750.3830.

Subp. 2. **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 part 8750.3820, subpart 1.

Subp. 3. **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:

A. the activity of the individual which led to the license suspension;

B. any relevant mitigating factors which the individual may interpose on his or her behalf;

C. the prior teaching record of the individual; and

D. other similar factors.

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.

8750.3820 ISSUANCE OR REINSTATEMENT OF A LICENSE AFTER REVOCATION OR SUSPENSION.

Subpart 1. **After revocation.** 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 entrance licensure standards.

Subp. 2. **After suspension.** 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 or a one-year license which has expired 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 met renewal requirements. A person whose license has lapsed for more than one fiscal year must meet the requirements of part 8750.3600 to reinstate the license. A five-year continuing license must be granted after all other conditions stated in subpart 2, item A, and criteria for issuance of the five-year continuing license have been met.

B. If the suspended license was an entrance or a one-year license which has not expired 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 expired 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 expired 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. A person whose license has lapsed for more than one fiscal year must meet the requirements of part 8750.3600 to reinstate the license.

8750.3830 CODE OF ETHICS FOR MINNESOTA TEACHERS.

Subpart 1. **Scope.** 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 Board of Teaching.

Subp. 2. **Standards of professional conduct.** The standards of professional conduct are as follows:

A. A teacher shall provide professional education services in a nondiscriminatory manner.

B. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.

C. According to 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.

D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.

E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.

F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.

G. A teacher shall not deliberately suppress or distort subject matter.

H. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.

I. A teacher shall not knowingly make false or malicious statements about students or colleagues.

J. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

Subp. 3. **Statutory enforcement of code: complaints, investigation, and hearing.** The enforcement of the provisions of the code of ethics for Minnesota teachers shall be in accord with *Minnesota Statutes*, section 214.10.

Subp. 4. **Complaints handled by board.** When oral complaints alleging violations of the code of ethics are received, the executive secretary of the Board of Teaching shall request the complaining party to submit the complaint in writing within ten days.

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 ten days of the receipt of the complaint.

The teacher shall be entitled to be represented by the teacher's own counsel or representative at each stage of the investigation and hearing.

Subp. 5. **Enforcement procedures.** The 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.

A. 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.

B. 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 Board of Teaching. The letters shall be kept on file for a period not to exceed one calendar year.

C. 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. The 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 part.

D. 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 Board of Teaching.

E. 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 Board of Teaching.

8750.3840 APPEAL TO BOARD OF TEACHING.

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 vocational relicensure committee, are entitled to a hearing pursuant to *Minnesota Statutes*, chapter 14, on the denial and to a final decision by the Board of Teaching.

A person or an institution entitled to a hearing under the provisions of this part shall file a written request for a hearing with the executive secretary of the Board of Teaching within 30 days from the date of the denial. Failure to file a written request for a hearing within 30 days constitutes a waiver of the individual's right to a hearing.

8750.4200 ALTERNATE FORMS OF OCCUPATIONAL EXPERIENCE.

Subpart 1. **Who may use.** Except where otherwise stated in this part and in parts 8750.0200 to 8750.2140, an applicant may use the following alternative experiences to meet occupational experience requirements. Except for converting to secondary trade and industrial occupations in accordance with criteria established in parts 8700.1800 to 8700.2140, the alternatives may not be used by nonbaccalaureate applicants who have completed less than a two-year program in the category of practice.

[For text of subps 2 to 5, see M.R.]

Subp. 6. **Funded Minnesota technical college vocational teaching.** An applicant ~~who seeks to add an existing~~ for a secondary vocational ~~category of practice to~~ license according to criteria established in current vocational licensure rules who holds a valid postsecondary vocational license in the same category of practice may substitute Minnesota technical college teaching within the past five years in that category of practice for the required recent 500 hours in an emphasis area. In this subpart, "the same category of practice" means a license in one of the occupational emphasis areas listed in the secondary license for which application is made or in a category of practice in which at least 50 percent of the program instruction is in the occupational emphasis areas listed in the secondary license for which application is made. The program content must be verified by the local vocational administrator responsible for the program. One year (1,080 hours) of vocationally funded teaching substitutes for the prerequisite 500 hours.

[For text of subp 7, see M.R.]

8750.6200 SECONDARY VOCATIONAL LIMITED LICENSE.

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

Subp. 4. **Duration of limited licenses.** ~~An entrance~~ A limited license issued before January 1 of a school year is valid for the

remainder of that school year only, and expires on June 30 of the school year following issuance. ~~An entrance~~ A limited license issued after January 1 of a school year is valid for the remainder of that school year plus the school year immediately following, and expires on the second June 30 following issuance.

[For text of subp 5, see M.R.]

8750.8000 FORMATION OF LOCAL VOCATIONAL RELICENSURE COMMITTEE.

Subpart 1. **Voting.** A person is eligible to vote in elections for the local vocational relicensure committee if the person holds a valid regular five-year secondary vocational license or a valid secondary vocational license on a sequence preparatory to obtaining a regular five-year secondary vocational license in a school district, approved vocational or cooperative center, or nonpublic school. Local vocational administrators and supervisors are not eligible to vote unless also ~~practicing on~~ holding a nonadministrative, nonsupervisory secondary vocational license.

Four members constitute a quorum. A majority vote of those voting members in attendance is enough to take action.

[For text of subps 2 and 3, see M.R.]

REPEALER. *Minnesota Rules*, parts 8700.2900, subpart 5; 8700.3510, subpart 7; 8700.4000, subpart 6; 8700.4100, subpart 2; 8700.4200, subpart 2; 8700.4600, subparts 4 and 5; 8700.7300, subpart 3; and 8700.7400, subpart 2, are repealed.

Adopted Rules

The adoption of a rule becomes effective after the requirements of Minn. Stat. §14.14-14.28 have been met and five working days after the rule is published in *State Register*, unless a later date is required by statutes or specified in the rule.

If an adopted rule is identical to its proposed form as previously published, a notice of adoption and a citation to its previous *State Register* publication will be printed.

If an adopted rule differs from its proposed form, language which has been deleted will be printed with strikeouts and new language will be underlined. The rule's previous *State Register* publication will be cited.

An emergency rule becomes effective five working days after the approval of the Attorney General as specified in Minn. Stat. §14.33 and upon the approval of the Revisor of Statutes as specified in §14.36. Notice of approval by the Attorney General will be published as soon as practicable, and the adopted emergency rule will be published in the manner provided for adopted rules under §14.18.

Department of Health

Adopted Permanent Rules Relating to Speech-Language Pathologist and Audiologist Registration

The rules proposed and published at *State Register*, Volume 14, Number 45, pages 2563-2579, May 7, 1990 (14 SR 2563) are adopted with the following modifications:

Rules as Adopted

REGISTRATION OF SPEECH-LANGUAGE PATHOLOGISTS AND AUDIOLOGISTS

4750.0010 SCOPE.

Parts ~~4750.0020~~ 4750.0010 to 4750.0700 apply only to persons who are applicants for registration, who are registered, who use protected titles, or who represent that they are registered. Parts 4750.0010 to 4750.0700 do not apply to school personnel licensed by the Board of Teaching under part 8700.5505, provided that school personnel practicing within the scope of their licensed occupation preface titles protected in part 4750.0030 with the words "school" or "educational."

KEY: PROPOSED RULES SECTION — Underlining indicates additions to existing rule language. ~~Strike outs~~ indicate deletions from existing rule language. If a proposed rule is totally new, it is designated "all new material." **ADOPTED RULES SECTION** — Underlining indicates additions to proposed rule language. ~~Strike outs~~ indicate deletions from proposed rule language.

STATE OF MINNESOTA

BOARD OF TEACHING

In the matter of the Proposed Adoption of the Rules of the State Board of Teaching Governing Permanent Rules Relating to Teacher Licenses

AFFIDAVIT REGARDING COMMENTS RECEIVED PURSUANT TO NOTICE OF INTENT TO ADOPT RULES WITHOUT A PUBLIC HEARING

STATE OF MINNESOTA)
) ss.
COUNTY OF RAMSEY)

Kenneth L. Peatross, being duly sworn on oath deposes and says:

1. That Kenneth L. Peatross is the person named in the Notice of Intent to Adopt Rules Without a Public Hearing (15 S.R. February 4, 1991) as the person to receive comments on the Board's intent to adopt rules concerning the above-entitled subject.

2. That the comment period set forth in the notice terminated at 4:30 p.m. on March 6, 1991.

3. That the following comments were received by the Board:

   The Board of Teaching received eighty seven comments during the thirty-day comment period. In summary, the comments were:

   1. One comment expressing concern for the substitution of the phrase "World Languages" for "Modern Foreign Languages".

   2. Eighty-six comments requesting a public hearing on Minnesota Rules, Part 8750.0060.

Kenneth L. Peatross, Executive Secretary
MINNESOTA BOARD OF TEACHING

Subscribed and sworn to before me

this 18th day of March, 1991

Beverly Barnick

BEVERLY J. BARNICK
NOTARY PUBLIC — MINNESOTA
RAMSEY COUNTY
My commission expires 9-17-92

COMMENTS

RECEIVED DURING

COMMENT PERIOD

UNIVERSITY OF MINNESOTA
TWIN CITIES

Office of the Dean

College of Education
104 Burton Hall
178 Pillsbury Drive S.E.
Minneapolis, Minnesota 55455-0211

Office: (612) 625-6806
Fax Line: (612) 626-7496

February 21, 1991
BITNET: DLANGE@UMINN1

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
616 Capitol Square Building
550 Cedar
St. Paul, MN 55101

Dear Mr. Peatross:

This letter expresses concern for the rule change in Modern Foreign Languages where the phrase World Languages is substituted for Modern Foreign Languages. I recognize that there is no phrase which is politically sensitive to the concerns of speakers of languages other than English in the United States in regard to the label. I do wish to suggest however that the phrase, World Languages, is used so infrequently in the profession at large that it could cause confusion by people seeking licensure in this state or by educators outside the State of Minnesota attempting to communicate with the Board of Teaching and the State Department of Education. The phrase simply makes Minnesota look strange in educational circles on this issue.

Sincerely,

Dale L. Lange
Professor and Associate Dean

DLL/jk
c: Suzanne Jebe



DATE: February 14, 1991

TO: All Technical Tutor license holders, paraprofessional and other concerned parties

FROM: Carl Gross - Paraprofessional Committee Representative
MFT Local #2209

As you may have heard, the State Board of Teaching is considering elimination of the Tech Tutor license. Greg Burns, Staff Representative for MFT, has tried to track down a reason for this move, but has been unable to get a satisfactory answer.

If this is allowed to happen, this would be a step backward for all of those concerned. It would be detrimental to our own professional and personal development and status, and those of all paraprofessionals. We must try and have our voices heard and stand up for our own accomplishments.

Please take the time to read and sign the enclosed letter and mail to the address indicated. We need at least 25 letters to guarantee a hearing, and Greg indicated that if they received 60-100 letters, they might reconsider and withdraw the action.

So, if you know of any other interested parties who would also sign and mail letters, please duplicate the letter and pass it to them.

Time is of the essence, they must be in the hands of the State by March 1, 1991.

If you desire any additional info, please call me at extension 3482 or 3137. Thank you for your support.



February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

Dear Mr. Peatross;

I respectfully request that the Board of Teaching hold a public hearing on the proposed rules change of Minnesota Rules, Part 8750-0060 concerning Secondary Vocational Needs Personnel.

I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely,

HTC Eden Prairie campus

Hennepin Technical College
Intermediate District 287

District Office
1820 North Xenium Lane
Plymouth, MN 55441
Phone (612) 559-3535

Mr. Kenneth L. Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

Mr. Peatross;

I am writing to request that the Board of Teaching hold a public hearing on the proposed rules change Minnesota Rules Part 8750.0060 Secondary Vocational Needs Personnel.

I am a para-professional and a board member of Minnesota Vocational Special Needs Personnel (MVASNP). I have colleagues who hold the above named license and who are concerned about the proposed changes. As a representative of para-professionals on the MVASNP Board, I feel it is necessary to request this public hearing so that people can express their feelings regarding the actions being taken.

Please let me know if such a hearing will be held so that I can inform mmthe members of my constituency.

Sincerely,

Katherine A. George

Katherine A. George
Vocational Trainer
Vocational Outreach Services
Intermediate District # 287
1820 N. Xenium Lane
Plymouth, MN 55441



February 15, 1991



Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

Dear Mr. Peatross;

I respectfully request that the Board of Teaching hold a public hearing on the proposed rules change of Minnesota Rules, Part 8750-0060 concerning Secondary Vocational Needs Personnel.

I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely,

Jayne Spain
Tch. of P. Handicapped

February 15, 1991



Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely, Betty Kenyons

February 15, 1991



Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely,

Chris Caldwell/Instructor

February 15, 1991



Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

Dear Mr. Peatross;

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I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely,

Debra Skoja / Tutor



February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely,

Lynda Landl/Tutor

No Address

February 15, 1991



Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely,

Tammie Hogan, Technical Tutor

no address

February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely,

Instructor



no address

February 15, 1991

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Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely,

Warren Hudson, Instructor



no address

February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely,

Robert J. Dubanoski
Welding Instructor



no address

February 15, 1991

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Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely,

Edwin Bosley

Secondary Building Trades Instructor





February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely,

Tim L. Skaja
Support Service Facilitator
Hennepin Tech. College

February 15, 1991

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Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely,

Admer A. Bratsman, Instructor



February 15, 1991

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Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely,

Chuck Levine, Instructor
Commercial Greenhouse





February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely,

Robert H. Tronsdal

no address



February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely,

Bonnie Madland

no address



February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely,

Chris B Magnuson

Technical Tutor

February 15, 1991



Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

Dear Mr. Peatross;

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I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely,

Hal Murray

no address

February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

Dear Mr. Peatross;

I respectfully request that the Board of Teaching hold a public hearing on the proposed rules change of Minnesota Rules, Part 8750-0060 concerning Secondary Vocational Needs Personnel.

I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely,

Sara G. Laviolette
Technical Tutor



February 15, 1991



Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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I respectfully request that the Board of Teaching hold a public hearing on the proposed rules change of Minnesota Rules, Part 8750-0060 concerning Secondary Vocational Needs Personnel.

I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely,

Wilfred Eidenschink
Supervisor Natural Resources Programs
Hennepin Tech. College



February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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Thank you.

Sincerely,

John S. Vit



February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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Thank you.

Sincerely,

JOHN L. VIT



February 15, 1991

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Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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Thank you.

Sincerely,

Douglas Ritchie
Instructor Hennepin technical College

no address



February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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Thank you.

Sincerely,

Janette M. Hockel
(Vocational Liaison)



February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely,

Steven Johns
Technical Tutor
Hennepin Technical College
Brooklyn Park, Mn. 55445

February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely,

Kathi J. Hill





February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely,

Herbert A. Swedeen

February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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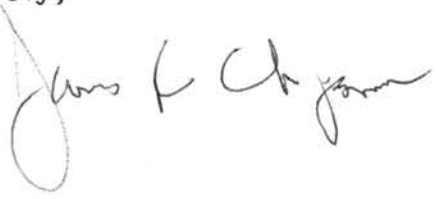
Thank you.

Sincerely,





saint paul public schools
VOCATIONAL SERVICES
30 East Baker Street St. Paul, Minnesota 55107 Telephone (612) 293-8996

February 12, 1991

Kenneth L. Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Bldg.
550 Cedar St.
St. Paul, MN 55101

Dear Sir:

I am writing to request that the Board of Teaching hold a public hearing on the proposed rules change; Minnesota Rules, part 8750.0060 Secondary Vocational Needs Personnel. I consider this action by the board to be detrimental to the best interests of special needs students and the individuals who currently hold this license.

Thank you,

Richard Herrick
1393 Midway Pkwy
St. Paul, 55108 / 646-3032



February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

Dear Mr. Peatross;

I respectfully request that the Board of Teaching hold a public hearing on the proposed rules change of Minnesota Rules, Part 8750-0060 concerning Secondary Vocational Needs Personnel.

I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely,

Mary Merry
Technical Tutor



February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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Thank you.

Sincerely,

Gayle Schmidt CDA, TDA
Instructor



February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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Thank you.

Sincerely,

Dennis a Holmberg

TECHNICAL TUTOR
HENNEPIN TECHNICAL COLLEGE



no addres

February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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Thank you.

Sincerely,

Norma E. Garfin



February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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Thank you.

Sincerely,

Kathleen R. Caola
Audiovisual Media Productions Technical Tutor
Hennepin Technical College - Eden Prairie

February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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Thank you.

Sincerely,

Susan Haemert
Director, Dental Assistant Program
Hennepin Technical College



February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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Thank you.

Sincerely,

Tom Daniel

Instructor
Hennepin Technical College



February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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Thank you.

Sincerely,

Dan Clyne
Instructor
Hennepin Tech. College

no address

February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

Dear Mr. Peatross;

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Thank you.

Sincerely,

Mary Newman

no address

February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

Dear Mr. Peatross;

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I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely,

Jean M Kinney

RECEIVED
FEB 2? 1991
MN. BOARD OF
TEACHING

no addres

February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

Dear Mr. Peatross;

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I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely,

Alan Farnham



February 15, 1991



Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.
Sincerely,
Sandra DeSchaan

February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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Thank you.

Sincerely,

Jay Olsen



February 15, 1991



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Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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Thank you.

Sincerely,

no address

February 15, 1991

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Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely,

Paul N Nod

2/14/91



February 15, 1991

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Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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Thank you.

Sincerely,

Allan Senechal
Lead Instructor



February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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Thank you.

Sincerely,

Barry Harpestad





February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely, Kenneth E. Van Keulen

KENNETH E. VANKEULEN

DATE: February 14, 1991

TO: All Technical Tutor license holders, paraprofessional and other concerned parties

FROM: Carl Gross - Paraprofessional Committee Representative
MFT Local #2209

As you may have heard, the State Board of Teaching is considering elimination of the Tech Tutor license. Greg Burns, Staff Representative for MFT, has tried to track down a reason for this move, but has been unable to get a satisfactory answer.

If this is allowed to happen, this would be a step backward for all of those concerned. It would be detrimental to our own professional and personal development and status, and those of all paraprofessionals. We must try and have our voices heard and stand up for our own accomplishments.

Please take the time to read and sign the enclosed letter and mail to the address indicated. We need at least 25 letters to guarantee a hearing, and Greg indicated that if they received 60-100 letters, they might reconsider and withdraw the action.

So, if you know of any other interested parties who would also sign and mail letters, please duplicate the letter and pass it to them.

Time is of the essence, they must be in the hands of the State by March 1, 1991.

If you desire any additional info, please call me at extension 3482 or 3137. Thank you for your support.

February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

Dear Mr. Peatross;

I respectfully request that the Board of Teaching hold a public hearing on the proposed rules change of Minnesota Rules, Part 8750-0060 concerning Secondary Vocational Needs Personnel.

I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely,

Judith B. Klima



February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

Dear Mr. Peatross;

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I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely,

Thomas F. Wiblishauser



February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely,

Donna M Wozny

6274 Meadowlark Lane
Maple Grove, MN 55369



February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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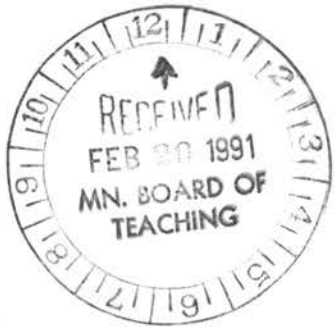
I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.
Sincerely,



Kenneth Peatrose
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Bldg.
550 Cedar Street
St. Paul, Mn. 55101

Dear Mr. Peatrose,

I am writing to request you hold a public hearing on the proposed rules change, MN. Rules, Part 8750.0060 Secondary Vocational Needs Personnel.

We feel this action to be detremental to the students involved in those programs.

Sincerely,
Rose Coykendall
3633 Lowry Ave. No.
Robbinsdale, Mn. 55422





February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

Dear Mr. Peatross;

I respectfully request that the Board of Teaching hold a public hearing on the proposed rules change of Minnesota Rules, Part 8750-0060 concerning Secondary Vocational Needs Personnel.

I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely,

Donald W. Paulak
Tech tutor auto mech
Winnipeg tech College

no address

February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

Dear Mr. Peatross;

I respectfully request that the Board of Teaching hold a public hearing on the proposed rules change of Minnesota Rules, Part 8750-0060 concerning Secondary Vocational Needs Personnel.

I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely,

Clarice O. Schieck



February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely,

Margot R Hedlund

Margot Hedlund
4142 Tonkawood Rd.
MTKA, MN. 55345



saint paul public schools
VOCATIONAL SERVICES
30 East Baker Street St. Paul, Minnesota 55107 Telephone (612) 293-8996

February 12, 1991

Kenneth L. Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Bldg.
550 Cedar St.
St. Paul, MN 55101

Dear Sir:

I am writing to request that the Board of Teaching hold a public hearing on the proposed rules change; Minnesota Rules, part 8750.0060 Secondary Vocational Needs Personnel. I consider this action by the board to be detrimental to the best interests of special needs students and the individuals who currently hold this license.

Thank you,

Susan D. Johnson

RECEIVED
FEB 19 1991
MN. BOARD OF
TEACHING

February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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Thank you.

Sincerely,

Tom Kracheck



February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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Thank you.

Sincerely,

Delisa Whiting



saint paul public schools
VOCATIONAL SERVICES
30 East Baker Street St. Paul, Minnesota 55107 Telephone (612) 293-8996

February 12, 1991

Kenneth L. Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Bldg.
550 Cedar St.
St. Paul, MN 55101

Dear Sir:

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Thank you,

Paul Hodgson



St. PAUL PUBLIC SCHOOLS
LIFELONG LEARNING

BOYS TOTEM TOWN

February 19, 1991

Mr. Kenneth L. Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Bldg.
550 Cedar St.
St. Paul, MN 55101

Dear Mr. Peatross:

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Thank you.

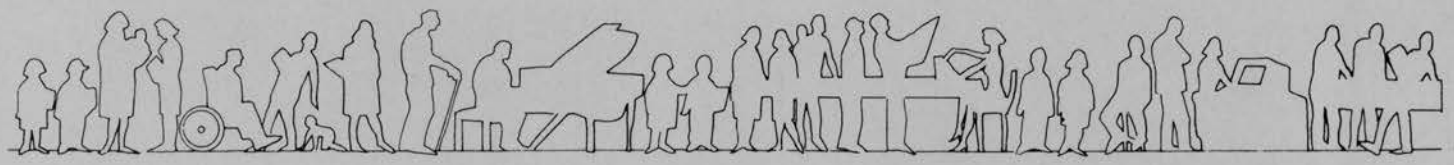
Sincerely,

Kathryn Sloan

Kathryn Sloan
Tech. Tutor Voc.Ed.

KS/cr

RECEIVED
FEB 21 1991
MN. BOARD OF TEACHING



398 TOTEM ROAD • ST. PAUL, MINNESOTA 55119 • (612) 292-6275

saint paul public schools
VOCATIONAL SERVICES
30 East Baker Street St. Paul, Minnesota 55107 Telephone (612) 293-8996

February 12, 1991

Kenneth L. Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Bldg.
550 Cedar St.
St. Paul, MN 55101

Dear Sir:

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Thank you,

Kathy Fuller



saint paul public schools
VOCATIONAL SERVICES
30 East Baker Street St. Paul, Minnesota 55107 Telephone (612) 293-8996

February 12, 1991

Kenneth L. Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Bldg.
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Dear Sir:

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Thank you,

Toni Pogersen
Tech Tutor, Job Shadowing
Humboldt Education Center

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FEB 15 1991
MN. BOARD OF TEACHING

saint paul public schools
VOCATIONAL SERVICES
30 East Baker Street St. Paul, Minnesota 55107 Telephone (612) 293-8996

February 12, 1991

Kenneth L. Peatross
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Minnesota Board of Teaching
608 Capitol Square Bldg.
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St. Paul, MN 55101

Dear Sir:

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Thank you,

Rosemarie Nielsen

RECEIVED
FEB 15 1991
MN. BOARD OF
TEACHING

saint paul public schools
VOCATIONAL SERVICES
30 East Baker Street St. Paul, Minnesota 55107 Telephone (612) 293-8996

February 12, 1991

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Thank you,

Nan Kolbinger
Humboldt Sr. High
30 E. Baker
St Paul, MN 55107

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MN. BOARD OF
TEACHING

saint paul public schools
VOCATIONAL SERVICES
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February 12, 1991

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Thank you,

Char Hunter

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FEB 15 1991
MN. BOARD OF
TEACHING

saint paul public schools
VOCATIONAL SERVICES
30 East Baker Street St. Paul, Minnesota 55107 Telephone (612) 293-8996

February 12, 1991

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St. Paul, MN 55101

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Thank you,

Jane Carlson
Vocational Evaluator
Hamline Complex

RECEIVED
FEB 15 1991
MN. BOARD OF
TEACHING

saint paul public schools
VOCATIONAL SERVICES
30 East Baker Street St. Paul, Minnesota 55107 Telephone (612) 293-8996

February 12, 1991

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St. Paul, MN 55101

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Thank you,

Rebecca Christopherson

RECEIVED
FEB 15 1991
MN. BOARD OF
TEACHING

saint paul public schools
VOCATIONAL SERVICES
30 East Baker Street St. Paul, Minnesota 55107 Telephone (612) 293-8996



February 12, 1991

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Minnesota Board of Teaching
608 Capitol Square Bldg.
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Thank you,

Mary T. Dresen
Teacher - Special Education, Humboldt Senior High
Saint Paul, Minnesota
55107

Minnesota Vocational Association of Special Needs Personnel

PRESIDENT
Jim Anderson
Secondary Vocational Center
Duluth
PAST PRESIDENT
Stephanie Corbey
State Dept. Interagency Office
St. Paul
PRESIDENT - ELECT
Dean Shawbold
Humbolt High School
St. Paul
SECRETARY
Pam Stanke
Voc. Planning Center ISD #11
Anoka
TREASURER
Kris Laughlin
Highview Alternative School
Robbinsdale
W.E.C.E.P.
Robert Jaehne
Nicollet Jr. High, Burnsville
W.E.D.
Bonita Holt
Coon Rapids High School

Blaine Field
ECSU, Willmar
W.E.H.
Lezlie Yerich
Hennepin Technical College
Plymouth

Loren Berkoski
Northeast Education District
Grand Rapids
SUPPORT SERVICES
Andy Mensing
SW/WC ECSU, Marshall

John Joosten
Southwestern Technical College
Pipestone
VOCATIONAL EVALUATION
David Cors
Career Assessment Center
Willmar

Larry Simenson
Hennepin Technical College
Eden Prarie
PARAPROFESSIONAL
Kathy George
Hennepin Technical College
Plymouth
ADMINISTRATIVE AFFILIATE
James Mecklenburg
Wright Vocational Coop. Center
Buffalo
MEMBERSHIP
Steve Mumma
Wayzata High School
NEWSLETTER EDITOR
Thomas Sullivan
Anoka High School

February 11, 1991

Mr. Kenneth L. Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55101

Mr. Peatross:

I am writing to request that the Board of Teaching hold a public hearing on the proposed rules change Minnesota Rules Part 8750.0060 Secondary Vocational Needs Personnel.

I am a Para-professional and a board member of Minnesota Vocational Special Needs Personnel (MVASNP). I have colleagues who hold the above-named license and who are concerned about the proposed changes. As a representative of Para-professionals on the MVASNP Board, I feel it necessary to request this public hearing so that people can express their feelings regarding the actions being taken.

Please let me know so I can inform the members of my constituency.

Respectfully,

Randine Dill

Randine Dill, CDT
Community Based Vocational Training
1421 Spruce Place
Minneapolis, Minnesota 55403

RD

Minnesota Vocational Association of Special Needs Personnel
MVASNP

RECEIVED
FEB 18 1991
MN. BOARD OF TEACHING

February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

Dear Mr. Peatross;

I respectfully request that the Board of Teaching hold a public hearing on the proposed rules change of Minnesota Rules, Part 8750-0060 concerning Secondary Vocational Needs Personnel.

I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely,

Carl H. Grow
449 2ND ST.
EXCELSIOR, MN. 55331



saint paul public schools
VOCATIONAL SERVICES
30 East Baker Street St. Paul, Minnesota 55107 Telephone (612) 293-8996

February 12, 1991

Kenneth L. Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Bldg.
550 Cedar St.
St. Paul, MN 55101

Dear Sir:

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Thank you,

Janet O. Hilger



saint paul public schools
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608 Capitol Square Bldg.
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Thank you,

Judith L. Nordman

RECEIVED
FEB 14 1991
MN. BOARD OF
TEACHING

saint paul public schools
VOCATIONAL SERVICES
30 East Baker Street St. Paul, Minnesota 55107 Telephone (612) 293-8996

February 12, 1991

Kenneth L. Peatross
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Minnesota Board of Teaching
608 Capitol Square Bldg.
550 Cedar St.
St. Paul, MN 55101

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Thank you,

Helena McAndrew

RECEIVED
FEB 14 1991
MN. BOARD OF
TEACHING

saint paul public schools
VOCATIONAL SERVICES
30 East Baker Street St. Paul, Minnesota 55107 Telephone (612) 293-8996

February 12, 1991

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Thank you,

Judy Franas
Vocational Tech Tutor
Project Explore
Humboldt Complex

RECEIVED
FEB 14 1991
MN. BOARD OF
TEACHING



February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely,

Gary Mortensen
Tech Tutor, Carpentry HTC

February 15, 1991



Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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Thank you.

Sincerely,

William E. Joos
Carpentry Instructor WTC



February 15, 1991

Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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I am concerned that if the proposed annulment of the license in question is allowed to happen, that the ramifications would be harmful to the education of all students involved.

Thank you.

Sincerely,

Tony Steward
Captain, Student H.T.G.

February 15, 1991



Mr. Kenneth Peatross
Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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Thank you.

Sincerely,

Steve Eschen

Carpentry Student HTC

February 15, 1991



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Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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Thank you.

Sincerely,

Joe Robert
Carpentry Student HTC

February 15, 1991



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Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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Thank you.

Sincerely,

Joe Bodin
Carpentry student HTC

February 15, 1991



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Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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Thank you.

Sincerely,

Terry Nordwall
Carpentry student HTC

February 15, 1991



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Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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Thank you.

Sincerely,

Jason Andrews

carpentry student HTC

February 15, 1991



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608 Capitol Square Building
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St. Paul, MN 55101

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Thank you.

Sincerely,

John Goodman

John Goodman
Carpentry Student H.T.C.

February 15, 1991



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Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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Thank you.

Sincerely,

Bryan J. Weiss
Carpentry Student

February 15, 1991



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Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

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Thank you.

Sincerely,

Ross Goodnow Broeker

Carpentry Student H.T.C. EDEN PRAIRIE

CERTIFICATE OF THE
MINNESOTA BOARD OF TEACHING
ADOPTING, WITHDRAWING, AMENDING AND REPEALING RULES

I, Julie A. Jagusch, do hereby certify that I am a member and Chair of the Board of Teaching, a board duly authorized under the laws of the State of Minnesota, and that the following is a complete, and correct copy of a resolution adopted at a meeting of the Board, duly and properly called and held on the 15th day of March, 1991, that a quorum was present, and that a majority of those present voted for the resolution which has not been rescinded or modified.

RESOLVED, that rules identified as rules relating to teacher licenses, Minnesota Rules, Parts 8700.0200-8700.0501, 8700.200, 8700.2500, 8700.2900, 8700.3200-8700.3300, 8700.3510, 8700.3900-8700.4000, 8700.4300-8700.4600, 8700.5300, 8700.6410, 8700.7100-8700.7400, 8700.7800, 8700.8010-8700.8020, 8700.8040, 8700.8110-8700.8120, 8700.8140, 8700.9010; and rules identified as rules relating to secondary vocational teacher licenses, Minnesota Rules, Parts 8750.0082, 8750.0240, 8750.0500-8750.0520, 8750.1000, 8750.1240, 8750.1560, 8750.1700-8750.2060, 8750.2100-8700.2120, 8750.3010, 8750.3250-8750.3350, 8750.3450-3850.3500, 8750.3800-8750.3840,8750.4200, 8750.6200, 8750.800 are approved and adopted; and

RESOLVED FURTHER, that rules identified as rules relating to teacher licenses, Minnesota Rules, Parts 8700.2900, subpart 5; 8700.3510, subpart 7; 8700.4000, subpart 6; 8700.4100, subpart 2; 8700.4200, subpart 2; 8700.4600, subparts 4 and 5; 8700.7300, subpart 3; and 8700.7400, subpart 2 are repealed; and

RESOLVED FURTHER, that rules identified as rules relating to secondary vocational teacher licenses Minnesota Rules, Parts 8750.0060, and 8750.1580 are withdrawn; and

RESOLVED FURTHER, that the rule identified as rules relating to secondary vocational teacher licenses Minnesota Rules, Part 8750.3010 is amended by deleting the phrase "Effective April 8, 1991"; pursuant to authority vested in the Board by Minnesota Statutes, section 125.05, subd. 1, and 125.185, subd. 4, and Section 125.03, subd. 1.

RESOLVED FURTHER, that the Board adopts the attached Findings of Fact, Conclusions and Order Adopting Rules Relating to Teacher Licenses Without a Public Hearing and that Kenneth L. Peatross, the executive secretary of the Board is authorized to sign the Findings of Fact, Conclusions and Order Adopting the Rules on behalf of the Board, and further is authorized to modify the rules if necessary to obtain the approval of the rules by the attorney general and to perform the necessary acts to provide that the rules shall have the force and effect of law.

IN WITNESS WHEREOF, I have hereunto subscribed my name this 15th day of March, 1991.

Julie A. Jagusch
Chair of the Board

Roberta A. Margo
Attest by one other Board Member

In the matter of the Proposed Permanent Rules Relating to Teacher Licenses

DECLARATION OF COUNSEL

I, Bernard E. Johnson, Special Assistant Attorney General, do hereby declare that I have examined the above-captioned rules, and the supporting rulemaking record, and that, based on my examination, the Administrative Procedure Act and the Minnesota Rules, chapter 2010 have been followed. Any exceptions are listed below. For attorney general billing purposes, the docket client code is 40.0015.0771.

Bernard E. Johnson

Bernard E. Johnson
Special Assistant Attorney General

March 18, 1991

Date

Board of Teaching

Proposed Permanent Rules Relating to Teacher Licenses

Rules as Proposed

8700.0100 HOW THIS CHAPTER APPLIES.

This chapter governs the procedures for licensure and the educational requirements for nonvocational instructional and support personnel who are required to be licensed by the Board of Teaching.

8700.0200 REQUIREMENTS FOR THE ISSUANCE AND RENEWAL OF ALL LICENSES.

Subpart 1. **In general.** 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 Board of Teaching to prepare persons for teacher licensure.

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~~ the licensure area which has been approved by the Board of Teaching. A license becomes valid on the date issued by the personnel licensing section.

Subp. 2. **Initial license; entrance license.** The initial license which shall be issued in any licensure area to an applicant who meets all requirements of subpart 1 is an entrance license, ~~valid for~~ that expires two years from the July 1 nearest the date the license was issued.

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~~:

A. an applicant who holds a life or continuing license as a ~~secondary-school-classroom~~ teacher who subsequently

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completes an approved program in an additional ~~classroom teaching~~ licensure area ~~at-the-secondary-school-level~~ must be issued a continuing license;

B. an applicant who holds ~~a-life~~ an entrance or continuing ~~license-as-an-elementary-school-classroom-teacher-or-a-secondary-school-classroom-teacher-who~~ secondary vocational license based on a degree program in home economics education, industrial education, agriculture education, business education, or marketing education, verifies one year of teaching experience in the corresponding category of practice while holding a valid license, and completes an approved program ~~as-a-middle-school-classroom-teacher-in-the-same-licensure-area-or-in-a-different-licensure-area~~ in a nonvocational licensure area must be issued a continuing license; and

C. 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~~ does not meet requirements for an entrance license may be issued a limited license or a provisional license according to criteria specified in Board of Teaching rules that authorize the issuance of limited licenses and provisional licenses.

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.

Subp. 3. **Continuing license.** A continuing license, ~~valid for~~ that expires five years from the July 1 nearest the date the license was issued, 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

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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.

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 earned and been granted ~~120 renewal units~~ 125 clock hours as verified by the local continuing education committee.

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

A. a continuing license based upon verification by a local continuing education committee that the applicant has earned and been granted ~~120 renewal units~~ 125 clock hours, during the five-year period immediately preceding the application;

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

C. 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 eight semester hours of credit have been earned in the licensure area where application is being made or that 125 clock hours have been earned and granted as verified by the local continuing education committee during the five-year period immediately preceding the date of application for the continuing license.

Continuing licenses~~, valid for~~ that expire five years~~,~~ from the July 1 nearest the date the license was issued shall be renewed upon application according to the rules of the Board of Teaching ~~pertaining to~~ governing continuing education.

Subp. 4. **Provisional license.** A provisional license must be issued to an applicant who does not meet the standards for issuance of an entrance or a continuing license, but qualifies for a provisional license according to criteria in Board of

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Teaching rules that authorize the issuance of provisional licenses.

Subp. 5. **Classroom teaching license.** For purposes of licensure rules that require holding a valid classroom teaching license as a prerequisite for issuance of an additional field of licensure, the definition of a "classroom teaching license" is a nonvocational license valid to teach elementary school, secondary school subjects, or kindergarten to grade 12 subjects, or a secondary vocational license based on degree requirements in home economics education, industrial education, agriculture education, business education, or marketing education. This definition does not include limited licenses, provisional licenses, intern licenses, special education licenses, family education licenses, prekindergarten licenses, postsecondary vocational licenses, or secondary vocational licenses based upon criteria other than degree requirements in home economics education, industrial education, agriculture education, business education, or marketing education. This definition also does not include licenses as school psychologists, school counselors, school social workers, school nurses, recreation personnel, school administrators, school business officers, community education directors, special education directors, or secondary vocational directors or supervisors.

8700.0210 EXAMINATIONS FOR TEACHER LICENSES.

Subpart 1. **Examination requirement.** ~~Effective April 4, 1988,~~ An applicant described in Minnesota Statutes, section 125.03, subdivision 5, for an initial license, shall provide official evidence of having successfully completed examinations of skills in reading, writing, and mathematics before being issued an initial Minnesota teaching license. The examinations must have been adopted by the Board of Teaching. An applicant who is deaf must fulfill the mathematics requirement of this part by successfully completing the mathematics examination, and must fulfill the reading and writing requirements of this part either by successfully completing the reading and writing

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examinations or by evaluation by board approved colleges and universities of demonstrated proficiency (Intermediate Plus) in the expressive and receptive use of alternative communication systems including sign language and fingerspelling as measured by the Sign Communication Proficiency Inventory (SCPI). This inventory is published by the National Technical Institute for the Deaf in Rochester, New York, and is administered through the College of Education at the University of Minnesota on at least an annual basis. A description of this inventory is available through the Minitex interlibrary loan system in the Journal of Sign Language Studies and American Annals for the Deaf. The inventory is incorporated by reference. Before the 1991 amendment to this part was adopted, the inventory was last published in 1989. It may be periodically changed. An applicant who is blind shall be required to fulfill requirements of this part by successfully completing the examinations with an opportunity to select a reader, to use adaptive visual aids or technology aids, and to complete the testing under adaptive conditions.

[For text of subps 2 to 6, see M.R.]

Subp. 7. **Fees.** Candidates for licenses shall pay the examination fee approved by the Board of Teaching for the examinations they take. ~~The fee may not exceed $50.~~

[For text of subps 8 to 12, see M.R.]

8700.0300 SUBSTITUTE TEACHERS.

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

Subp. 2. **Short call teacher.** A short call substitute ~~licenses~~ license to teach~~, valid for~~ permits teaching on a day-to-day basis not to exceed 15 consecutive days in a single classroom or teaching assignment. It expires five years~~, shall~~ be from the July 1 nearest the date the license is issued and must 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~~ in the field in which Minnesota continuing licensure was held. ~~A~~

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~~short-call-substitute-license-may-be-renewed-upon-application.~~

8700.0400 PROCEDURES FOR ~~THE~~ ISSUANCE OF LIFE LICENSES.

Any teacher currently holding a valid license to teach granted by the 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~~ set by the Board of Teaching. ~~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.

8700.0500 ISSUANCE, RENEWAL, AND VALIDITY OF ALL LICENSES.

All licenses to teach shall be issued ~~and/or~~ or renewed ~~in accordance-with~~ according to Minnesota Statutes, section 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:

A. a limited license~~,-valid-for~~ expires one year from the July 1 nearest the date the license is issued;

B. an entrance license~~,-valid-for~~ expires two years from the July 1 nearest the date the license is issued; ~~and~~

C. a continuing license~~,-valid-for~~ expires five years from the July 1 nearest the date the license is issued; and

D. a provisional license expires either one or two

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years, depending on the period of time specified in the specific rule, from the July 1 nearest the date the license is issued.

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.

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

8700.0501 PROCEDURES FOR VOLUNTARY SURRENDER OF TEACHING LICENSES.

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

Subp. 2. **Surrender date.** When the executive secretary receives the materials listed in subpart 1 by January 1, the date of surrender is July 1 of that year. When the materials are received after January 1, the date of surrender is July 1 of the following calendar year. An applicant may revoke the request. The revocation must be made in writing to the executive secretary no later than December 31 of the year in which the request for voluntary surrender is received by the executive secretary.

[For text of subps 3 to 5, see M.R.]

8700.2000 VOCATIONALLY LICENSED TEACHERS.

The criteria for licensure renewal of vocationally licensed teachers are set forth in the Board of ~~Education~~ Teaching rules, parts ~~3515.2200~~ 8750.7000 to ~~3515.3200~~ 8750.8400.

8700.2500 APPEAL TO THE BOARD OF TEACHING.

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~~ 14, on such denial and to a final decision by the Board of Teaching.

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A person or an institution entitled to a hearing under the provisions of this part shall file a written request for such hearing with the executive secretary of the Board of Teaching within 30 days from the date of the denial. Failure to file a written request for a hearing within 30 days constitutes a waiver of the individual's right to a hearing.

8700.2900 ELEMENTARY SCHOOL CLASSROOM TEACHERS, GRADES 1 TO 6.

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

Subp. 5. [See repealer.]

Subp. 6. **Renewal of Continuing ~~license~~ licensure.** The continuing license shall be issued and renewed according to rules of the Board of Teaching ~~pertaining to~~ governing continuing ~~education/relicensure~~ licensure.

[For text of subp 7, see M.R.]

8700.3200 PREKINDERGARTEN TEACHERS.

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

Subp. 4. **Continuing license.** ~~Continuing licensure shall be granted to a candidate who possesses a previously issued valid and appropriate entrance license and has completed the equivalent of one school year of full time teaching experience at the prekindergarten level.~~

The continuing license ~~shall~~ must be issued and renewed according to the rules of the Board of Teaching ~~pertaining to~~ governing continuing ~~education~~ licensure.

[For text of subps 5 and 6, see M.R.]

8700.3300 PREKINDERGARTEN ASSOCIATE.

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

Subp. 3. **Continuing license.** ~~Continuing licensure shall be granted to a candidate who possesses a previously issued valid and appropriate entrance license, and has completed the equivalent of one school year of full time teaching experience at the prekindergarten level.~~

The continuing license ~~shall~~ must be issued and renewed according to the rules of the Board of Teaching ~~pertaining to~~

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governing continuing ~~education~~ licensure.

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

8700.3510 SECONDARY SCHOOL TEACHERS AND TEACHERS OF KINDERGARTEN TO GRADE 12 SUBJECTS.

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

Subp. 6. **Vocational licenses.** A vocational license may be issued to an applicant who meets the criteria stated in the vocational licensure rules of the ~~State Board of Education as adopted by the~~ Board of Teaching, chapter 8750.

Subp. 7. [See repealer.]

8700.3900 SOCIAL STUDIES IN SECONDARY SCHOOLS.

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

Subp. 6. **Continuing license.** ~~The issuance of the first continuing license is contingent upon:~~

~~A. the candidate's possession of a previously issued valid and appropriate entrance license; and~~

~~B. one year of successful experience in teaching social studies during the time that the applicant holds an appropriate entrance license.~~

The continuing license ~~may~~ must be issued and renewed according to ~~general~~ rules of the Board of Teaching ~~pertaining to~~ governing continuing ~~education~~ licensure.

[For text of subp 7, see M.R.]

8700.4000 ~~MODERN FOREIGN~~ WORLD LANGUAGES AND CULTURES.

Subpart 1. **In general.** The prospective teacher of ~~modern foreign language~~ world languages and cultures shall meet one of the ~~following~~ sets of requirements in this part.

Subp. 2. ~~**Grades 1**~~ **Kindergarten to grade 12.** ~~Modern foreign language~~ A license in world languages and cultures, ~~grades 1~~ kindergarten to grade 12~~:~~ ~~Requirements~~ requires:

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

B. 18 semester (27 quarter) credits in education including a methods course in ~~foreign language~~ world languages

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and cultures teaching at both the elementary and secondary levels and supervised student teaching at both levels; ~~or~~ and

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

Subp. 3. **Secondary school. ~~Modern-foreign~~** A license in world languages and cultures, secondary school~~:~~ **~~Requirements~~** requires:

A. for those with a major in the language:

[For text of subitems (1) and (2), see M.R.]

(3) 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; or

B. for those with a minor in the language:

(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~~ for which ~~he is assigned~~ licensure is recommended; and

(2) 18 semester (27 quarter) credits in education including a methods course ~~and/or~~ and supervised student teaching of a language.

Subp. 4. **Elementary school. ~~Modern-foreign-language~~** A license in world languages and cultures, elementary school~~:~~ **~~Requirements~~** requires:

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~~ for which ~~he is assigned~~ licensure is recommended;

B. 30 semester (45 quarter) credits in education including a methods course in the teaching of ~~foreign~~ world languages and cultures and supervised student teaching at the elementary level in the usual subject matter areas; and

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

Subp. 5. **Teacher from another country.** ~~Modern-foreign language-teacher-from-another-country.~~ An accredited teacher-preparing institution may recommend a native speaker of a ~~modern-foreign~~ world language for licensure as a teacher of world languages and cultures as provided in subpart 2, 3, or 4 ~~when-he-has-met~~ and the license must be issued if the applicant meets the following requirements:

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

C. 18 semester (27 quarter) credits in education including a methods course in the teaching of ~~foreign~~ world languages and cultures and supervised ~~practice~~ student teaching in the language; and

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

Subp. 6. [See repealer.]

8700.4300 PHYSICAL EDUCATION AND HEALTH TEACHERS.

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

Subp. 2. **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 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 item B.

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

B. 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.

(1) Science: biology or zoology; bacteriology or

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microbiology; human sciences: physiology ~~or~~ and anatomy.

[For text of subitems (2) to (4), see M.R.]

(5) Student teaching and field experiences. The following experiences ~~should~~ must be included:

(a) student teaching in elementary and secondary school health education;

(b) coordinating the school health education curriculum, grades K to 12;

(c) organizing and coordinating the school health services program; and

(d) coordinating the school health program with the community health services and programs.

8700.4400 TEACHERS OF INDUSTRIAL ARTS.

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

Subp. 6. ~~Issuance of~~ Continuing ~~(five-year)~~ license. ~~Persons trained in Minnesota institutions with approved programs in industrial arts may receive a continuing license by meeting requirements of appropriate rules (part 8700.0200).~~

~~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 (part 8700.0200).--These persons shall also have their preservice training program reviewed by the Board of Teaching 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.~~

~~Renewal of continuing (five-year) license.~~ The continuing license ~~may~~ must be issued and renewed according to rules of the Board of Teaching ~~pertaining to~~ governing continuing ~~education~~ licensure.

[For text of subp 7, see M.R.]

8700.4500 TEACHERS OF ART.

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

Subp. 6. Continuing license. ~~The issuance of the first~~

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~~continuing-license-is-contingent-upon:~~

~~A.--possession-by-the-candidate-of-a-valid-and appropriate-entrance-license;-and~~

~~B.--one-year-of-teaching-experience-in-art.~~

The continuing license shall be issued and renewed according to ~~general~~ rules of the Board of Teaching ~~pertaining to~~ governing continuing licensure.

[For text of subp 7, see M.R.]

8700.4600 TEACHERS OF MUSIC.

Subpart 1. ~~Structure-of-the-music-education-program~~ **Licensure requirements.** All candidates for licenses to teach music shall ~~hold-a-baccalaureate-degree-and-have-satisfactorily completed-a-program-which-has-been-approved-by-the-Board-of Teaching-consisting-of-the-following:~~

A. ~~a-music-core-equivalent-to-at-least-25-percent-of the-total~~ hold a baccalaureate degree ~~requirement~~;

B. ~~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 to-12-and-classroom-music-5-to-12;-orchestra-K-to-12-and classroom-music-5-to-12;-vocal-and-classroom-music-K-to-9;-vocal and-classroom-music-5-to-12;~~ satisfactorily complete requirements for teachers of kindergarten to grade 12 subjects enumerated in part 8700.3510; and

C. ~~a-professional-education-program,-including specialized-methods-and-student-teaching,-equivalent-to-at-least 15-percent-of-the-total-baccalaureate-requirement;-and~~ satisfactorily complete a preparation program leading to the licensure of teachers of kindergarten to grade 12 music education, with a specialization in instrumental music or kindergarten to grade 12 music education, with a specialization in vocal music, both approved by the Board of Teaching.

~~D.--evidence-of-competence-in-the-areas-enumerated-in subparts-3-and-4.~~

Subp. 2. **Teacher assignment.** Licensed elementary school

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teachers employed in grades K to 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 to 12 shall hold the appropriate licenses for each music teaching assignment. Except for licensed elementary school teachers employed in grades K to 6 working in teams or other cooperative arrangements whose teaching assignment is not more than 33 percent, it is the intent of this part 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~~ two areas of specialization enumerated in subpart 1.

Subp. 3. ~~Core preparation~~ Program requirements. ~~The music core shall consist of the following areas~~ A program leading to the licensure of teachers of music must provide candidates recommended for licensure with the knowledge, skills, and understanding in items A and B:

A. ~~Producing sounds.--Music educators shall:~~ kindergarten to grade 12 core preparation, consisting of the following:

~~(1) be competent performers on an instrument or with the voice, with the ability sufficiently advanced to assure musically accurate and expressive performance;~~

~~(2) be able to organize, rehearse, and conduct large and small ensembles;~~

~~(3) be able to perform adequately on the keyboard so as to play simple accompaniments and study scores;~~

~~(4) be able to improvise by means of their major performing medium; and~~

~~(5) have a basic knowledge of an experience in playing fretted instruments.--reading chord charts and simple strumming techniques.~~

~~B.--Organizing sounds.--Music educators shall:~~

~~(1) be acquainted with the process of composing music and develop skills sufficient to compose in a variety of~~

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styles and simple forms; and

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

C. Describing sounds. Music educators shall:

(1) be able to identify and explain structured forms, procedures, and compositional devices employed in all musics;

(2) know the representative musical forms, styles, performance practices, performance media as well as representative composers and compositions for all periods and cultures;

(3) have a basic knowledge of instrumental and vocal techniques: tone production, articulation and diction, voice placement and changing voice, and interpretation of fingering charts;

(4) have a broad knowledge of music materials and literature for students of all age groups, abilities, and performance media; and

(5) be able to demonstrate appropriate physical response to music: rhythmic movement, improvised movement, dance.

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

(1) knowledge and skill to relate to students and colleagues of varying backgrounds and be able to utilize cultural developments from all societies;

(2) knowledge and skill to develop relationships between music and other arts and disciplines;

(3) knowledge of learning theories and the scientific method and their applications to the physical and social sciences; and

(4) 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

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~~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.~~

(1) Music educators must know how to listen to, read, write, produce, perform, analyze, create, compose, improvise, conduct, and evaluate music. Music educators must:

(a) identify and analyze representative musical forms, styles, performance practices, performance media, as well as representative composers and compositions of western music, and describe the musical traditions and characteristics of diverse and representative world cultures;

(b) demonstrate a basic knowledge of instrumental and vocal techniques and acoustics including tone production and intonation, articulation and diction, voice placement and changing voice, and interpretation of fingering charts;

(c) demonstrate a basic knowledge of approaches to music instruction, materials, and literature for students in kindergarten to grade 12 of varying abilities;

(d) demonstrate knowledge and skills of basic performance pedagogy for percussion, string, and wind instruments, or voice;

(e) play recorder and fretted instruments using simple fingering and strumming techniques while reading chord symbols;

(f) demonstrate competence in composing, improvising, and arranging music examples for diverse developmental and ability groupings represented by students in kindergarten to grade 12;

(g) demonstrate advanced solo and ensemble performance competence with an instrument or the voice to assure musical accuracy and expressiveness using music examples from diverse styles and time periods;

(h) demonstrate advanced performance

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competence in one's major vocal or instrumental performing medium in a small and large ensemble;

(i) organize, rehearse, and conduct small and large performance ensembles;

(j) perform simple keyboard accompaniments and play parts from a music score;

(k) improvise by means of an instrument or voice;

(l) demonstrate physical response to music including movement or dance; and

(m) identify and reproduce intervals, scales, and chord structures with an instrument or voice.

(2) Music educators must demonstrate competence in teaching students to:

(a) listen to music and read music symbols, notation, or scores;

(b) sing and play music instruments;

(c) analyze music historically, culturally, and theoretically;

(d) create music by arranging, composing, and improvising;

(e) move to and conduct music; and

(f) evaluate music and make judgments about music.

B. Preparation in specialized areas.

(1) Music educators, kindergarten to grade 12, with a specialization in instrumental music must:

(a) demonstrate advanced solo and ensemble performance competence on at least one instrument of the keyboard, percussion, string, or wind families;

(b) interpret condensed and full scores designed for instrumental ensembles and understand bowing, fingering, or articulation specific to percussion, string, and wind instruments;

(c) have knowledge of representative kindergarten to grade 12 solo and ensemble repertoire and

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instructional materials for beginning, intermediate, and advanced levels of various sizes from diverse periods and cultures; and

(d) be familiar with the construction and operation of, and make minor repairs to, percussion, string, and wind instruments.

(2) Music educators, kindergarten to grade 12, with a specialization in vocal music must:

(a) demonstrate advanced vocal solo and ensemble performance competence with the voice or keyboard;

(b) demonstrate ability to accompany a vocal ensemble on keyboard instrument;

(c) interpret vocal music scores and understand range, tessitura, and phrasing;

(d) interpret vocal scores with instrumental parts and understand percussion, string, or wind instrument requirements necessary for interpreting and producing music from the scores; and

(e) have knowledge of representative kindergarten to grade 12 solo and ensemble repertoire and instructional materials or beginning, intermediate, and advanced levels of various sizes from diverse periods and cultures.

Subp. 4. [See repealer.]

Subp. 5. [See repealer.]

Subp. 5a. **Program approval for institutions.** An institution applying to the Board of Teaching for approval of its preparation program for teachers of music must comply with part 8700.7700. All approved programs leading to the licensure of teachers of music shall include a description of the way in which teachers previously or currently licensed as teachers of band kindergarten to grade 12 and classroom music grades 5 to 12, orchestra kindergarten to grade 12 and classroom music grades 5 to 12, vocal and classroom music kindergarten to grade 9, or vocal and classroom music grades 5 to 12 may have their previous teaching experience and previous teacher preparation in those areas enumerated in subpart 3 evaluated and credited by an

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institution maintaining an approved program leading to the licensure of teachers of music.

Subp. 6. **Continuing licensure.** ~~The issuance of the first continuing license is contingent upon:~~

~~A. the candidate's possession of a previously issued valid and appropriate entrance license; and~~

~~B. one year of successful experience in teaching music.~~

~~The~~ A continuing license ~~may~~ must be issued and renewed according to general rules of the Board of Teaching ~~pertaining to~~ governing continuing ~~education~~ licensure.

Subp. 7. **Effective date.** This ~~provision~~ part is effective July 1, ~~1982~~ 1996, 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 part at the time of the first renewal after July 1, 1982.~~

8700.5300 ADULT BASIC/CONTINUING EDUCATION.

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

Subp. 3. **License requirements.** All candidates recommended for licensure as teachers of adult basic/continuing education shall:

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

C. satisfactorily complete a program approved by the 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~~ The program shall include, but is not limited to, the following areas:

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

Subp. 3a. **Alternative qualifications for licensure.** All candidates recommended for licensure according to this subpart must:

A. hold a baccalaureate degree; and

B. satisfactorily complete a program approved by the

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Board of Teaching leading to the licensure of teachers of adult/basic education, consisting of a minimum of 35 quarter hours or the equivalent. The program must include, but is not limited to, the areas listed in subpart 3, item C, subitems (1) to (3), and must also include adult counseling, observation in multicultural settings, and practicum experience in adult basic/continuing education.

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

Subp. 6. **Continuing licensure.** The continuing license ~~shall~~ must be issued and renewed according to rules of the Board of Teaching ~~pertaining to~~ governing continuing ~~education/relicensure~~ licensure.

Subp. 7. **Effective date.** Except for subpart 3a, this part is effective July 1, 1983, for all applicants for licensure as teachers of adult basic/continuing education.

8700.6410 SCHOOL SOCIAL WORKER.

Subpart 1. **Licensure requirements.** A candidate recommended for licensure as a school social worker (prekindergarten to grade 12) shall complete the requirements in item A or B.

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

B. For level II licensure a candidate shall hold a master's degree in social work from a program accredited by the Council on Social Work Education~~, with either one year of field work in a school setting, or one year of experience in school social work, or two years of experience in social work~~.

[For text of subps 2 and 3, see M.R.]

Subp. 4. **Continuing licensure.** A continuing license shall be issued and renewed according to the rules of the Board of Teaching governing continuing ~~licenses~~ licensure.

[For text of subp 5, see M.R.]

8700.7100 MEDIA SUPERVISOR.

Subpart 1. **License requirement.** 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

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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:

A. 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 audiovisual)~~; and

B. three ~~more~~ years of successful experience ~~in the areas of media~~ while holding a valid license ~~valid for the position in which the media experience was obtained~~ as a media generalist; and

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

[For text of subps 2 and 3, see M.R.]

Subp. 4. **Continuing license ~~renewal~~.** ~~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.~~ The continuing license ~~may~~ must be issued and renewed according to ~~general~~ rules of the Board of Teaching ~~pertaining to~~ governing continuing ~~education~~ licensure.

8700.7300 ELEMENTARY LIMITED LICENSES.

Subpart 1. **In general.** ~~No~~ An elementary limited ~~licenses will be~~ license must not be granted ~~where it is evident there exists an available supply of teachers~~ if a teacher who ~~hold~~ holds a regular teaching ~~licenses~~ license is available.

~~When~~ After 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~~ certifies that ~~such~~ the superintendent has been unable to find a fully qualified teacher for a position, a limited elementary license ~~may~~ must be granted to an applicant who meets the requirements as detailed in subparts 2 and 3.

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Subp. 2. **License requirements.** After the conditions in subpart 1 are met, a teacher ~~may~~ must be granted ~~an original~~ a limited elementary license to teach in an elementary school based 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,~~ if the applicant has ~~either~~ earned at least eight quarter hours of college credit ~~or had one year of teaching experience~~ in elementary education.

A teacher who has been previously ~~issued~~ granted a limited elementary license may be granted another limited license if eight quarter hours of college credit have been earned since the last ~~such~~ limited license was issued. ~~These~~ The eight quarter hours must be courses that are applicable towards completion of an elementary teacher education program at an accredited institution.

Subp. 3. [See repealer.]

8700.7400 LIMITED LICENSE FOR SECONDARY SCHOOL.

Subpart 1. **In general.** A secondary limited license must not be granted if a teacher who holds a regular teaching license is available.

After a superintendent of schools certifies that the superintendent has been unable to find a fully qualified teacher for a position, a limited secondary license must be granted to an applicant who meets the requirements as detailed in subpart 1a.

Subp. 1a. **License requirements.** After the conditions in subpart 1 are met, a teacher ~~may~~ must be granted ~~an original~~ a limited license based 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~~ major or minor preparation, ~~provided that within the previous five year period the applicant has either earned at least eight quarter hours of college credit~~

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~~or had one year of teaching experience.~~

A teacher who has been granted a limited license may be granted another limited license if eight quarter hours of college credit in an approved program leading to licensure as a secondary school teacher have been earned since the last ~~such~~ limited license was issued.

Subp. 2. [See repealer.]

8700.7800 TEACHERS PREPARED IN STATES OTHER THAN MINNESOTA.

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

Subp. 3. **States without contracts with Minnesota.** 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:

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

B. the program leading to teacher licensure has been recognized by the state as qualifying the applicant completing the program for ~~such~~ current licensure within that state;

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

Subp. 4. ~~**Provisional licenses**~~ **Exception.** Notwithstanding the rule governing human relations, persons who have been prepared as teachers in states other than Minnesota shall be granted a Minnesota one-year nonrenewable provisional license based upon the provisions of this part. Upon meeting the provisions of this part, an entrance license shall be granted.

8700.8010 QUALIFICATIONS FOR LICENSURE.

Qualifications for licensure:

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

~~E. Have at least 2,000 hours of accumulated work experience outside of the field of education.~~

8700.8020 ALTERNATIVE QUALIFICATIONS FOR LICENSURE; EXPERIMENTAL PROGRAM.

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Alternative qualifications for licensure. Experimental program:

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

~~E.--Have-at-least-2,000-hours-of-accumulated-work experience-outside-of-the-field-of-education.~~

8700.8040 ~~ISSUANCE-OF-A~~ CONTINUING ~~LICENSE~~ LICENSURE.

~~The-issuance-of-the-first-continuing-license-is-contingent upon:--possession-by-the-candidate-of-a-valid-entrance-license as-a-secondary-school-counselor,-and-one-year-of-experience-as-a secondary-school-counselor.~~ The continuing license shall be issued and renewed according to the rules of the Board of Teaching ~~pertaining-to~~ governing continuing ~~education~~ licensure.

8700.8110 QUALIFICATIONS FOR LICENSURE.

Qualifications for licensure:

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

~~E.--Have-at-least-2,000-hours-of-accumulated-work experience-outside-of-the-field-of-education.~~

8700.8120 ALTERNATIVE QUALIFICATIONS FOR LICENSURE, EXPERIMENTAL PROGRAM.

Alternative qualifications for licensure, experimental program:

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

~~E.--Have-at-least-2,000-hours-of-accumulated-work experience-outside-of-the-field-of-education.~~

8700.8140 ~~ISSUANCE-OF~~ CONTINUING ~~AGENCY~~ LICENSURE.

~~The-issuance-of-the-first-continuing-license-is-contingent upon:--possession-by-the-candidate-of-a-valid-entrance-license as-an-elementary-school-counselor,-and-one-year-of-experience-as an-elementary-school-counselor.~~ The continuing license ~~shall~~ must be issued and renewed according to the rules of the Board of Teaching ~~pertaining-to~~ governing continuing ~~education~~ licensure.

8700.9010 REQUIREMENTS TO OBTAIN LICENSE.

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

Subp. 2. **Requirements.** A license as school nurse, valid for two years, shall be granted to an applicant who provides evidence to the manager of teacher licensure that the following requirements have been met:

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

B. current Minnesota registration to practice as a licensed registered nurse, and certification as a Minnesota public health nurse as defined in Minnesota Statutes, section 145A.02, subdivision 18; ~~and~~

C. satisfactory completion of at least three quarter hours, or the equivalent, of work in each of the following areas:

(1) child growth and development;

(2) public health; ~~and~~

(3) special education; and

D. satisfactory compliance with part 8700.2700, Human Relations Components in all Programs Leading to Licensure in Education.

Applicants who meet requirements of items A and B, but who do not meet requirements of items C and D, must be granted a one-year nonrenewable provisional license, during which time the applicant must provide evidence of meeting the requirements of items C and D. Applicants who meet requirements of items A, B, and C, but who do not meet the requirements of item D, must be granted a one-year nonrenewable provisional license, during which time the applicant must provide evidence of meeting the requirements of item D. On complying with this subpart and other requirements, an entrance license must be granted.

8750.0060 SECONDARY VOCATIONAL SPECIAL NEEDS PERSONNEL.

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

Subp. 6. **Technical tutor/supplemental support staff.** ~~A person holding a position as a technical tutor/supplemental support staff must be licensed under part 8750.1500.~~ The tutor is responsible for the following activities:

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

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[For text of subp 7, see M.R.]

8750.0082 FORMS; FEES; EVALUATION; AND VALIDITY.

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

Subp. 3. **Evaluating the credentials.** When an applicant submits credentials for licensure, the personnel licensing section shall evaluate them for compliance with this chapter. The section issues licenses only for existing secondary vocational licensure categories of practice, unless otherwise provided by rule.

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

8750.0240 SECONDARY VOCATIONAL AGRICULTURE TEACHER.

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

Subp. 2. **License validity.** A license under this part is valid to:

(1) teach any junior high, grades 7 to 9 middle school, or senior high program in agriculture;

(2) teach any junior high, grades 7 to 9 middle school, or senior high program in horticulture or specialty crops;

(3) teach any junior high, grades 7 to 9 middle school, or senior high program in animal care occupations; and

(4) teach any junior high, grades 7 to 9 middle school, or senior high program listed in secondary vocational program rules under agriculture occupations.

8750.0500 SECONDARY CONSUMER AND HOMEMAKING TEACHER.

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

Subp. 2. **Validity.** A license under this part is valid to:

A. teach junior high, grades 7 to 9 middle school, and senior high home economics; and

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

8750.0520 SECONDARY CONSUMER AND HOMEMAKING/FAMILY LIFE EDUCATION TEACHER.

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

Subp. 2. **Validity.** A license under this part is valid to:

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A. teach junior high, grades 7 to 9 middle school, and senior high home economics;

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

Subp. 3. **Family life education teacher.** An applicant holding a valid license as a family life education teacher may renew the license according to rules of the Board of Teaching governing continuing education for vocational license renewals. The license is valid to teach junior high, grades 7 to 9 middle school, and senior high family life education; and the family life component of a secondary vocational consumer and homemaking occupations program.

8750.1000 SECONDARY PERFORMING ARTS OCCUPATIONS TEACHER.

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

Subp. 2. **Secondary performing arts occupations teacher; option one.** For option one, the applicant must meet the following requirements:

A. Educational criteria:

[For text of subitem (1), see M.R.]

(2) ~~a course in vocational marketing education methods/curriculum and philosophy of vocational education completed before renewal of entrance license and a course in teacher internship as specified in part 8750.3250, subpart 2~~ the secondary vocational teacher education sequence as specified in part 8750.3150; and

[For text of subitem (3), see M.R.]

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

Subp. 3. **Secondary performing arts occupations teacher; option two.** For option two, the applicant must meet the following requirements:

A. Educational criteria:

(1) ~~a course in vocational marketing education methods/curriculum and philosophy of vocational education completed before renewal of entrance license and a course in teacher internship as specified in part 8750.3250, subpart 2~~ the secondary vocational teacher education sequence as specified in

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part 8750.3150; and

[For text of subitem (2), see M.R.]

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

8750.1240 SECONDARY CHILDHOOD EDUCATION AIDE (SUPPORT STAFF).

Subpart 1. **Requirements.** ~~An applicant for an entrance license to serve as a childhood education aide who is responsible for assisting a secondary vocational child care and guidance education occupations teacher must meet either the educational criteria in item A or the occupational experience criteria in item C, plus item A, subitems (2) and (3):~~

~~A. Educational criteria:~~

~~(1) A baccalaureate degree with a major in early childhood education, preschool/elementary education, child development, child psychology, or a minimum of a 200 hour child care and guidance education program.~~

~~(2) The human relations program as specified in part 8750.3500.~~

~~(3) The philosophy of vocational education requirement does not apply in this category of practice.~~

~~B. No additional technical coursework is required in this category of practice.~~

~~C. Occupational experience:~~

~~(1) The applicant must have 1,200 hours of occupational experience as specified in parts 8750.4000 to 8750.4200.~~

~~(2) Occupational experience may be in either the emphasis or related areas.~~

~~(3) Emphasis areas are assistant teacher or teacher in a licensed large group home, headstart, nursery school, latch key, kindergarten/primary, or preschool handicapped program.~~

~~(4) Related areas are latch key aide, community school aide for children through age 12, licensed day care provider, vocational childhood aide, or day care aide.~~

~~(5) Notwithstanding part 8750.4000, the~~

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~~requirement that 500 hours of the occupational experience must be within the last five years does not apply in this category of practice.~~

~~(6) Notwithstanding part 8750.4000, an applicant may apply instructional experience with students as specified in subitems (3) and (4).~~

A secondary childhood education aide assists a secondary vocational child care and guidance occupations teacher. An initial license for this position must not be issued after July 1, 1991; however, an applicant holding a valid license as a secondary childhood education aide may renew the license. The renewal must be according to rules of the Board of Teaching governing continuing education for vocational license renewals.

[For text of subps 2 and 3, see M.R.]

8750.1560 SECONDARY SUPPORT SERVICE FACILITATOR.

An applicant for an entrance license to serve as support service facilitator in a secondary school must meet the following requirements:

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

B. Technical coursework:

[For text of subitem (1), see M.R.]

(2) A directed independent study through an approved Minnesota college designed to update the applicant in current employment environments and conditions and operation of ~~special needs work experience programs~~ support service systems. This independent study replaces the need for the recency of 500 hours in the total of 2,000 hours of required paid employment. The independent study must be completed within the two years immediately before the date the license is issued.

[For text of subitems (3) to (6), see M.R.]

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

8750.1580 SECONDARY SUPPLEMENTAL SUPPORT/TECHNICAL TUTOR.

~~An applicant for an entrance license to serve as a supplemental support/technical tutor in a vocational program in a secondary school must meet the following requirements:~~

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~~A.--Educational-criteria:~~

~~(1)-a-course-in-philosophy-of-vocational education-completed-before-renewal-of-the-entrance-license;-and~~

~~(2)-the-human-relations-program-as-specified-in part-8750.3500.~~

~~B.--Technical-coursework-is-not-required-in-this category-of-practice.~~

~~C.--Occupational-experience:--recommendation-by-the authorized-local-vocational-administrator-verifying-competencies to-function-as-a-technical-tutor.~~

An initial license must not be issued after July 1, 1991; however, an applicant holding a valid license as a secondary supplemental support/technical tutor may renew the license. The renewal must be according to rules of the Board of Teaching governing continuing education for vocational license renewals.

8750.1700 SECONDARY EMPLOYMENT PLACEMENT SPECIALIST.

An applicant for an entrance license to serve as a vocational employment placement specialist in a secondary school must meet the following requirements:

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

B. Technical coursework: a directed independent study completed through an approved Minnesota college designed to update the applicant in current employment environments and conditions and operation of employment placement services. The independent study must be completed within the two years immediately before the date the license is issued.

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

8750.1800 SECONDARY AUTO BODY REPAIR OCCUPATIONS TEACHER.

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

Subp. 2. **Auto body repair teacher; option one.** For option one, the applicant must meet the following requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to

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8750.4200~~,-subpart-2~~. Experiences described in part 8750.4200, ~~subparts-3-to-7~~ subpart 5 must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

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

8750.1820 SECONDARY AUTO/TRUCK DISMANTLING OCCUPATIONS TEACHER.

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

Subp. 2. **Auto/truck dismantling teacher; option one.** For option one, the applicant must meet the following requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200~~,-subpart-2~~. Experiences described in part 8750.4200, ~~subparts-3-to-7~~ subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

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

8750.1840 SECONDARY AVIATION OCCUPATIONS TEACHER.

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

Subp. 2. **Aviation occupations teacher; option one.** For option one, the applicant must meet the following requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200~~,-subpart-2~~. Experiences described in part 8750.4200, ~~subparts-3-to-7~~ subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) and (4), see M.R.]

(5) Related areas are ~~airline-reservationist~~ passenger service agent, aircraft cabin attendant, ~~and~~ aircraft weight and balance specialist, flight dispatcher, and air traffic controller.

[For text of subitems (6) and (7), see M.R.]

Subp. 3. **Aviation occupations teacher; option two.** For option two, an applicant must meet the following requirements:

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

C. Occupational experience:

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

(4) Related areas are ~~airline-reservationist~~ passenger service agent, aircraft cabin attendant, ~~and~~ aircraft weight and balance specialist, flight dispatcher, and air traffic controller.

[For text of subitem (5), see M.R.]

Subp. 4. **Aviation occupations teacher; option three.** For option three, the applicant must meet the following requirements:

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

C. Occupational experience:

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

(4) Related areas are ~~airline-reservationist~~ passenger service agent, aircraft cabin attendant, ~~and~~ aircraft weight and balance specialist, flight dispatcher, and air traffic controller.

[For text of subitem (5), see M.R.]

8750.1860 SECONDARY BROADCAST/MEDIA OCCUPATIONS TEACHER.

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

Subp. 2. **Requirements for replacing narrower licenses.** A license under this part is required to teach broadcast/media occupations programs. ~~By-July-1,-1992,-the-single-occupation programs-of-radio-broadcasting-and-radio/television-production must-be-converted-to-broadcast/media-occupations-programs.--The personnel-licensing-section-must-not-issue-new-licenses-in-the categories-of-practice-that-correspond-to-the-programs-being converted-after-this-chapter-takes-effect.~~ However, valid licenses in the single-occupation programs ~~being-converted~~ of radio broadcasting and radio/television production are renewable under this chapter ~~until-July-1,-1992,~~ and are valid to teach the corresponding single-occupation programs.

To convert a single-occupation license in radio broadcasting or radio/television production to a broadcast/media occupations license, the applicant must verify competency in the emphasis area by meeting the requirements in ~~item~~ one of items A ~~or~~-B to E or a combination of items A ~~and~~-B to E as applicable and at the ratio ~~given~~ specified in ~~item-B.~~ the selected item. The requirement for hours of related occupational experience is met by holding the single-occupation license being converted.

A. Completing the occupational experience emphasis area requirements in subpart 3, 4, or 5. An applicant must possess the educational qualifications stated in the chosen subpart. If converting under subpart 5, an applicant may

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complete the emphasis area occupational experience defined in subpart 4, item C.

B. Substituting for the required occupational experience emphasis hours, specific technical education in the emphasis area completed within the five years before conversion. One instructional clock hour of technical ~~education~~ workshop equals four hours of occupational experience. ~~The requirements for hours of related occupational experience are met by holding the single occupation license being converted.~~ One quarter credit of college work equals 80 clock hours of occupational experience.

C. Holding a valid Minnesota secondary vocational license in radio broadcasting and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. The teaching experience meets the emphasis area requirements in the corresponding emphasis area component of radio production. Two hours of teaching experience substitute for one hour of occupational experience.

D. Holding a valid Minnesota secondary vocational license in radio/television production and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area components of video production or radio production. Two hours of teaching experience substitute for one hour of occupational experience.

E. Holding a valid Minnesota secondary vocational license in communication/media technician occupations and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area components of

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video production or multi-image production. Two hours of teaching experience substitute for one hour of occupational experience.

Subp. 3. **Broadcast/media teacher; option one.** For option one the applicant must meet the following requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200~~,-subpart-2~~. Experiences described in part 8750.4200, ~~subparts-3-to-7~~ subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitem (3), see M.R.]

(4) Emphasis areas are ~~radio-or-television broadcasting,-script-and-program-preparation,-and-television studio~~ video production, radio production, and multi-image production.

(5) Related areas are broadcast engineering, ~~television-studio-directing,-television-camera-operation, lighting/illumination-direction,-and~~ script ~~editing~~ and program preparation, photography, audio production, presentation computer graphics, and media production lighting.

[For text of subitem (6), see M.R.]

Subp. 4. **Broadcast/media teacher; option two.** For option two, the applicant must have:

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

C. Occupational experience:

[For text of subitems (1) and (2), see M.R.]

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(3) Emphasis areas are ~~radio or television broadcasting, script and program preparation, and television studio~~ video production, radio production, and multi-image production.

(4) Related areas are broadcast engineering, ~~television studio directing, television camera operation, lighting/illumination direction, and~~ script ~~editing~~ and program preparation, photography, audio production, presentation computer graphics, and media production lighting.

Subp. 5. **Broadcast/media teacher; option three.** For option three, the applicant must meet the following requirements:

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

C. Occupational experience:

[For text of subitems (1) and (2), see M.R.]

(3) Emphasis areas are ~~radio or television broadcasting, script and program preparation, and television studio~~ video production, radio production, and multi-image production.

(4) Related areas are broadcast engineering, ~~television studio directing, television camera operation, lighting/illumination direction, and~~ script ~~editing~~ and program preparation, photography, audio production, presentation computer graphics, and media production lighting.

8750.1880 SECONDARY COMMUNICATIONS/MEDIA OCCUPATIONS TEACHER.

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

Subp. 2. **Requirements for replacing narrower licenses.** A license under this part is required to teach communications/media occupations programs. ~~By July 1, 1992, the following single occupation programs must be converted to communications/media occupations programs: the industrial education areas of graphic arts, commercial art, commercial photography, and communication/media technology. The personnel licensing section must not issue new licenses in the categories of practice that correspond to the programs being converted after this chapter takes effect.~~ However, valid

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single-occupation licenses in graphic arts, commercial art, commercial photography, and communications/media technology are renewable under this chapter ~~until July 1, 1992,~~ and are valid to teach the corresponding single-occupation programs.

To convert a single-occupation license in graphic arts, commercial art, commercial photography, or communications/media technology to a communications/media occupations license, the applicant must verify competency in the emphasis area by meeting the requirements in ~~item~~ one of items A ~~or~~ B to F or a combination of items A ~~and~~ B to F as applicable and at the ratio ~~given~~ specified in ~~item B:~~ the selected item. The requirement for hours of related occupational experience is met by holding the single-occupation license being converted.

A. Completing the occupational experience emphasis area requirements in subpart 3, 4, or 5. An applicant must possess the educational qualifications stated in the chosen subpart. If converting under subpart 5, an applicant may complete the emphasis area occupational experience defined in subpart 4, item C.

B. Substituting for the required occupational experience emphasis hours, specific technical education in the emphasis area completed within the five years before conversion. One instructional clock hour of technical ~~education~~ workshop equals four hours of occupational experience. ~~The requirements for hours of related occupational experience are met by holding the single occupation license being converted.~~ One quarter credit of college work equals 80 clock hours of occupational experience.

C. Holding a valid Minnesota secondary vocational license in graphic arts and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area components of layout and design; production/presswork; photography including line, halftone, and

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continuous tone; or platemaking. Two hours of teaching experience substitute for one hour of occupational experience.

D. Holding a valid Minnesota secondary vocational license in communications/media technician occupations and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area components of layout and design or composition. Two hours of teaching experience substitute for one hour of occupational experience.

E. Holding a valid Minnesota secondary vocational license in commercial photography and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area components of photography including line, halftone, and continuous tone; layout and design; or composition. Two hours of teaching experience substitute for one hour of occupational experience.

F. Holding a valid Minnesota secondary vocational license in commercial art and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area components of layout and design or composition. Two hours of teaching experience substitute for one hour of occupational experience.

Subp. 3. **Communications/media teacher; option one.** For option one, the applicant must meet the following requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to

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8750.4200~~,-subpart-2~~. Experiences described in part 8750.4200, ~~subparts-3-to-7~~ subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

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

8750.1900 SECONDARY CONSTRUCTION OCCUPATIONS TEACHER.

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

Subp. 2. **Requirements for replacing narrower license.** A license under this part is required to teach construction occupations programs. ~~By-July-1,-1992,-the-following single-occupation-programs-must-be-converted-to-construction occupations-programs:--the-industrial-education-areas-of cabinetmaking,-construction-occupations/finishing-trades, construction-occupations/general,-construction occupations/masonry-trades,-construction-occupations/mechanical trades,-construction-occupations/planning-and-management,-energy occupations,-mobile-home-maintenance,-painting-and-decorating, and-plastics/lamination-occupations.--The-personnel-licensing section-must-not-issue-new-licenses-in-the-categories-of practice-that-correspond-to-these-programs-after-this-chapter takes-effect.~~ However, valid single-occupation licenses in ~~the programs-being-converted~~ cabinetmaking, construction occupations/finishing trades, construction occupations/general, construction occupations/masonry trades, construction occupations/mechanical trades, construction occupations/planning and management, energy occupations, mobile home maintenance, painting and decorating, and plastics/lamination occupations are

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renewable under this chapter ~~until July 1, 1992,~~ and are valid to teach the corresponding single-occupation programs.

To convert a single-occupation license in cabinetmaking, construction occupations/finishing trades, construction occupations/general, construction occupations/masonry trades, construction occupations/mechanical trades, construction occupations/planning and management, energy occupations, mobile home maintenance, painting and decorating, or plastics/lamination occupations to a construction occupations license, the applicant must verify competency in the emphasis area by meeting the requirements in item A or B or a combination of items A and B as applicable and at the ratio ~~given~~ specified in ~~item B:~~ the selected item. The requirement for hours of related occupational experience is met by holding the single-occupation license being converted.

Upon application and payment of the processing fee, a holder of a valid secondary vocational teaching license in the construction occupations/finishing trades category of practice may have the license converted to the construction occupations broad category of practice.

A. Completing the occupational experience emphasis area requirements in subpart 3, 4, or 5. An applicant must possess the educational qualifications stated in the chosen subpart. If converting under subpart 5, an applicant may complete the emphasis area occupational experience defined in subpart 4, item C.

B. Substituting for the required occupational experience emphasis hours, specific technical education in the emphasis area completed within the five years before conversion. One instructional clock hour of technical ~~education~~ workshop equals four hours of occupational experience. ~~The related occupational experience hour requirements are met by holding the single occupation license being converted.~~ One quarter credit of college work equals 80 clock hours of occupational experience.

Subp. 3. **Construction occupations teacher; option one.** For option one, the applicant must meet the following

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requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200~~,-subpart-2~~. Experiences described in part 8750.4200, ~~subparts-3-to-7~~ subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

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

8750.1920 SECONDARY CONTROL TECHNOLOGY OCCUPATIONS TEACHER.

An applicant for an entrance license to teach the vocational program of control technology in a secondary school must meet the following requirements:

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

B. Technical coursework: at least 12 clock hours each of microprocessor control and electromechanical systems~~,~~ completed before renewal of the entrance license or within the five years immediately before the date a continuing license is issued in this category of practice.

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

8750.1930 SECONDARY DRAFTING OCCUPATIONS TEACHER.

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

Subp. 2. **Requirements for replacing narrower license.** A license under this part is required to teach drafting occupations programs. ~~By-July-1,-1992,-the-following single-occupations-programs-must-be-converted-to-drafting~~

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~~occupations-programs.--the-industrial-occupation-areas-of construction-occupations/planning-and-management,-and-mechanical drafting.--The-personnel-licensing-section-must-not-issue-new licenses-in-the-categories-of-practice-that-correspond-to-these programs-after-July-6,-1987.~~ However, valid single-occupation licenses in ~~these-categories~~ construction occupations/planning and management, and mechanical drafting are renewable under this chapter ~~until-July-1,-1992,~~ and are valid to teach the corresponding single-occupation programs.

To convert a single-occupation license in construction occupations/planning and management or mechanical drafting to a drafting occupations license, the applicant must verify competency in the emphasis area by meeting the requirements in ~~item~~ one of items A ~~or~~ B to D or a combination of items A ~~and~~ B to D as applicable and at the ratio ~~given~~ specified in ~~item B.~~ the selected item. The requirement for hours of related occupational experience is met by holding the single-occupation license being converted.

A. Completing the occupational experience emphasis area requirements in subpart 3, 4, or 5. An applicant must possess the educational qualifications stated in the chosen subpart. If converting under subpart 5, an applicant may complete the emphasis area occupational experience defined in subpart 4, item C.

B. Substituting for the required occupational experience emphasis hours, specific technical education in the emphasis area completed within the five years before conversion. One instructional clock hour of technical ~~education~~ workshop equals four hours of occupational experience. ~~The-related occupational-experience-hour-requirements-are-met-by-holding-the single-occupation-license-being-converted.~~ One quarter credit of college work equals 80 clock hours of occupational experience.

C. Holding a valid Minnesota secondary vocational license in construction occupations/planning and management and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within

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the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area component of architectural drafting. Two hours of teaching experience substitute for one hour of occupational experience.

D. Holding a valid Minnesota secondary vocational license in mechanical drafting and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the applications for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area component of mechanical drafting. Two hours of teaching experience substitute for one hour of occupational experience.

Subp. 3. **Drafting occupations teacher; option one.** For option one, the applicant must meet the following requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200~~,-subpart-2~~. Experiences described in part 8750.4200, ~~subparts-3-to-7~~ subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

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

8750.1940 SECONDARY ELECTROMECHANICAL TECHNOLOGY OCCUPATIONS TEACHER.

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

Subp. 2. **Requirements for replacing narrower licenses.** A license under this part is required to teach electromechanical technology occupations programs. ~~By July 1, 1992, the following single-occupation programs must be converted to electromechanical technology occupations programs: the industrial education areas of automated packaging equipment maintenance, major appliances, office machine repair and servicing, vending machines repair, and heating/air conditioning/refrigeration. The personnel licensing section must not issue new licenses in the categories of practice that correspond to the programs being converted after July 6, 1987.~~ However, valid single-occupation licenses in automated packaging equipment maintenance, major appliances, office machine repair and servicing, vending machines repair, and heating/air conditioning/refrigeration are renewable under this chapter ~~until July 1, 1992,~~ and are valid to teach the corresponding single-occupation programs.

To convert a single-occupation license in automated packaging equipment maintenance, major appliances, office machine repair and servicing, vending machines repair, or heating/air conditioning/refrigeration to an electromechanical technology occupations license, the applicant must verify competency in the emphasis area by meeting the requirements in ~~item~~ one of items A ~~or~~ B to E or a combination of items A ~~and~~ B to E as applicable and at the ratio ~~given~~ specified in ~~item B:~~ the selected item. The requirement for hours of related occupational experience is met by holding the single-occupation license being converted.

A. Completing the occupational experience emphasis area requirements in subpart 3, 4, or 5. An applicant must possess the educational qualifications stated in the chosen subpart. If converting under subpart 5, an applicant may complete the emphasis area occupational experience defined in subpart 4, item C.

B. Substituting for the required occupational

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experience emphasis hours, specific technical education in the emphasis area completed within the five years before conversion. One instructional clock hour of technical ~~education~~ workshop equals four hours of occupational experience. ~~The requirements for hours of related occupational experience are met by holding the single occupation license being converted.~~ One quarter credit of college work equals 80 clock hours of occupational experience.

C. Holding a valid Minnesota secondary vocational license in electronics occupations and having 1,000 hours of verified vocationally funded teaching experience in the same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area component of electronics maintenance and repair. Two hours of teaching experience substitute for one hour of occupational experience.

D. Holding a valid Minnesota secondary vocational license in automated packaging equipment maintenance and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area component of automated packaging equipment. Two hours of teaching experience substitute for one hour of occupational experience.

E. Holding a valid Minnesota secondary vocational license in vending machines repair and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area component of vending machines repair. Two hours of teaching experience substitute for one hour of occupational experience.

Subp. 3. **Electromechanical technology teacher; option**

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one. For option one, the applicant must meet the following requirements:

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

B. Technical coursework: at least 12 clock hours each of microprocessor control and electromechanical systems~~,~~ completed before renewal of the entrance license or within the five years immediately before the date a continuing license is issued in this category of practice.

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200~~, subpart 2~~. Experiences described in part 8750.4200, ~~subparts 3 to 7~~ subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

Subp. 4. **Electromechanical technology teacher; option two.** For option two, the applicant must meet the following requirements:

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

B. Technical coursework:

(1) at least 18 months (2,160 hours) in a postsecondary technical program in electromechanical technology, robotics, or electronics~~.~~ and

(2) at least 12 clock hours each of microprocessor control and electromechanical systems completed before renewal of the entrance license or within the five years immediately before the date a continuing license is issued in this category of practice.

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

Subp. 5. **Electromechanical technology teacher; option three.** For option three, the applicant must meet the following requirements:

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

B. Technical coursework ~~is not required for this option~~: at least 12 clock hours each of microprocessor control and electromechanical systems completed before renewal of the entrance license or within the five years immediately before the date a continuing license is issued in this category of practice.

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

8750.1960 SECONDARY ELECTRONICS OCCUPATIONS TEACHER.

Subpart 1. **Requirements.** An applicant for an entrance license to teach the vocational program of ~~electricity/electronics~~ electronics occupations in a secondary school must meet the requirements in subpart 2, 3, or 4 (option one, two, or three).

Subp. 2. **Electronics teacher; option one.** For option one, the applicant must meet the following requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200~~, subpart 2~~. Experiences described in part 8750.4200, ~~subparts 3 to 7~~ subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

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

8750.1980 SECONDARY INDUSTRIAL DESIGN TECHNOLOGY OCCUPATIONS TEACHER.

An applicant for an entrance license to teach the vocational program of industrial design technology in a secondary school must meet the following requirements:

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

B. Technical coursework ~~criteria~~: at least 12 clock hours in each of the following areas completed before renewal of the entrance license or within the five years immediately before the date a continuing license is issued in this category of practice:

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

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

8750.2000 SECONDARY JEWELRY GOLDSMITHING AND SILVERSMITHING OCCUPATIONS TEACHER.

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

Subp. 2. **Jewelry goldsmithing and silversmithing teacher; option one.** For option one, the applicant must meet the following requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200~~, subpart 2~~. Experiences described in part 8750.4200, ~~subparts 3 to 7~~ subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

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[For text of subitems (3) to (5), see M.R.]

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

8750.2020 SECONDARY MECHANICAL TECHNOLOGY OCCUPATIONS TEACHER.

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

Subp. 2. **Requirements for replacing narrower licenses.** A license under this part is required to teach mechanical technology occupations programs. ~~By July 1, 1992, the following single-occupation programs must be converted to mechanical technology occupations programs: the industrial education areas of fluid power mechanics, industrial equipment maintenance and repair, and quality/quantity control technician. The personnel licensing section must not issue new licenses in the categories of practice that correspond to the programs being converted after this chapter takes effect.~~ However, valid single-occupation licenses in fluid power mechanics, industrial equipment maintenance and repair, and quality/quantity control technician are renewable under this chapter ~~until July 1, 1992,~~ and are valid to teach the corresponding single-occupation programs.

To convert a single-occupation license in fluid power mechanics, industrial equipment maintenance and repair, or quality/quantity control technician to a mechanical technology occupations license, the applicant must verify competency in the emphasis area by meeting the requirements in ~~item~~ one of items A ~~or~~ B to D or a combination of items A ~~and~~ B to D as applicable and at the ratio ~~given~~ specified in ~~item B:~~ the selected item. The requirement for hours of related occupational experience is met by holding the single-occupation license being converted.

A. Completing the occupational experience emphasis area requirements in subpart 3, 4, or 5. An applicant must possess the educational qualifications stated in the chosen subpart. If converting under subpart 5, an applicant may complete the emphasis area occupational experience defined in subpart 4, item C.

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B. Substituting for the required occupational experience emphasis hours, specific technical education in the emphasis area completed within the five years before conversion. One instructional clock hour of technical ~~education~~ workshop equals four hours of occupational experience. ~~The requirements for hours of related occupational experience are met by holding the single occupation license being converted.~~ One quarter credit of college work equals 80 clock hours of occupational experience.

C. Holding a valid Minnesota secondary vocational license in fluid power mechanics and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area component of fluid power. Two hours of teaching experience substitute for one hour of occupational experience.

D. Holding a valid Minnesota secondary vocational license in industrial equipment maintenance and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area component of industrial equipment maintenance. Two hours of teaching experience substitute for one hour of occupational experience.

Subp. 3. **Mechanical technology teacher; option one.** For option one, the applicant must meet the following requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200~~, subpart 2~~. Experiences described in part 8750.4200, ~~subparts 3 to 7~~ subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from

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college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

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

8750.2040 SECONDARY METAL/MATERIAL PROCESSING OCCUPATIONS TEACHER.

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

Subp. 2. **Requirements for replacing narrower licenses.** A license under this part is required to teach metal/material processing occupations programs. ~~By July 1, 1992, the following single-occupation programs must be converted to metal/material processing occupations programs: the industrial education areas of machine shop; manufacturing technology; metal repairing, finishing and welding; metals fabrication; sheet metal working/fabrication; and welding occupations. The personnel licensing section must not issue new licenses in the categories of practice that correspond to the programs being converted after this chapter takes effect.~~ However, valid single-occupation licenses in machine shop; manufacturing technology; metal repairing, finishing, and welding; metals fabrication; sheet metal working/fabrication; and welding occupations are renewable under this chapter ~~until July 1, 1992,~~ and are valid to teach the corresponding single-occupation programs.

To convert a single-occupation license in machine shop; manufacturing technology; metal repairing, finishing, and welding; metals fabrication; sheet metal working/fabrication; or welding occupations to a metal/material processing occupations license, the applicant must verify competency in the emphasis

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area by meeting the requirements in ~~item~~ one of items A ~~or~~-B to D or a combination of items A ~~and~~-B to D as applicable and at the ratio ~~given~~ specified in ~~item~~-B~~:~~ the selected item. The requirement for hours of related occupational experience is met by holding the single-occupation license being converted.

A. completing the occupational experience emphasis area requirements in subpart 3, 4, or 5. An applicant must possess the educational qualifications stated in the chosen subpart. If converting under subpart 5, an applicant may complete the emphasis area occupational experience defined in subpart 4, item C.

B. substituting for the required occupational experience emphasis hours, specific technical education in the emphasis area completed within the five years before conversion. One instructional clock hour of technical ~~education~~ workshop equals four hours of occupational experience. ~~The requirements for hours of related occupational experience are met by holding the single occupation license being converted.~~ One quarter credit of college work equals 80 clock hours of occupational experience.

C. Holding a valid Minnesota secondary vocational license in machine shop operations and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area component of machine shop. Two hours of teaching experience substitute for one hour of occupational experience.

D. Holding a valid Minnesota secondary vocational license in welding occupations and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area component of welding. Two hours of

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teaching experience substitute for one hour of occupational experience.

Subp. 3. **Metal/material processing teacher; option one.** For option one, the applicant must meet the following requirements:

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

B. Technical coursework: at least two credits or 24 clock hours in computer integrated manufacturing, completed before renewal of the entrance license or within the five years immediately before the date a continuing license is issued in this category of practice.

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200~~,-subpart-2~~. Experiences described in part 8750.4200, ~~subparts-3-to-7~~ subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

Subp. 4. **Metal/material processing teacher; option two.** For option two, the applicant must meet the following requirements:

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

B. Technical coursework:

[For text of subitem (1), see M.R.]

(2) at least two credits or 24 clock hours in computer-integrated manufacturing completed before renewal of the entrance license or within the five years immediately before the date a continuing license is issued in this category of

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practice.

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

Subp. 5. **Metal/material processing teacher; option three.** For option three, the applicant must meet the following requirements:

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

B. Technical coursework: at least two credits or 24 clock hours in computer-integrated manufacturing completed before renewal of the entrance license or within the five years immediately before the date a continuing license is issued in this category of practice.

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

8750.2060 SECONDARY PARTS SALES AND SERVICE OCCUPATIONS TEACHER.

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

Subp. 2. **Parts sales and service occupations teacher; option one.** For option one, the applicant must meet the following requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200~~, subpart 2~~. Experiences described in part 8750.4200, ~~subparts 3 to 7~~ subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

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

8750.2100 SECONDARY TRUCK/BUS DRIVING OCCUPATIONS TEACHER.

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

Subp. 2. **Truck/bus driving teacher; option one.** For option one, the applicant must meet the following requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200~~,-subpart-2~~. Experiences described in part 8750.4200, ~~subparts-3-to-7~~ subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

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

8750.2120 SECONDARY VEHICLE SERVICES OCCUPATIONS TEACHER.

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

Subp. 2. **Requirements for replacing narrower licenses.** A license under this part is required to teach vehicle services occupations programs. ~~By-July-1,-1992,-the-following single-occupation-programs-must-be-converted-to-vehicle-services occupations-programs:--the-industrial-education-areas-of-auto mechanics,-recreational-vehicle-repair,-service-station occupations,-small-engine-repair,-truck/diesel-mechanics,-and forest-products-harvesting-equipment-repair.--The-personnel licensing-section-must-not-issue-new-licenses-in-the-categories of-practice-that-correspond-to-the-programs-being-converted after-this-chapter-takes-effect.~~ However, valid single-occupation licenses in auto mechanics, recreational vehicle repair, service station mechanics, small engine repair,

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truck/diesel mechanics, and forest products harvesting equipment repair are renewable under this chapter ~~until July 1, 1992,~~ and are valid to teach the corresponding single-occupation programs.

To convert a single-occupation license in auto mechanics, recreational vehicle repair, service station mechanics, small engine repair, truck/diesel mechanics, or forest products harvesting equipment repair to a vehicle services occupations license, the applicant must verify competency in the emphasis area by meeting the requirements in ~~item~~ one of items A ~~or~~ B to D or a combination of items A ~~and~~ B to D as applicable and at the ratio ~~given~~ specified in ~~item B:~~ the selected item. The requirement for hours of related occupational experience is met by holding the single-occupation license being converted.

A. completing the occupational experience emphasis area requirements in subpart 3, 4, or 5. An applicant must possess the educational qualifications stated in the chosen subpart. If converting under subpart 5, an applicant may complete the emphasis area occupational experience defined in subpart 4, item C.

B. substituting for the required occupational experience emphasis hours, specific technical education in the emphasis area completed within the five years before conversion. One instructional clock hour of technical ~~education~~ workshop equals four hours of occupational experience. ~~The requirements for hours of related occupational experience are met by holding the single occupation license being converted.~~ One quarter credit of college work equals 80 clock hours of occupational experience.

C. Holding a valid Minnesota secondary vocational license in auto mechanics and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area components of automotive engine and drive train repair. Two hours of teaching experience substitute

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for one hour of occupational experience.

D. Holding a valid Minnesota secondary vocational license in small engine repair or recreational vehicle repair and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area component of small engines/recreational vehicle repair. Two hours of teaching experience substitute for one hour of occupational experience.

Subp. 3. **Vehicle services teacher; option one.** For option one, the applicant must meet the following requirements:

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

B. Technical coursework: at least two credits or 24 clock hours in automotive computer applications, completed before renewal of the entrance license or within the five years immediately before the date a continuing license is issued in this category of practice.

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200~~,-subpart-2~~. Experiences described in part 8750.4200, ~~subparts-3-to-7~~ subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

Subp. 4. **Vehicle services teacher; option two.** For option two, the applicant must meet the following requirements:

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

B. Technical coursework:

[For text of subitem (1), see M.R.]

(2) at least two credits or 24 clock hours in automotive computer applications completed before renewal of the entrance license or within the five years immediately before the date a continuing license is issued in this category of practice.

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

Subp. 5. **Vehicle services teacher; option three.** For option three, the applicant must meet the following requirements:

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

B. Technical coursework: at least two credits or 24 clock hours in automotive computer applications completed before renewal of the entrance license or within the five years immediately before the date a continuing license is issued in this category of practice.

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

8750.3010 EXAMINATIONS FOR SECONDARY VOCATIONAL TEACHER LICENSES.

Subpart 1. **Examination requirement.** Effective April 8, 1991, an applicant for an initial secondary vocational teaching license, except a secondary vocational part-time resource specialist license issued according to part 8750.6000, a secondary short-call substitute license issued according to part 8750.6100, or a secondary vocational limited license issued according to part 8750.6200, shall provide evidence of having successfully completed examinations of skills in reading, writing, and mathematics, as required by Minnesota Statutes, section 125.05, subdivision 1. Provisions of part 8700.0210, subparts 1 to 7, 10, and 12, apply. This subpart does not apply to applicants who hold or previously held an entrance, continuing, or life nonvocational license granted by the Board of Teaching.

Subp. 2. **Admission to secondary vocational teacher education core.** Candidates may enroll in the secondary vocational teacher education core courses before successful

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completion of the skills area examinations; however, candidates must achieve the passing scores established in part 8700.0210, subpart 3, before an entrance vocational teaching license may be granted. Colleges and universities must provide candidates who fail the examinations access to opportunities to enhance their skills.

Subp. 3. **Applicants who use secondary teacher education sequence.** Notwithstanding parts 8750.3050, 8750.3100, and 8750.3250 governing the issuance of entrance licenses, applicants who use the secondary vocational teacher education sequence as specified in part 8750.3150 to meet the educational criteria requirement for licensure and who otherwise meet the applicable statutes and rules shall be granted a one-year nonrenewable license, during which time the applicant must provide official evidence of successful completion of the requirements of this part.

Subp. 4. **Applicants prepared in other states.** Applicants who have completed the educational criteria of the licensure requirements in other states who otherwise meet the applicable statutes and rules shall be granted a one-year nonrenewable license, during which time the applicant must provide official evidence of successful completion of the requirements of this part.

8750.3250 ENTRANCE LICENSES: COURSES IN TEACHER EDUCATION SEQUENCE.

Subpart 1. **Issuance.** When an applicant is using the teacher education sequence, a two-year entrance secondary vocational license shall be issued when the applicant successfully completes the skills area examinations according to part 8750.3010, the human relations requirement according to part 8750.3500, the three-credit introduction to vocational teaching course and has prearranged the teaching internship specified in subpart 2.

[For text of subps 2 and 3, see M.R.]

8750.3300 RENEWAL LICENSE IN TEACHER EDUCATION SEQUENCE.

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Subpart 1. **First one-year renewal.** An applicant is eligible for the first one-year renewal of an entrance vocational license based on the teacher education sequence when the applicant has completed ~~the human relations requirement under part 8750.3500 and~~ an additional three-credit course from the teacher education core.

[For text of subps 2 to 4, see M.R.]

8750.3350 FIRST FIVE-YEAR LICENSE IN TEACHER EDUCATION SEQUENCE.

An applicant is eligible for the first five-year vocational license based on the teacher education sequence when the applicant successfully completes the skills area examinations and completes the teaching internship, the human relations requirement, and three credits in each of the five core courses through an approved licensing program in vocational teacher education at an approved Minnesota institution or equivalent courses completed elsewhere.

8750.3450 EQUIVALENCY FOR COURSES OUTSIDE TEACHER EDUCATION CORE.

When an applicant has completed coursework that is not included in part 8750.3150, subpart 2, to meet a licensure requirement and when the personnel licensing section cannot determine course equivalency on the basis of similar course titles or content, in consultation with the appropriate secondary vocational specialist, the following procedure applies:

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

F. Exception: Two years of active participation as an advisor in the appropriate vocational student organization or 24 clock hours of board of teaching approved workshops substitutes for the two required credits in integrating the appropriate vocational student organization into the curriculum. The board shall approve the substitution if the workshop is essentially equivalent in content to the two required credits. The advisor participation must be verified by the state program specialist responsible for the appropriate vocational student organization ~~and~~. Either substitution must be within the five years just before the date the license is

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issued.

8750.3500 HUMAN RELATIONS REQUIREMENT.

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

Subp. 4. **Initial entrance license.** New personnel who are submitting their first applications for full-time entrance secondary vocational licensing and who have completed all applicable requirements except human relations, are eligible for ~~an entrance~~ a one-year nonrenewable license to allow time to complete the human relations program. Only one vocational license that entitles the licensee to work full time may be granted to an applicant who has not met the human relations requirement. The human relations requirements must be met before any secondary vocational license renewal or endorsement is made.

8750.3800 PROCEDURES FOR VOLUNTARY SURRENDER OF TEACHING LICENSES.

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

Subp. 2. **Surrender date.** When the personnel licensing section receives the materials listed in subpart 1 by January 1, the date of surrender is July 1 of that year. When the materials are received after January 1, the date of surrender is July 1 of the following calendar year. An applicant may revoke the request. The revocation must be made in writing to the executive secretary no later than December 31 of the year in which the request for voluntary surrender is received by the executive secretary.

[For text of subps 3 to 5, see M.R.]

8750.3810 PROCEDURES FOR REVOCATION OR SUSPENSION OF ALL TEACHING LICENSES.

Subpart 1. **Statutory requirements.** Licenses shall be revoked or suspended pursuant to Minnesota Statutes, sections 125.09, and 125.185, or part 8750.3830.

Subp. 2. **Revocation.** Revocation shall include the cancellation or repeal of a teaching license and/or renewal

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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 part 8750.3820, subpart 1.

Subp. 3. **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:

A. the activity of the individual which led to the license suspension;

B. any relevant mitigating factors which the individual may interpose on his or her behalf;

C. the prior teaching record of the individual; and

D. other similar factors.

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.

8750.3820 ISSUANCE OR REINSTATEMENT OF A LICENSE AFTER REVOCATION OR SUSPENSION.

Subpart 1. **After revocation.** 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 entrance licensure standards.

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Subp. 2. **After suspension.** 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 or a one-year license which has expired 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 met renewal requirements. A person whose license has lapsed for more than one fiscal year must meet the requirements of part 8750.3600 to reinstate the license. A five-year continuing license must be granted after all other conditions stated in subpart 2, item A, and criteria for issuance of the five-year continuing license have been met.

B. If the suspended license was an entrance or a one-year license which has not expired 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 expired 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 expired 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

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completed. A person whose license has lapsed for more than one fiscal year must meet the requirements of part 8750.3600 to reinstate the license.

8750.3830 CODE OF ETHICS FOR MINNESOTA TEACHERS.

Subpart 1. **Scope.** 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 Board of Teaching.

Subp. 2. **Standards of professional conduct.** The standards of professional conduct are as follows:

A. A teacher shall provide professional education services in a nondiscriminatory manner.

B. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.

C. According to 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.

D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.

E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.

F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.

G. A teacher shall not deliberately suppress or distort subject matter.

H. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.

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I. A teacher shall not knowingly make false or malicious statements about students or colleagues.

J. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

Subp. 3. **Statutory enforcement of code: complaints, investigation, and hearing.** The enforcement of the provisions of the code of ethics for Minnesota teachers shall be in accord with Minnesota Statutes, section 214.10.

Subp. 4. **Complaints handled by board.** When oral complaints alleging violations of the code of ethics are received, the executive secretary of the Board of Teaching shall request the complaining party to submit the complaint in writing within ten days.

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 ten days of the receipt of the complaint.

The teacher shall be entitled to be represented by the teacher's own counsel or representative at each stage of the investigation and hearing.

Subp. 5. **Enforcement procedures.** The 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.

A. 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.

B. 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 Board of Teaching. The letters shall be kept on file for a period not to exceed one calendar year.

C. A teacher who has been found to have violated the

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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. The 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 part.

D. 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 Board of Teaching.

E. 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 Board of Teaching.

8750.3840 APPEAL TO BOARD OF TEACHING.

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 vocational relicensure committee, are entitled to a hearing pursuant to Minnesota Statutes, chapter 14, on the denial and to a final decision by the Board of Teaching.

A person or an institution entitled to a hearing under the provisions of this part shall file a written request for a hearing with the executive secretary of the Board of Teaching within 30 days from the date of the denial. Failure to file a written request for a hearing within 30 days constitutes a waiver of the individual's right to a hearing.

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8750.4200 ALTERNATE FORMS OF OCCUPATIONAL EXPERIENCE.

Subpart 1. **Who may use.** Except where otherwise stated in this part and in parts 8750.0200 to 8750.2140, an applicant may use the following alternative experiences to meet occupational experience requirements. Except for converting to secondary trade and industrial occupations in accordance with criteria established in parts 8700.1800 to 8700.2140, the alternatives may not be used by nonbaccalaureate applicants who have completed less than a two-year program in the category of practice.

[For text of subps 2 to 5, see M.R.]

Subp. 6. **Funded Minnesota technical college vocational teaching.** An applicant ~~who seeks to add an existing~~ for a secondary vocational ~~category of practice to~~ license according to criteria established in current vocational licensure rules who holds a valid postsecondary vocational license in the same category of practice may substitute Minnesota technical college teaching within the past five years in that category of practice for the required recent 500 hours in an emphasis area. In this subpart, "the same category of practice" means a license in one of the occupational emphasis areas listed in the secondary license for which application is made or in a category of practice in which at least 50 percent of the program instruction is in the occupational emphasis areas listed in the secondary license for which application is made. The program content must be verified by the local vocational administrator responsible for the program. One year (1,080 hours) of vocationally funded teaching substitutes for the prerequisite 500 hours.

[For text of subp 7, see M.R.]

8750.6200 SECONDARY VOCATIONAL LIMITED LICENSE.

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

Subp. 4. **Duration of limited licenses.** ~~An entrance~~ A limited license issued before January 1 of a school year is valid for the remainder of that school year only, and expires on June 30 of the school year following issuance. ~~An entrance~~ A

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limited license issued after January 1 of a school year is valid for the remainder of that school year plus the school year immediately following, and expires on the second June 30 following issuance.

[For text of subp 5, see M.R.]

8750.8000 FORMATION OF LOCAL VOCATIONAL RELICENSURE COMMITTEE.

Subpart 1. **Voting.** A person is eligible to vote in elections for the local vocational relicensure committee if the person holds a valid regular five-year secondary vocational license or a valid secondary vocational license on a sequence preparatory to obtaining a regular five-year secondary vocational license in a school district, approved vocational or cooperative center, or nonpublic school. Local vocational administrators and supervisors are not eligible to vote unless also ~~practicing on~~ holding a nonadministrative, nonsupervisory secondary vocational license.

Four members constitute a quorum. A majority vote of those voting members in attendance is enough to take action.

[For text of subps 2 and 3, see M.R.]

REPEALER. Minnesota Rules, parts 8700.2900, subpart 5; 8700.3510, subpart 7; 8700.4000, subpart 6; 8700.4100, subpart 2; 8700.4200, subpart 2; 8700.4600, subparts 4 and 5; 8700.7300, subpart 3; and 8700.7400, subpart 2, are repealed.

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Office of the Revisor of Statutes

Administrative Rules

TITLE: Proposed Permanent Rules Relating to Teacher Licenses

AGENCY: Board of Teaching

MINNESOTA RULES: Chapters 8700 and 8750

INCORPORATIONS BY REFERENCE:

Part 8700.0210, subpart 1: Sign Communication Proficiency Inventory (SCPI), published by National Technical Institute for the Deaf, Rochester, New York.

Available through Minitex interlibrary loan system.

The attached rules are approved for publication in the State Register

Richard J. Sands
Senior Assistant Revisor

STATE OF MINNESOTA

BOARD OF TEACHING

In the matter of the Proposed Adoption of the Rules of the State Board of Teaching Governing Permanent Rules Relating to Teacher Licenses	FINDINGS OF FACT, CONCLUSIONS, AND ORDER ADOPTING THE RULES WITHOUT A PUBLIC HEARING

(1) Notice of the Board's intent to adopt the above-entitled rules was published at State Register on February 4, 1991, and was sent by United States mail on February 1, 1991, to all persons on the list maintained by the agency pursuant to Minnesota Statutes, section 14.14, subdivision 1a and 14.22.

(2) The statement of need and reasonableness was prepared before the notice of intent to adopt rules without a public hearing was mailed to all persons on the rulemaking mailing list and published at State Register and was available to the public.

(4) All persons were given the opportunity to submit comments on the rules for 30 days after notice of proposed rulemaking. (5) The agency received eighty-six requests for a public hearing relating to Minnesota Rules, Part 8750.0060. Rule 8750.0060 and 8750.1580 are withdrawn. (6)

(7) No requests for notice of submission to the attorney general were received by the agency.

(7) Based on the comments and evidence in the record before the agency, the Board of Teaching finds the following:

Rules identified as rules relating to teacher licenses, Minnesota Rules, Parts 8700.0200-8700.0501, 8700.200, 8700.2500, 8700.2900, 8700.3200-8700.3300, 8700.3510, 8700.3900-8700.4000, 8700.4300-8700.4600, 8700.5300, 8700.6410, 8700.7100-8700.7400, 8700.7800, 8700.8010-8700.8020, 8700.8040, 8700.8110-8700.8120, 8700.8140, 8700.9010; and rules identified as rules relating to secondary vocational teacher licenses, Minnesota Rules, Parts 8750.0082, 8750.0240, 8750.0500-8750.0520, 8750.1000, 8750.1240, 8750.1560, 8750.1700-8750.2060, 8750.2100-8700.2120, 8750.3010, 8750.3250-8750.3350, 8750.3450-3850.3500, 8750.3800-8750.3840, 8750.4200, 8750.6200, 8750.800 are needed and reasonable; and (8)

The agency further finds that rules identified as rules relating to teacher licenses, Minnesota Rules, parts 8700.2900, subpart 5; 8700.3510, subpart 7; 8700.4000, subpart 6; 8700.4100, subpart 2; 8700.4200, subpart 2; 8700.4600, subparts 4 and 5; 8700.7300, subpart 3; and 8700.7400, subpart 2 are necessary to repeal; and

The agency further finds that the rules identified as rules relating to secondary vocational teacher licenses Minnesota Rules, Parts 8750.0060 and 8750.1580 are necessary to withdraw; and

(6) The agency further finds that the rule identified as rules relating to secondary vocational teacher licenses Minnesota Rules, Part 8750.3010 is amended by deleting the phrase "Effective April 8, 1991". The Agency asserts that Laws of Minnesota, 1991, Chapter 562, Article 8, Section 40, requires compliance with the examination requirement for all applicants for an initial secondary vocational teaching license effective April 8, 1991. Given the fact that Minnesota Rules, Part 8750.3010 Examinations for Secondary Vocational Teacher Licenses, may not be published at State Register and, therefore, potentially not effective until after the required statutory effective date of April 8, 1991, and that the published rule places no additional requirement upon the applicant other than that imposed by Minnesota Laws, the agency concludes that the striking of this date requirement in the rule is reasonable and will prevent the agency from being placed in the position of possibly having a rule which can not be enforced retroactively.

NOW THEREFORE, IT IS ORDERED, that rules identified as rules relating to teacher licenses, Minnesota Rules, Parts 8700.0200-8700.0501, 8700.200, 8700.2500, 8700.2900, 8700.3200-8700.3300, 8700.3510, 8700.3900-8700.4000, 8700.4300-8700.4600, 8700.5300, 8700.6410, 8700.7100-8700.7400, 8700.7800, 8700.8010-8700.8020, 8700.8040, 8700.8110-8700.8120, 8700.8140, 8700.9010; and rules identifed as rules relating to secondary vocational teacher licenses, Minnesota Rules, Parts 8750.0082, 8750.0240, 8750.0500-8750.0520, 8750.1000, 8750.1240, 8750.1560, 8750.1700-8750.2060, 8750.2100-8700.2120, 8750.3010, 8750.3250-8750.3350, 8750.3450-3850.3500, 8750.3800-8750.3840,8750.4200, 8750.6200, 8750.800 are approved and adopted; and

That rules identified as rules relating to teacher licenses, Minnesota Rules, Parts 8700.2900, subpart 5; 8700.3510, subpart 7; 8700.4000, subpart 6; 8700.4100, subpart 2; 8700.4200, subpart 2; 8700.4600, subparts 4 and 5; 8700.7300, subpart 3; and 8700.7400, subpart 2 are repealed; and

That rules identified as rules relating to secondary vocational teacher licenses Minnesota Rules, Parts 8750.0060, and 8750.1580 are withdrawn; and

That the rule identified as rules relating to secondary vocational teacher licenses Minnesota Rules, Part 8750.3010 is amended by deleting the phrase "Effective April 8, 1991"; pursuant to authority vested in the Board by Minnesota Statutes, section 125.05, subd. 1, and 125.185, subd. 4, and Section 125.03, subd. 1.

(9)

March 15, 1991

Kenneth L. Peatross, Executive Secretary

Board of Teaching

Adopted Permanent Rules Relating to Teacher Licenses

Rules as Adopted

8700.0100 HOW THIS CHAPTER APPLIES.

This chapter governs the procedures for licensure and the educational requirements for nonvocational instructional and support personnel who are required to be licensed by the Board of Teaching.

8700.0200 REQUIREMENTS FOR THE ISSUANCE AND RENEWAL OF ALL LICENSES.

Subpart 1. **In general.** 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 Board of Teaching to prepare persons for teacher licensure.

An applicant must qualify separately for each licensure area for which application is made and provide evidence of satisfactory completion of a program in the licensure area which has been approved by the Board of Teaching. A license becomes valid on the date issued by the personnel licensing section.

Subp. 2. **Initial license; entrance license.** The initial license which shall be issued in any licensure area to an applicant who meets all requirements of subpart 1 is an entrance license, that expires two years from the July 1 nearest the date the license was issued.

There are three exceptions to the requirement that the initial license which shall be issued in any licensure area must be an entrance license:

A. an applicant who holds a life or continuing license as a teacher who subsequently completes an approved program in an additional licensure area must be issued a continuing license;

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B. an applicant who holds an entrance or continuing secondary vocational license based on a degree program in home economics education, industrial education, agriculture education, business education, or marketing education, verifies one year of teaching experience in the corresponding category of practice while holding a valid license, and completes an approved program in a nonvocational licensure area must be issued a continuing license; and

C. an applicant who does not meet requirements for an entrance license may be issued a limited license or a provisional license according to criteria specified in Board of Teaching rules that authorize the issuance of limited licenses and provisional licenses.

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.

Subp. 3. **Continuing license.** A continuing license, that expires five years from the July 1 nearest the date the license was issued, 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.

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 earned and been granted 125 clock hours as verified by the local continuing education committee.

If a continuing license in any area is allowed to lapse,

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one of the following shall be issued:

A. a continuing license based upon verification by a local continuing education committee that the applicant has earned and been granted 125 clock hours, during the five-year period immediately preceding the application;

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

C. 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 eight semester hours of credit have been earned in the licensure area where application is being made or that 125 clock hours have been earned and granted as verified by the local continuing education committee during the five-year period immediately preceding the date of application for the continuing license.

Continuing licenses that expire five years from the July 1 nearest the date the license was issued shall be renewed upon application according to the rules of the Board of Teaching governing continuing education.

Subp. 4. **Provisional license.** A provisional license must be issued to an applicant who does not meet the standards for issuance of an entrance or a continuing license, but qualifies for a provisional license according to criteria in Board of Teaching rules that authorize the issuance of provisional licenses.

Subp. 5. **Classroom teaching license.** For purposes of licensure rules that require holding a valid classroom teaching license as a prerequisite for issuance of an additional field of licensure, the definition of a "classroom teaching license" is a nonvocational license valid to teach elementary school, secondary school subjects, or kindergarten to grade 12 subjects, or a secondary vocational license based on degree requirements in home economics education, industrial education, agriculture education, business education, or marketing education. This definition does not include limited licenses, provisional

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licenses, intern licenses, special education licenses, family education licenses, prekindergarten licenses, postsecondary vocational licenses, or secondary vocational licenses based upon criteria other than degree requirements in home economics education, industrial education, agriculture education, business education, or marketing education. This definition also does not include licenses as school psychologists, school counselors, school social workers, school nurses, recreation personnel, school administrators, school business officers, community education directors, special education directors, or secondary vocational directors or supervisors.

8700.0210 EXAMINATIONS FOR TEACHER LICENSES.

Subpart 1. **Examination requirement.** An applicant described in Minnesota Statutes, section 125.03, subdivision 5, for an initial license, shall provide official evidence of having successfully completed examinations of skills in reading, writing, and mathematics before being issued an initial Minnesota teaching license. The examinations must have been adopted by the Board of Teaching. An applicant who is deaf must fulfill the mathematics requirement of this part by successfully completing the mathematics examination, and must fulfill the reading and writing requirements of this part either by successfully completing the reading and writing examinations or by evaluation by board approved colleges and universities of demonstrated proficiency (Intermediate Plus) in the expressive and receptive use of alternative communication systems including sign language and fingerspelling as measured by the Sign Communication Proficiency Inventory (SCPI). This inventory is published by the National Technical Institute for the Deaf in Rochester, New York, and is administered through the College of Education at the University of Minnesota on at least an annual basis. A description of this inventory is available through the Minitex interlibrary loan system in the Journal of Sign Language Studies and American Annals for the Deaf. The inventory is incorporated by reference. Before the 1991 amendment to this

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part was adopted, the inventory was last published in 1989. It may be periodically changed. An applicant who is blind shall be required to fulfill requirements of this part by successfully completing the examinations with an opportunity to select a reader, to use adaptive visual aids or technology aids, and to complete the testing under adaptive conditions.

[For text of subps 2 to 6, see M.R.]

Subp. 7. **Fees.** Candidates for licenses shall pay the examination fee approved by the Board of Teaching for the examinations they take.

[For text of subps 8 to 12, see M.R.]

8700.0300 SUBSTITUTE TEACHERS.

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

Subp. 2. **Short call teacher.** A short call substitute license to teach permits teaching on a day-to-day basis not to exceed 15 consecutive days in a single classroom or teaching assignment. It expires five years from the July 1 nearest the date the license is issued and must be issued to a previously licensed applicant in the field in which Minnesota continuing licensure was held.

8700.0400 PROCEDURES FOR ISSUANCE OF LIFE LICENSES.

Any teacher currently holding a valid license to teach granted by the 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 set by the Board of Teaching. 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:

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

8700.0500 ISSUANCE, RENEWAL, AND VALIDITY OF ALL LICENSES.

All licenses to teach shall be issued or renewed according to Minnesota Statutes, section 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:

A. a limited license expires one year from the July 1 nearest the date the license is issued;

B. an entrance license expires two years from the July 1 nearest the date the license is issued;

C. a continuing license expires five years from the July 1 nearest the date the license is issued; and

D. a provisional license expires either one or two years, depending on the period of time specified in the specific rule, from the July 1 nearest the date the license is issued.

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.

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

8700.0501 PROCEDURES FOR VOLUNTARY SURRENDER OF TEACHING LICENSES.

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

Subp. 2. **Surrender date.** When the executive secretary receives the materials listed in subpart 1 by January 1, the date of surrender is July 1 of that year. When the materials are received after January 1, the date of surrender is July 1 of the following calendar year. An applicant may revoke the request. The revocation must be made in writing to the executive secretary no later than December 31 of the year in which the request for voluntary surrender is received by the executive secretary.

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[For text of subps 3 to 5, see M.R.]

8700.2000 VOCATIONALLY LICENSED TEACHERS.

The criteria for licensure renewal of vocationally licensed teachers are set forth in the Board of Teaching rules, parts 8750.7000 to 8750.8400.

8700.2500 APPEAL TO THE BOARD OF TEACHING.

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 14, on such denial and to a final decision by the Board of Teaching.

A person or an institution entitled to a hearing under the provisions of this part shall file a written request for such hearing with the executive secretary of the Board of Teaching within 30 days from the date of the denial. Failure to file a written request for a hearing within 30 days constitutes a waiver of the individual's right to a hearing.

8700.2900 ELEMENTARY SCHOOL CLASSROOM TEACHERS, GRADES 1 TO 6.

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

Subp. 5. [See repealer.]

Subp. 6. **Continuing licensure.** The continuing license shall be issued and renewed according to rules of the Board of Teaching governing continuing licensure.

[For text of subp 7, see M.R.]

8700.3200 PREKINDERGARTEN TEACHERS.

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

Subp. 4. **Continuing license.** The continuing license must be issued and renewed according to the rules of the Board of Teaching governing continuing licensure.

[For text of subps 5 and 6, see M.R.]

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8700.3300 PREKINDERGARTEN ASSOCIATE.

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

Subp. 3. **Continuing license.** The continuing license must be issued and renewed according to the rules of the Board of Teaching governing continuing licensure.

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

8700.3510 SECONDARY SCHOOL TEACHERS AND TEACHERS OF KINDERGARTEN TO GRADE 12 SUBJECTS.

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

Subp. 6. **Vocational licenses.** A vocational license may be issued to an applicant who meets the criteria stated in the vocational licensure rules of the Board of Teaching, chapter 8750.

Subp. 7. [See repealer.]

8700.3900 SOCIAL STUDIES IN SECONDARY SCHOOLS.

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

Subp. 6. **Continuing license.** The continuing license must be issued and renewed according to rules of the Board of Teaching governing continuing licensure.

[For text of subp 7, see M.R.]

8700.4000 WORLD LANGUAGES AND CULTURES.

Subpart 1. **In general.** The prospective teacher of world languages and cultures shall meet one of the sets of requirements in this part.

Subp. 2. **Kindergarten to grade 12.** A license in world languages and cultures, kindergarten to grade 12 requires:

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

B. 18 semester (27 quarter) credits in education including a methods course in world languages and cultures teaching at both the elementary and secondary levels and supervised student teaching at both levels; and

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

Subp. 3. **Secondary school.** A license in world languages and cultures, secondary school requires:

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A. for those with a major in the language:

[For text of subitems (1) and (2), see M.R.]

(3) 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; or

B. for those with a minor in the language:

(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 for which licensure is recommended; and

(2) 18 semester (27 quarter) credits in education including a methods course and supervised student teaching of a language.

Subp. 4. **Elementary school.** A license in world languages and cultures, elementary school requires:

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 for which licensure is recommended;

B. 30 semester (45 quarter) credits in education including a methods course in the teaching of world languages and cultures and supervised student teaching at the elementary level in the usual subject matter areas; and

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

Subp. 5. **Teacher from another country.** An accredited teacher-preparing institution may recommend a native speaker of a world language for licensure as a teacher of world languages and cultures as provided in subpart 2, 3, or 4 and the license must be issued if the applicant meets the following requirements:

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

C. 18 semester (27 quarter) credits in education including a methods course in the teaching of world languages

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and cultures and supervised student teaching in the language; and

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

Subp. 6. [See repealer.]

8700.4300 PHYSICAL EDUCATION AND HEALTH TEACHERS.

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

Subp. 2. **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 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 item B.

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

B. 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.

(1) Science: biology or zoology; bacteriology or microbiology; human sciences: physiology and anatomy.

[For text of subitems (2) to (4), see M.R.]

(5) Student teaching and field experiences. The following experiences must be included:

(a) student teaching in elementary and secondary school health education;

(b) coordinating the school health education curriculum, grades K to 12;

(c) organizing and coordinating the school health services program; and

(d) coordinating the school health program

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with the community health services and programs.

8700.4400 TEACHERS OF INDUSTRIAL ARTS.

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

Subp. 6. **Continuing license.** The continuing license must be issued and renewed according to rules of the Board of Teaching governing continuing licensure.

[For text of subp 7, see M.R.]

8700.4500 TEACHERS OF ART.

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

Subp. 6. **Continuing license.** The continuing license shall be issued and renewed according to rules of the Board of Teaching governing continuing licensure.

[For text of subp 7, see M.R.]

8700.4600 TEACHERS OF MUSIC.

Subpart 1. **Licensure requirements.** All candidates for licenses to teach music shall:

A. hold a baccalaureate degree;

B. satisfactorily complete requirements for teachers of kindergarten to grade 12 subjects enumerated in part 8700.3510; and

C. satisfactorily complete a preparation program leading to the licensure of teachers of kindergarten to grade 12 music education, with a specialization in instrumental music or kindergarten to grade 12 music education, with a specialization in vocal music, both approved by the Board of Teaching.

Subp. 2. **Teacher assignment.** Licensed elementary school teachers employed in grades K to 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 to 12 shall hold the appropriate licenses for each music teaching assignment. Except for licensed elementary school teachers employed in grades K to 6 working in teams or other cooperative arrangements whose teaching assignment is not more than 33 percent, it is the

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intent of this part 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 two areas of specialization enumerated in subpart 1.

Subp. 3. **Program requirements.** A program leading to the licensure of teachers of music must provide candidates recommended for licensure with the knowledge, skills, and understanding in items A and B:

A. kindergarten to grade 12 core preparation, consisting of the following:

(1) Music educators must know how to listen to, read, write, produce, perform, analyze, create, compose, improvise, conduct, and evaluate music. Music educators must:

(a) identify and analyze representative musical forms, styles, performance practices, performance media, as well as representative composers and compositions of western music, and describe the musical traditions and characteristics of diverse and representative world cultures;

(b) demonstrate a basic knowledge of instrumental and vocal techniques and acoustics including tone production and intonation, articulation and diction, voice placement and changing voice, and interpretation of fingering charts;

(c) demonstrate a basic knowledge of approaches to music instruction, materials, and literature for students in kindergarten to grade 12 of varying abilities;

(d) demonstrate knowledge and skills of basic performance pedagogy for percussion, string, and wind instruments, or voice;

(e) play recorder and fretted instruments using simple fingering and strumming techniques while reading chord symbols;

(f) demonstrate competence in composing, improvising, and arranging music examples for diverse developmental and ability groupings represented by students in

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kindergarten to grade 12;

(g) demonstrate advanced solo and ensemble performance competence with an instrument or the voice to assure musical accuracy and expressiveness using music examples from diverse styles and time periods;

(h) demonstrate advanced performance competence in one's major vocal or instrumental performing medium in a small and large ensemble;

(i) organize, rehearse, and conduct small and large performance ensembles;

(j) perform simple keyboard accompaniments and play parts from a music score;

(k) improvise by means of an instrument or voice;

(l) demonstrate physical response to music including movement or dance; and

(m) identify and reproduce intervals, scales, and chord structures with an instrument or voice.

(2) Music educators must demonstrate competence in teaching students to:

(a) listen to music and read music symbols, notation, or scores;

(b) sing and play music instruments;

(c) analyze music historically, culturally, and theoretically;

(d) create music by arranging, composing, and improvising;

(e) move to and conduct music; and

(f) evaluate music and make judgments about music.

B. Preparation in specialized areas.

(1) Music educators, kindergarten to grade 12, with a specialization in instrumental music must:

(a) demonstrate advanced solo and ensemble performance competence on at least one instrument of the keyboard, percussion, string, or wind families;

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(b) interpret condensed and full scores designed for instrumental ensembles and understand bowing, fingering, or articulation specific to percussion, string, and wind instruments;

(c) have knowledge of representative kindergarten to grade 12 solo and ensemble repertoire and instructional materials for beginning, intermediate, and advanced levels of various sizes from diverse periods and cultures; and

(d) be familiar with the construction and operation of, and make minor repairs to, percussion, string, and wind instruments.

(2) Music educators, kindergarten to grade 12, with a specialization in vocal music must:

(a) demonstrate advanced vocal solo and ensemble performance competence with the voice or keyboard;

(b) demonstrate ability to accompany a vocal ensemble on keyboard instrument;

(c) interpret vocal music scores and understand range, tessitura, and phrasing;

(d) interpret vocal scores with instrumental parts and understand percussion, string, or wind instrument requirements necessary for interpreting and producing music from the scores; and

(e) have knowledge of representative kindergarten to grade 12 solo and ensemble repertoire and instructional materials ~~or~~ for beginning, intermediate, and advanced levels of various sizes from diverse periods and cultures.

Subp. 4. [See repealer.]

Subp. 5. [See repealer.]

Subp. 5a. **Program approval for institutions.** An institution applying to the Board of Teaching for approval of its preparation program for teachers of music must comply with part 8700.7700. All approved programs leading to the licensure of teachers of music shall include a description of the way in

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which teachers previously or currently licensed as teachers of band kindergarten to grade 12 and classroom music grades 5 to 12, orchestra kindergarten to grade 12 and classroom music grades 5 to 12, vocal and classroom music kindergarten to grade 9, or vocal and classroom music grades 5 to 12 may have their previous teaching experience and previous teacher preparation in those areas enumerated in subpart 3 evaluated and credited by an institution maintaining an approved program leading to the licensure of teachers of music.

Subp. 6. **Continuing licensure.** A continuing license must be issued and renewed according to general rules of the Board of Teaching governing continuing licensure.

Subp. 7. **Effective date.** This part is effective July 1, 1996, for all applicants for entrance licenses.

8700.5300 ADULT BASIC/CONTINUING EDUCATION.

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

Subp. 3. **License requirements.** All candidates recommended for licensure as teachers of adult basic/continuing education shall:

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

C. satisfactorily complete a program approved by the 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. The program shall include, but is not limited to, the following areas:

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

Subp. 3a. **Alternative qualifications for licensure.** All candidates recommended for licensure according to this subpart must:

A. hold a baccalaureate degree; and

B. satisfactorily complete a program approved by the Board of Teaching leading to the licensure of teachers of adult/basic education, consisting of a minimum of 35 quarter hours or the equivalent. The program must include, but is not limited to, the areas listed in subpart 3, item C, subitems (1)

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to (3), and must also include adult counseling, observation in multicultural settings, and practicum experience in adult basic/continuing education.

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

Subp. 6. **Continuing licensure.** The continuing license must be issued and renewed according to rules of the Board of Teaching governing continuing licensure.

Subp. 7. **Effective date.** Except for subpart 3a, this part is effective July 1, 1983, for all applicants for licensure as teachers of adult basic/continuing education.

8700.6410 SCHOOL SOCIAL WORKER.

Subpart 1. **Licensure requirements.** A candidate recommended for licensure as a school social worker (prekindergarten to grade 12) shall complete the requirements in item A or B.

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

B. For level II licensure a candidate shall hold a master's degree in social work from a program accredited by the Council on Social Work Education.

[For text of subps 2 and 3, see M.R.]

Subp. 4. **Continuing licensure.** A continuing license shall be issued and renewed according to the rules of the Board of Teaching governing continuing licensure.

[For text of subp 5, see M.R.]

8700.7100 MEDIA SUPERVISOR.

Subpart 1. **License requirement.** 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:

A. a valid license as a media generalist; and

B. three years of successful experience while holding a valid license as a media generalist; and

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

[For text of subps 2 and 3, see M.R.]

Subp. 4. **Continuing license.** The continuing license must be issued and renewed according to rules of the Board of Teaching governing continuing licensure.

8700.7300 ELEMENTARY LIMITED LICENSES.

Subpart 1. **In general.** An elementary limited license must not be granted if a teacher who holds a regular teaching license is available.

After a superintendent of schools certifies that the superintendent has been unable to find a fully qualified teacher for a position, a limited elementary license must be granted to an applicant who meets the requirements as detailed in subparts 2 and 3.

Subp. 2. **License requirements.** After the conditions in subpart 1 are met, a teacher must be granted a limited elementary license to teach in an elementary school based on a four-year degree from an accredited college with specific preparation for teaching in the elementary schools if the applicant has earned at least eight quarter hours of college credit in elementary education.

A teacher who has been previously granted a limited elementary license may be granted another limited license if eight quarter hours of college credit have been earned since the last limited license was issued. The eight quarter hours must be courses that are applicable towards completion of an elementary teacher education program at an accredited institution.

Subp. 3. [See repealer.]

8700.7400 LIMITED LICENSE FOR SECONDARY SCHOOL.

Subpart 1. **In general.** A secondary limited license must not be granted if a teacher who holds a regular teaching license is available.

After a superintendent of schools certifies that the superintendent has been unable to find a fully qualified teacher

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for a position, a limited secondary license must be granted to an applicant who meets the requirements as detailed in subpart 1a.

Subp. 1a. **License requirements.** After the conditions in subpart 1 are met, a teacher must be granted a limited license based on a four-year degree from an accredited college to teach those subjects in which the applicant has major or minor preparation.

A teacher who has been granted a limited license may be granted another limited license if eight quarter hours of college credit in an approved program leading to licensure as a secondary school teacher have been earned since the last limited license was issued.

Subp. 2. [See repealer.]

8700.7800 TEACHERS PREPARED IN STATES OTHER THAN MINNESOTA.

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

Subp. 3. **States without contracts with Minnesota.** 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:

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

B. the program leading to teacher licensure has been recognized by the state as qualifying the applicant completing the program for current licensure within that state;

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

Subp. 4. **Exception.** Notwithstanding the rule governing human relations, persons who have been prepared as teachers in states other than Minnesota shall be granted a Minnesota one-year nonrenewable provisional license based upon the provisions of this part. Upon meeting the provisions of this part, an entrance license shall be granted.

8700.8010 QUALIFICATIONS FOR LICENSURE.

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Qualifications for licensure:

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

8700.8020 ALTERNATIVE QUALIFICATIONS FOR LICENSURE; EXPERIMENTAL PROGRAM.

Alternative qualifications for licensure. Experimental program:

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

8700.8040 CONTINUING LICENSURE.

The continuing license shall be issued and renewed according to the rules of the Board of Teaching governing continuing licensure.

8700.8110 QUALIFICATIONS FOR LICENSURE.

Qualifications for licensure:

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

8700.8120 ALTERNATIVE QUALIFICATIONS FOR LICENSURE, EXPERIMENTAL PROGRAM.

Alternative qualifications for licensure, experimental program:

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

8700.8140 CONTINUING LICENSURE.

The continuing license must be issued and renewed according to the rules of the Board of Teaching governing continuing licensure.

8700.9010 REQUIREMENTS TO OBTAIN LICENSE.

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

Subp. 2. **Requirements.** A license as school nurse, valid for two years, shall be granted to an applicant who provides evidence to the manager of teacher licensure that the following requirements have been met:

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

B. current Minnesota registration to practice as a licensed registered nurse, and certification as a Minnesota

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public health nurse as defined in Minnesota Statutes, section 145A.02, subdivision 18;

C. satisfactory completion of at least three quarter hours, or the equivalent, of work in each of the following areas:

(1) child growth and development;

(2) public health;

(3) special education; and

D. satisfactory compliance with part 8700.2700, Human Relations Components in all Programs Leading to Licensure in Education.

Applicants who meet requirements of items A and B, but who do not meet requirements of items C and D, must be granted a one-year nonrenewable provisional license, during which time the applicant must provide evidence of meeting the requirements of items C and D. Applicants who meet requirements of items A, B, and C, but who do not meet the requirements of item D, must be granted a one-year nonrenewable provisional license, during which time the applicant must provide evidence of meeting the requirements of item D. On complying with this subpart and other requirements, an entrance license must be granted.

8750.0060 SECONDARY VOCATIONAL SPECIAL NEEDS PERSONNEL.

[Withdrawn.]

8750.0082 FORMS; FEES; EVALUATION; AND VALIDITY.

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

Subp. 3. **Evaluating the credentials.** When an applicant submits credentials for licensure, the personnel licensing section shall evaluate them for compliance with this chapter. The section issues licenses only for existing secondary vocational licensure categories of practice, unless otherwise provided by rule.

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

8750.0240 SECONDARY VOCATIONAL AGRICULTURE TEACHER.

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

Subp. 2. **License validity.** A license under this part is

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valid to:

(1) teach any junior high, grades 7 to 9 middle school, or senior high program in agriculture;

(2) teach any junior high, grades 7 to 9 middle school, or senior high program in horticulture or specialty crops;

(3) teach any junior high, grades 7 to 9 middle school, or senior high program in animal care occupations; and

(4) teach any junior high, grades 7 to 9 middle school, or senior high program listed in secondary vocational program rules under agriculture occupations.

8750.0500 SECONDARY CONSUMER AND HOMEMAKING TEACHER.

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

Subp. 2. **Validity.** A license under this part is valid to:

A. teach junior high, grades 7 to 9 middle school, and senior high home economics; and

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

8750.0520 SECONDARY CONSUMER AND HOMEMAKING/FAMILY LIFE EDUCATION TEACHER.

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

Subp. 2. **Validity.** A license under this part is valid to:

A. teach junior high, grades 7 to 9 middle school, and senior high home economics;

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

Subp. 3. **Family life education teacher.** An applicant holding a valid license as a family life education teacher may renew the license according to rules of the Board of Teaching governing continuing education for vocational license renewals. The license is valid to teach junior high, grades 7 to 9 middle school, and senior high family life education; and the family life component of a secondary vocational consumer and homemaking occupations program.

8750.1000 SECONDARY PERFORMING ARTS OCCUPATIONS TEACHER.

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

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Subp. 2. **Secondary performing arts occupations teacher; option one.** For option one, the applicant must meet the following requirements:

A. Educational criteria:

[For text of subitem (1), see M.R.]

(2) the secondary vocational teacher education sequence as specified in part 8750.3150; and

[For text of subitem (3), see M.R.]

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

Subp. 3. **Secondary performing arts occupations teacher; option two.** For option two, the applicant must meet the following requirements:

A. Educational criteria:

(1) the secondary vocational teacher education sequence as specified in part 8750.3150; and

[For text of subitem (2), see M.R.]

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

8750.1240 SECONDARY CHILDHOOD EDUCATION AIDE (SUPPORT STAFF).

Subpart 1. **Requirements.** A secondary childhood education aide assists a secondary vocational child care and guidance occupations teacher. An initial license for this position must not be issued after July 1, 1991; however, an applicant holding a valid license as a secondary childhood education aide may renew the license. The renewal must be according to rules of the Board of Teaching governing continuing education for vocational license renewals.

[For text of subps 2 and 3, see M.R.]

8750.1560 SECONDARY SUPPORT SERVICE FACILITATOR.

An applicant for an entrance license to serve as support service facilitator in a secondary school must meet the following requirements:

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

B. Technical coursework:

[For text of subitem (1), see M.R.]

(2) A directed independent study through an

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approved Minnesota college designed to update the applicant in current employment environments and conditions and operation of support service systems. This independent study replaces the need for the recency of 500 hours in the total of 2,000 hours of required paid employment. The independent study must be completed within the two years immediately before the date the license is issued.

[For text of subitems (3) to (6), see M.R.]

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

8750.1580 SECONDARY SUPPLEMENTAL SUPPORT/TECHNICAL TUTOR.

[Withdrawn.]

8750.1700 SECONDARY EMPLOYMENT PLACEMENT SPECIALIST.

An applicant for an entrance license to serve as a vocational employment placement specialist in a secondary school must meet the following requirements:

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

B. Technical coursework: a directed independent study completed through an approved Minnesota college designed to update the applicant in current employment environments and conditions and operation of employment placement services. The independent study must be completed within the two years immediately before the date the license is issued.

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

8750.1800 SECONDARY AUTO BODY REPAIR OCCUPATIONS TEACHER.

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

Subp. 2. **Auto body repair teacher; option one.** For option one, the applicant must meet the following requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200. Experiences described in part 8750.4200, subpart 5 must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from

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college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

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

8750.1820 SECONDARY AUTO/TRUCK DISMANTLING OCCUPATIONS TEACHER.

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

Subp. 2. **Auto/truck dismantling teacher; option one.** For option one, the applicant must meet the following requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200. Experiences described in part 8750.4200, subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

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

8750.1840 SECONDARY AVIATION OCCUPATIONS TEACHER.

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

Subp. 2. **Aviation occupations teacher; option one.** For option one, the applicant must meet the following requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200. Experiences described in part 8750.4200, subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) and (4), see M.R.]

(5) Related areas are passenger service agent, aircraft cabin attendant, aircraft weight and balance specialist, flight dispatcher, and air traffic controller.

[For text of subitems (6) and (7), see M.R.]

Subp. 3. **Aviation occupations teacher; option two.** For option two, an applicant must meet the following requirements:

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

C. Occupational experience:

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

(4) Related areas are passenger service agent, aircraft cabin attendant, aircraft weight and balance specialist, flight dispatcher, and air traffic controller.

[For text of subitem (5), see M.R.]

Subp. 4. **Aviation occupations teacher; option three.** For option three, the applicant must meet the following requirements:

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

C. Occupational experience:

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

(4) Related areas are passenger service agent, aircraft cabin attendant, aircraft weight and balance

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specialist, flight dispatcher, and air traffic controller.

[For text of subitem (5), see M.R.]

8750.1860 SECONDARY BROADCAST/MEDIA OCCUPATIONS TEACHER.

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

Subp. 2. **Requirements for replacing narrower licenses.** A license under this part is required to teach broadcast/media occupations programs. However, valid licenses in the single-occupation programs of radio broadcasting and radio/television production are renewable under this chapter and are valid to teach the corresponding single-occupation programs.

To convert a single-occupation license in radio broadcasting or radio/television production to a broadcast/media occupations license, the applicant must verify competency in the emphasis area by meeting the requirements in one of items A to E or a combination of items A to E as applicable and at the ratio specified in the selected item. The requirement for hours of related occupational experience is met by holding the single-occupation license being converted.

A. Completing the occupational experience emphasis area requirements in subpart 3, 4, or 5. An applicant must possess the educational qualifications stated in the chosen subpart. If converting under subpart 5, an applicant may complete the emphasis area occupational experience defined in subpart 4, item C.

B. Substituting for the required occupational experience emphasis hours, specific technical education in the emphasis area completed within the five years before conversion. One instructional clock hour of technical workshop equals four hours of occupational experience. One quarter credit of college work equals 80 clock hours of occupational experience.

C. Holding a valid Minnesota secondary vocational license in radio broadcasting and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. The teaching

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experience meets the emphasis area requirements in the corresponding emphasis area component of radio production. Two hours of teaching experience substitute for one hour of occupational experience.

D. Holding a valid Minnesota secondary vocational license in radio/television production and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area components of video production or radio production. Two hours of teaching experience substitute for one hour of occupational experience.

E. Holding a valid Minnesota secondary vocational license in communication/media technician occupations and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area components of video production or multi-image production. Two hours of teaching experience substitute for one hour of occupational experience.

Subp. 3. **Broadcast/media teacher; option one.** For option one the applicant must meet the following requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200. Experiences described in part 8750.4200, subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop

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equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitem (3), see M.R.]

(4) Emphasis areas are video production, radio production, and multi-image production.

(5) Related areas are broadcast engineering, script and program preparation, photography, audio production, presentation computer graphics, and media production lighting.

[For text of subitem (6), see M.R.]

Subp. 4. **Broadcast/media teacher; option two.** For option two, the applicant must have:

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

C. Occupational experience:

[For text of subitems (1) and (2), see M.R.]

(3) Emphasis areas are video production, radio production, and multi-image production.

(4) Related areas are broadcast engineering, script and program preparation, photography, audio production, presentation computer graphics, and media production lighting.

Subp. 5. **Broadcast/media teacher; option three.** For option three, the applicant must meet the following requirements:

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

C. Occupational experience:

[For text of subitems (1) and (2), see M.R.]

(3) Emphasis areas are video production, radio production, and multi-image production.

(4) Related areas are broadcast engineering, script and program preparation, photography, audio production, presentation computer graphics, and media production lighting.

8750.1880 SECONDARY COMMUNICATIONS/MEDIA OCCUPATIONS TEACHER.

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

Subp. 2. **Requirements for replacing narrower licenses.** A license under this part is required to teach

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communications/media occupations programs. However, valid single-occupation licenses in graphic arts, commercial art, commercial photography, and communications/media technology are renewable under this chapter and are valid to teach the corresponding single-occupation programs.

To convert a single-occupation license in graphic arts, commercial art, commercial photography, or communications/media technology to a communications/media occupations license, the applicant must verify competency in the emphasis area by meeting the requirements in one of items A to F or a combination of items A to F as applicable and at the ratio specified in the selected item. The requirement for hours of related occupational experience is met by holding the single-occupation license being converted.

A. Completing the occupational experience emphasis area requirements in subpart 3, 4, or 5. An applicant must possess the educational qualifications stated in the chosen subpart. If converting under subpart 5, an applicant may complete the emphasis area occupational experience defined in subpart 4, item C.

B. Substituting for the required occupational experience emphasis hours, specific technical education in the emphasis area completed within the five years before conversion. One instructional clock hour of technical workshop equals four hours of occupational experience. One quarter credit of college work equals 80 clock hours of occupational experience.

C. Holding a valid Minnesota secondary vocational license in graphic arts and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area components of layout and design; production/presswork; photography including line, halftone, and continuous tone; or platemaking. Two hours of teaching

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experience substitute for one hour of occupational experience.

D. Holding a valid Minnesota secondary vocational license in communications/media technician occupations and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area components of layout and design or composition. Two hours of teaching experience substitute for one hour of occupational experience.

E. Holding a valid Minnesota secondary vocational license in commercial photography and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area components of photography including line, halftone, and continuous tone; layout and design; or composition. Two hours of teaching experience substitute for one hour of occupational experience.

F. Holding a valid Minnesota secondary vocational license in commercial art and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area components of layout and design or composition. Two hours of teaching experience substitute for one hour of occupational experience.

Subp. 3. **Communications/media teacher; option one.** For option one, the applicant must meet the following requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200. Experiences described in part 8750.4200, subpart 5,

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must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

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

8750.1900 SECONDARY CONSTRUCTION OCCUPATIONS TEACHER.

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

Subp. 2. **Requirements for replacing narrower license.** A license under this part is required to teach construction occupations programs. However, valid single-occupation licenses in cabinetmaking, construction occupations/finishing trades, construction occupations/general, construction occupations/masonry trades, construction occupations/mechanical trades, construction occupations/planning and management, energy occupations, mobile home maintenance, painting and decorating, and plastics/lamination occupations are renewable under this chapter and are valid to teach the corresponding single-occupation programs.

To convert a single-occupation license in cabinetmaking, construction occupations/finishing trades, construction occupations/general, construction occupations/masonry trades, construction occupations/mechanical trades, construction occupations/planning and management, energy occupations, mobile home maintenance, painting and decorating, or plastics/lamination occupations to a construction occupations license, the applicant must verify competency in the emphasis area by meeting the requirements in item A or B or a combination of items A and B as applicable and at the ratio specified in the

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selected item. The requirement for hours of related occupational experience is met by holding the single-occupation license being converted.

Upon application and payment of the processing fee, a holder of a valid secondary vocational teaching license in the construction occupations/finishing trades category of practice may have the license converted to the construction occupations broad category of practice.

A. Completing the occupational experience emphasis area requirements in subpart 3, 4, or 5. An applicant must possess the educational qualifications stated in the chosen subpart. If converting under subpart 5, an applicant may complete the emphasis area occupational experience defined in subpart 4, item C.

B. Substituting for the required occupational experience emphasis hours, specific technical education in the emphasis area completed within the five years before conversion. One instructional clock hour of technical workshop equals four hours of occupational experience. One quarter credit of college work equals 80 clock hours of occupational experience.

Subp. 3. **Construction occupations teacher; option one.** For option one, the applicant must meet the following requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200. Experiences described in part 8750.4200, subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the

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license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

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

8750.1920 SECONDARY CONTROL TECHNOLOGY OCCUPATIONS TEACHER.

An applicant for an entrance license to teach the vocational program of control technology in a secondary school must meet the following requirements:

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

B. Technical coursework: at least 12 clock hours each of microprocessor control and electromechanical systems completed before renewal of the entrance license or within the five years immediately before the date a continuing license is issued in this category of practice.

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

8750.1930 SECONDARY DRAFTING OCCUPATIONS TEACHER.

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

Subp. 2. **Requirements for replacing narrower license.** A license under this part is required to teach drafting occupations programs. However, valid single-occupation licenses in construction occupations/planning and management, and mechanical drafting are renewable under this chapter and are valid to teach the corresponding single-occupation programs.

To convert a single-occupation license in construction occupations/planning and management or mechanical drafting to a drafting occupations license, the applicant must verify competency in the emphasis area by meeting the requirements in one of items A to D or a combination of items A to D as applicable and at the ratio specified in the selected item. The requirement for hours of related occupational experience is met by holding the single-occupation license being converted.

A. Completing the occupational experience emphasis area requirements in subpart 3, 4, or 5. An applicant must possess the educational qualifications stated in the chosen subpart. If converting under subpart 5, an applicant may

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complete the emphasis area occupational experience defined in subpart 4, item C.

B. Substituting for the required occupational experience emphasis hours, specific technical education in the emphasis area completed within the five years before conversion. One instructional clock hour of technical workshop equals four hours of occupational experience. One quarter credit of college work equals 80 clock hours of occupational experience.

C. Holding a valid Minnesota secondary vocational license in construction occupations/planning and management and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area component of architectural drafting. Two hours of teaching experience substitute for one hour of occupational experience.

D. Holding a valid Minnesota secondary vocational license in mechanical drafting and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the applications for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area component of mechanical drafting. Two hours of teaching experience substitute for one hour of occupational experience.

Subp. 3. **Drafting occupations teacher; option one.** For option one, the applicant must meet the following requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200. Experiences described in part 8750.4200, subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the

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emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

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

8750.1940 SECONDARY ELECTROMECHANICAL TECHNOLOGY OCCUPATIONS TEACHER.

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

Subp. 2. **Requirements for replacing narrower licenses.** A license under this part is required to teach electromechanical technology occupations programs. However, valid single-occupation licenses in automated packaging equipment maintenance, major appliances, office machine repair and servicing, vending machines repair, and heating/air conditioning/refrigeration are renewable under this chapter and are valid to teach the corresponding single-occupation programs.

To convert a single-occupation license in automated packaging equipment maintenance, major appliances, office machine repair and servicing, vending machines repair, or heating/air conditioning/refrigeration to an electromechanical technology occupations license, the applicant must verify competency in the emphasis area by meeting the requirements in one of items A to E or a combination of items A to E as applicable and at the ratio specified in the selected item. The requirement for hours of related occupational experience is met by holding the single-occupation license being converted.

A. Completing the occupational experience emphasis area requirements in subpart 3, 4, or 5. An applicant must possess the educational qualifications stated in the chosen subpart. If converting under subpart 5, an applicant may complete the emphasis area occupational experience defined in

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subpart 4, item C.

B. Substituting for the required occupational experience emphasis hours, specific technical education in the emphasis area completed within the five years before conversion. One instructional clock hour of technical workshop equals four hours of occupational experience. One quarter credit of college work equals 80 clock hours of occupational experience.

C. Holding a valid Minnesota secondary vocational license in electronics occupations and having 1,000 hours of verified vocationally funded teaching experience in the same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area component of electronics maintenance and repair. Two hours of teaching experience substitute for one hour of occupational experience.

D. Holding a valid Minnesota secondary vocational license in automated packaging equipment maintenance and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area component of automated packaging equipment. Two hours of teaching experience substitute for one hour of occupational experience.

E. Holding a valid Minnesota secondary vocational license in vending machines repair and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area component of vending machines repair. Two hours of teaching experience substitute for one hour of occupational experience.

Subp. 3. **Electromechanical technology teacher; option**

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one. For option one, the applicant must meet the following requirements:

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

B. Technical coursework: at least 12 clock hours each of microprocessor control and electromechanical systems completed before renewal of the entrance license or within the five years immediately before the date a continuing license is issued in this category of practice.

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200. Experiences described in part 8750.4200, subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

Subp. 4. **Electromechanical technology teacher; option two.** For option two, the applicant must meet the following requirements:

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

B. Technical coursework:

(1) at least 18 months (2,160 hours) in a postsecondary technical program in electromechanical technology, robotics, or electronics and

(2) at least 12 clock hours each of microprocessor control and electromechanical systems completed before renewal of the entrance license or within the five years immediately before the date a continuing license is issued in this category of practice.

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

Subp. 5. **Electromechanical technology teacher; option three.** For option three, the applicant must meet the following requirements:

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

B. Technical coursework: at least 12 clock hours each of microprocessor control and electromechanical systems completed before renewal of the entrance license or within the five years immediately before the date a continuing license is issued in this category of practice.

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

8750.1960 SECONDARY ELECTRONICS OCCUPATIONS TEACHER.

Subpart 1. **Requirements.** An applicant for an entrance license to teach the vocational program of electronics occupations in a secondary school must meet the requirements in subpart 2, 3, or 4 (option one, two, or three).

Subp. 2. **Electronics teacher; option one.** For option one, the applicant must meet the following requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200. Experiences described in part 8750.4200, subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

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

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8750.1980 SECONDARY INDUSTRIAL DESIGN TECHNOLOGY OCCUPATIONS TEACHER.

An applicant for an entrance license to teach the vocational program of industrial design technology in a secondary school must meet the following requirements:

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

B. Technical coursework: at least 12 clock hours in each of the following areas completed before renewal of the entrance license or within the five years immediately before the date a continuing license is issued in this category of practice:

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

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

8750.2000 SECONDARY JEWELRY GOLDSMITHING AND SILVERSMITHING OCCUPATIONS TEACHER.

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

Subp. 2. **Jewelry goldsmithing and silversmithing teacher; option one.** For option one, the applicant must meet the following requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200. Experiences described in part 8750.4200, subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (5), see M.R.]

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

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8750.2020 SECONDARY MECHANICAL TECHNOLOGY OCCUPATIONS TEACHER.

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

Subp. 2. **Requirements for replacing narrower licenses.** A license under this part is required to teach mechanical technology occupations programs. However, valid single-occupation licenses in fluid power mechanics, industrial equipment maintenance and repair, and quality/quantity control technician are renewable under this chapter and are valid to teach the corresponding single-occupation programs.

To convert a single-occupation license in fluid power mechanics, industrial equipment maintenance and repair, or quality/quantity control technician to a mechanical technology occupations license, the applicant must verify competency in the emphasis area by meeting the requirements in one of items A to D or a combination of items A to D as applicable and at the ratio specified in the selected item. The requirement for hours of related occupational experience is met by holding the single-occupation license being converted.

A. Completing the occupational experience emphasis area requirements in subpart 3, 4, or 5. An applicant must possess the educational qualifications stated in the chosen subpart. If converting under subpart 5, an applicant may complete the emphasis area occupational experience defined in subpart 4, item C.

B. Substituting for the required occupational experience emphasis hours, specific technical education in the emphasis area completed within the five years before conversion. One instructional clock hour of technical workshop equals four hours of occupational experience. One quarter credit of college work equals 80 clock hours of occupational experience.

C. Holding a valid Minnesota secondary vocational license in fluid power mechanics and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately

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before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area component of fluid power. Two hours of teaching experience substitute for one hour of occupational experience.

D. Holding a valid Minnesota secondary vocational license in industrial equipment maintenance and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area component of industrial equipment maintenance. Two hours of teaching experience substitute for one hour of occupational experience.

Subp. 3. **Mechanical technology teacher; option one.** For option one, the applicant must meet the following requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200. Experiences described in part 8750.4200, subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

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

8750.2040 SECONDARY METAL/MATERIAL PROCESSING OCCUPATIONS TEACHER.

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

Subp. 2. **Requirements for replacing narrower licenses.** A license under this part is required to teach metal/material processing occupations programs. However, valid single-occupation licenses in machine shop; manufacturing technology; metal repairing, finishing, and welding; metals fabrication; sheet metal working/fabrication; and welding occupations are renewable under this chapter and are valid to teach the corresponding single-occupation programs.

To convert a single-occupation license in machine shop; manufacturing technology; metal repairing, finishing, and welding; metals fabrication; sheet metal working/fabrication; or welding occupations to a metal/material processing occupations license, the applicant must verify competency in the emphasis area by meeting the requirements in one of items A to D or a combination of items A to D as applicable and at the ratio specified in the selected item. The requirement for hours of related occupational experience is met by holding the single-occupation license being converted.

A. completing the occupational experience emphasis area requirements in subpart 3, 4, or 5. An applicant must possess the educational qualifications stated in the chosen subpart. If converting under subpart 5, an applicant may complete the emphasis area occupational experience defined in subpart 4, item C.

B. substituting for the required occupational experience emphasis hours, specific technical education in the emphasis area completed within the five years before conversion. One instructional clock hour of technical workshop equals four hours of occupational experience. One quarter credit of college work equals 80 clock hours of occupational experience.

C. Holding a valid Minnesota secondary vocational license in machine shop operations and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately

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before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area component of machine shop. Two hours of teaching experience substitute for one hour of occupational experience.

D. Holding a valid Minnesota secondary vocational license in welding occupations and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area component of welding. Two hours of teaching experience substitute for one hour of occupational experience.

Subp. 3. **Metal/material processing teacher; option one.** For option one, the applicant must meet the following requirements:

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

B. Technical coursework: at least two credits or 24 clock hours in computer integrated manufacturing, completed before renewal of the entrance license or within the five years immediately before the date a continuing license is issued in this category of practice.

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200. Experiences described in part 8750.4200, subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses

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completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

Subp. 4. **Metal/material processing teacher; option two.** For option two, the applicant must meet the following requirements:

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

B. Technical coursework:

[For text of subitem (1), see M.R.]

(2) at least two credits or 24 clock hours in computer-integrated manufacturing completed before renewal of the entrance license or within the five years immediately before the date a continuing license is issued in this category of practice.

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

Subp. 5. **Metal/material processing teacher; option three.** For option three, the applicant must meet the following requirements:

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

B. Technical coursework: at least two credits or 24 clock hours in computer-integrated manufacturing completed before renewal of the entrance license or within the five years immediately before the date a continuing license is issued in this category of practice.

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

8750.2060 SECONDARY PARTS SALES AND SERVICE OCCUPATIONS TEACHER.

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

Subp. 2. **Parts sales and service occupations teacher; option one.** For option one, the applicant must meet the following requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200. Experiences described in part 8750.4200, subpart 5, must not be used.

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(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

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

8750.2100 SECONDARY TRUCK/BUS DRIVING OCCUPATIONS TEACHER.

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

Subp. 2. **Truck/bus driving teacher; option one.** For option one, the applicant must meet the following requirements:

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

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200. Experiences described in part 8750.4200, subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

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

8750.2120 SECONDARY VEHICLE SERVICES OCCUPATIONS TEACHER.

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

Subp. 2. **Requirements for replacing narrower licenses.** A

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license under this part is required to teach vehicle services occupations programs. However, valid single-occupation licenses in auto mechanics, recreational vehicle repair, service station mechanics, small engine repair, truck/diesel mechanics, and forest products harvesting equipment repair are renewable under this chapter and are valid to teach the corresponding single-occupation programs.

To convert a single-occupation license in auto mechanics, recreational vehicle repair, service station mechanics, small engine repair, truck/diesel mechanics, or forest products harvesting equipment repair to a vehicle services occupations license, the applicant must verify competency in the emphasis area by meeting the requirements in one of items A to D or a combination of items A to D as applicable and at the ratio specified in the selected item. The requirement for hours of related occupational experience is met by holding the single-occupation license being converted.

A. completing the occupational experience emphasis area requirements in subpart 3, 4, or 5. An applicant must possess the educational qualifications stated in the chosen subpart. If converting under subpart 5, an applicant may complete the emphasis area occupational experience defined in subpart 4, item C.

B. substituting for the required occupational experience emphasis hours, specific technical education in the emphasis area completed within the five years before conversion. One instructional clock hour of technical workshop equals four hours of occupational experience. One quarter credit of college work equals 80 clock hours of occupational experience.

C. Holding a valid Minnesota secondary vocational license in auto mechanics and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the

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corresponding emphasis area components of automotive engine and drive train repair. Two hours of teaching experience substitute for one hour of occupational experience.

D. Holding a valid Minnesota secondary vocational license in small engine repair or recreational vehicle repair and having 1,000 hours of verified vocationally funded teaching experience in that same licensure category of practice within the five years immediately before the application for conversion of the license. This teaching experience meets the emphasis area requirements in the corresponding emphasis area component of small engines/recreational vehicle repair. Two hours of teaching experience substitute for one hour of occupational experience.

Subp. 3. **Vehicle services teacher; option one.** For option one, the applicant must meet the following requirements:

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

B. Technical coursework: at least two credits or 24 clock hours in automotive computer applications, completed before renewal of the entrance license or within the five years immediately before the date a continuing license is issued in this category of practice.

C. Occupational experience:

(1) The applicant must have 3,000 hours of occupational experience as specified in parts 8750.4000 to 8750.4200. Experiences described in part 8750.4200, subpart 5, must not be used.

(2) Of the 3,000 hours, 1,000 may be accrued from college credits or technical workshops. They must be in the emphasis areas listed in this category of practice. One quarter credit of college work equals 80 hours of occupational experience. One instructional clock hour of technical workshop equals four hours of occupational experience. The credits or workshops must be completed in the five years just before the license is to be issued and must be in addition to courses completed to obtain the degree specified in this option.

[For text of subitems (3) to (6), see M.R.]

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Subp. 4. **Vehicle services teacher; option two.** For option two, the applicant must meet the following requirements:

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

B. Technical coursework:

[For text of subitem (1), see M.R.]

(2) at least two credits or 24 clock hours in automotive computer applications completed before renewal of the entrance license or within the five years immediately before the date a continuing license is issued in this category of practice.

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

Subp. 5. **Vehicle services teacher; option three.** For option three, the applicant must meet the following requirements:

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

B. Technical coursework: at least two credits or 24 clock hours in automotive computer applications completed before renewal of the entrance license or within the five years immediately before the date a continuing license is issued in this category of practice.

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

8750.3010 EXAMINATIONS FOR SECONDARY VOCATIONAL TEACHER LICENSES.

Subpart 1. **Examination requirement.** ~~Effective April 8, 1991,~~ An applicant for an initial secondary vocational teaching license, except a secondary vocational part-time resource specialist license issued according to part 8750.6000, a secondary short-call substitute license issued according to part 8750.6100, or a secondary vocational limited license issued according to part 8750.6200, shall provide evidence of having successfully completed examinations of skills in reading, writing, and mathematics, as required by Minnesota Statutes, section 125.05, subdivision 1. Provisions of part 8700.0210, subparts 1 to 7, 10, and 12, apply. This subpart does not apply to applicants who hold or previously held an entrance, continuing, or life nonvocational license granted by the Board of Teaching.

Subp. 2. **Admission to secondary vocational teacher**

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education core. Candidates may enroll in the secondary vocational teacher education core courses before successful completion of the skills area examinations; however, candidates must achieve the passing scores established in part 8700.0210, subpart 3, before an entrance vocational teaching license may be granted. Colleges and universities must provide candidates who fail the examinations access to opportunities to enhance their skills.

Subp. 3. **Applicants who use secondary teacher education sequence.** Notwithstanding parts 8750.3050, 8750.3100, and 8750.3250 governing the issuance of entrance licenses, applicants who use the secondary vocational teacher education sequence as specified in part 8750.3150 to meet the educational criteria requirement for licensure and who otherwise meet the applicable statutes and rules shall be granted a one-year nonrenewable license, during which time the applicant must provide official evidence of successful completion of the requirements of this part.

Subp. 4. **Applicants prepared in other states.** Applicants who have completed the educational criteria of the licensure requirements in other states who otherwise meet the applicable statutes and rules shall be granted a one-year nonrenewable license, during which time the applicant must provide official evidence of successful completion of the requirements of this part.

8750.3250 ENTRANCE LICENSES: COURSES IN TEACHER EDUCATION SEQUENCE.

Subpart 1. **Issuance.** When an applicant is using the teacher education sequence, a two-year entrance secondary vocational license shall be issued when the applicant successfully completes the skills area examinations according to part 8750.3010, the human relations requirement according to part 8750.3500, the three-credit introduction to vocational teaching course and has prearranged the teaching internship specified in subpart 2.

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[For text of subps 2 and 3, see M.R.]

8750.3300 RENEWAL LICENSE IN TEACHER EDUCATION SEQUENCE.

Subpart 1. **First one-year renewal.** An applicant is eligible for the first one-year renewal of an entrance vocational license based on the teacher education sequence when the applicant has completed an additional three-credit course from the teacher education core.

[For text of subps 2 to 4, see M.R.]

8750.3350 FIRST FIVE-YEAR LICENSE IN TEACHER EDUCATION SEQUENCE.

An applicant is eligible for the first five-year vocational license based on the teacher education sequence when the applicant successfully completes the skills area examinations and completes the teaching internship, the human relations requirement, and three credits in each of the five core courses through an approved licensing program in vocational teacher education at an approved Minnesota institution or equivalent courses completed elsewhere.

8750.3450 EQUIVALENCY FOR COURSES OUTSIDE TEACHER EDUCATION CORE.

When an applicant has completed coursework that is not included in part 8750.3150, subpart 2, to meet a licensure requirement and when the personnel licensing section cannot determine course equivalency on the basis of similar course titles or content, in consultation with the appropriate secondary vocational specialist, the following procedure applies:

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

F. Exception: Two years of active participation as an advisor in the appropriate vocational student organization or 24 clock hours of board of teaching approved workshops substitutes for the two required credits in integrating the appropriate vocational student organization into the curriculum. The board shall approve the substitution if the workshop is essentially equivalent in content to the two required credits. The advisor participation must be verified by the state program specialist responsible for the appropriate

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vocational student organization. Either substitution must be within the five years just before the date the license is issued.

8750.3500 HUMAN RELATIONS REQUIREMENT.

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

Subp. 4. **Initial license.** New personnel who are submitting their first applications for full-time entrance secondary vocational licensing and who have completed all applicable requirements except human relations, are eligible for a one-year nonrenewable license to allow time to complete the human relations program. Only one vocational license that entitles the licensee to work full time may be granted to an applicant who has not met the human relations requirement. The human relations requirements must be met before any secondary vocational license renewal or endorsement is made.

8750.3800 PROCEDURES FOR VOLUNTARY SURRENDER OF TEACHING LICENSES.

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

Subp. 2. **Surrender date.** When the personnel licensing section receives the materials listed in subpart 1 by January 1, the date of surrender is July 1 of that year. When the materials are received after January 1, the date of surrender is July 1 of the following calendar year. An applicant may revoke the request. The revocation must be made in writing to the executive secretary no later than December 31 of the year in which the request for voluntary surrender is received by the executive secretary.

[For text of subps 3 to 5, see M.R.]

8750.3810 PROCEDURES FOR REVOCATION OR SUSPENSION OF ALL TEACHING LICENSES.

Subpart 1. **Statutory requirements.** Licenses shall be revoked or suspended pursuant to Minnesota Statutes, sections 125.09, and 125.185, or part 8750.3830.

Subp. 2. **Revocation.** Revocation shall include the cancellation or repeal of a teaching license and/or renewal

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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 part 8750.3820, subpart 1.

Subp. 3. **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:

A. the activity of the individual which led to the license suspension;

B. any relevant mitigating factors which the individual may interpose on his or her behalf;

C. the prior teaching record of the individual; and

D. other similar factors.

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.

8750.3820 ISSUANCE OR REINSTATEMENT OF A LICENSE AFTER REVOCATION OR SUSPENSION.

Subpart 1. **After revocation.** 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 entrance licensure standards.

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Subp. 2. **After suspension.** 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 or a one-year license which has expired 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 met renewal requirements. A person whose license has lapsed for more than one fiscal year must meet the requirements of part 8750.3600 to reinstate the license. A five-year continuing license must be granted after all other conditions stated in subpart 2, item A, and criteria for issuance of the five-year continuing license have been met.

B. If the suspended license was an entrance or a one-year license which has not expired 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 expired 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 expired 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

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completed. A person whose license has lapsed for more than one fiscal year must meet the requirements of part 8750.3600 to reinstate the license.

8750.3830 CODE OF ETHICS FOR MINNESOTA TEACHERS.

Subpart 1. **Scope.** 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 Board of Teaching.

Subp. 2. **Standards of professional conduct.** The standards of professional conduct are as follows:

A. A teacher shall provide professional education services in a nondiscriminatory manner.

B. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.

C. According to 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.

D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.

E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.

F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.

G. A teacher shall not deliberately suppress or distort subject matter.

H. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.

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I. A teacher shall not knowingly make false or malicious statements about students or colleagues.

J. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

Subp. 3. **Statutory enforcement of code: complaints, investigation, and hearing.** The enforcement of the provisions of the code of ethics for Minnesota teachers shall be in accord with Minnesota Statutes, section 214.10.

Subp. 4. **Complaints handled by board.** When oral complaints alleging violations of the code of ethics are received, the executive secretary of the Board of Teaching shall request the complaining party to submit the complaint in writing within ten days.

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 ten days of the receipt of the complaint.

The teacher shall be entitled to be represented by the teacher's own counsel or representative at each stage of the investigation and hearing.

Subp. 5. **Enforcement procedures.** The 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.

A. 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.

B. 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 Board of Teaching. The letters shall be kept on file for a period not to exceed one calendar year.

C. A teacher who has been found to have violated the

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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. The 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 part.

D. 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 Board of Teaching.

E. 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 Board of Teaching.

8750.3840 APPEAL TO BOARD OF TEACHING.

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 vocational relicensure committee, are entitled to a hearing pursuant to Minnesota Statutes, chapter 14, on the denial and to a final decision by the Board of Teaching.

A person or an institution entitled to a hearing under the provisions of this part shall file a written request for a hearing with the executive secretary of the Board of Teaching within 30 days from the date of the denial. Failure to file a written request for a hearing within 30 days constitutes a waiver of the individual's right to a hearing.

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8750.4200 ALTERNATE FORMS OF OCCUPATIONAL EXPERIENCE.

Subpart 1. **Who may use.** Except where otherwise stated in this part and in parts 8750.0200 to 8750.2140, an applicant may use the following alternative experiences to meet occupational experience requirements. Except for converting to secondary trade and industrial occupations in accordance with criteria established in parts ~~8700.1800~~ 8750.1800 to ~~8700.2140~~ 8750.2140, the alternatives may not be used by nonbaccalaureate applicants who have completed less than a two-year program in the category of practice.

[For text of subps 2 to 5, see M.R.]

Subp. 6. **Funded Minnesota technical college vocational teaching.** An applicant for a secondary vocational license according to criteria established in current vocational licensure rules who holds a valid postsecondary vocational license in the same category of practice may substitute Minnesota technical college teaching within the past five years in that category of practice for the required recent 500 hours in an emphasis area. In this subpart, "the same category of practice" means a license in one of the occupational emphasis areas listed in the secondary license for which application is made or in a category of practice in which at least 50 percent of the program instruction is in the occupational emphasis areas listed in the secondary license for which application is made. The program content must be verified by the local vocational administrator responsible for the program. One year (1,080 hours) of vocationally funded teaching substitutes for the prerequisite 500 hours.

[For text of subp 7, see M.R.]

8750.6200 SECONDARY VOCATIONAL LIMITED LICENSE.

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

Subp. 4. **Duration of limited licenses.** A limited license issued before January 1 of a school year is valid for the remainder of that school year only, and expires on June 30 of the school year following issuance. A limited license issued

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after January 1 of a school year is valid for the remainder of that school year plus the school year immediately following, and expires on the second June 30 following issuance.

[For text of subp 5, see M.R.]

8750.8000 FORMATION OF LOCAL VOCATIONAL RELICENSURE COMMITTEE.

Subpart 1. **Voting.** A person is eligible to vote in elections for the local vocational relicensure committee if the person holds a valid regular five-year secondary vocational license or a valid secondary vocational license on a sequence preparatory to obtaining a regular five-year secondary vocational license in a school district, approved vocational or cooperative center, or nonpublic school. Local vocational administrators and supervisors are not eligible to vote unless also holding a nonadministrative, nonsupervisory secondary vocational license.

Four members constitute a quorum. A majority vote of those voting members in attendance is enough to take action.

[For text of subps 2 and 3, see M.R.]

REPEALER. Minnesota Rules, parts 8700.2900, subpart 5; 8700.3510, subpart 7; 8700.4000, subpart 6; 8700.4100, subpart 2; 8700.4200, subpart 2; 8700.4600, subparts 4 and 5; 8700.7300, subpart 3; and 8700.7400, subpart 2, are repealed.

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APPROVED AS TO FORM AND LEGALITY

March 25 19 91

HUBERT H. HUMPHREY, III
ATTORNEY GENERAL

BY MJ Cassedy
SPECIAL ASSISTANT ATTORNEY GENERAL

STATE OF MINNESOTA
DEPARTMENT OF STATE
FILED

MAR 25 1991 3:55 P.M.

Joan Anderson Growe
Secretary of State

MINNESOTA BOARD OF TEACHING

In the matter of the Proposed Adoption of Permanent Rules of the Minnesota Board of Teaching Relating to Teacher Licenses

NOTICE OF INTENT TO ADOPT RULES WITHOUT A PUBLIC HEARING

(1) Notice is hereby given that the State Board of Teaching intends to adopt the above-entitled rules without a public hearing following the procedures set forth in the Administrative Procedures Act for adopting rules without a public hearing in Minnesota Statutes, section 14.22 to 14.28. The statutory authority to adopt the rules is Minnesota Statutes, sections 125.05, subd. 1 and 125.185, subd. 4.

(2) All persons have 30 days in which to submit comment in support of or in opposition to the proposed rules or any part or subpart of the rules. Comment is encouraged. Each comment should identify the portion of the proposed rules addressed, the reason for the comment, and any change proposed.

(3) Any person may make a written request for a public hearing on the rules within the 30-day comment period. (4) If 25 or more persons submit a written request for a public hearing within the 30-day comment period, a public hearing will be held unless a sufficient number withdraw their request in writing. (6) Any person requesting a public hearing should state his or her name and address, and is encouraged to identify the portion of the proposed rule addressed, the reason for the request, and any changes proposed. (7) If a public hearing is required, the agency will proceed pursuant to Minnesota Statutes, sections 14.131 to 14.20.

(5) Comment or written requests for a public hearing must be submitted to:

Kenneth L. Peatross, Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101
612/296-2415

(8) The proposed rules may be modified if the modifications are supported by data and views submitted to the agency and do not result in a substantial change in the proposed rules as noticed.

(11) The rules proposed for adoption relate to technical amendments to existing nonvocational and secondary vocational licensure rules, amendments to the rule governing teacher examinations, revisions in the rule governing the licensure of teachers of music, an option for licensure of teachers of adult basic/continuing education, modification of criteria for conversion of certain secondary trade and industrial occupations licenses, and the application of current nonvocational rules to secondary vocational licenses, including those relating to teacher examinations, revocation and suspension of teaching licenses, code of ethics, and appeals. A free copy of the proposed rules is available upon request from:

Kenneth L. Peatross, Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101
612/296-2415

(over)

(12) A Statement of Need and Reasonableness that describes the need for and reasonableness of each provision of the proposed rules and identifies the data and information relied upon to support the proposed rules has been prepared and is available from:

Kenneth L. Peatross, Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101
612/296-2415

(9) If no hearing is required, upon adoption of the rules, the rules and the required supporting documents will be submitted to the Attorney General for review as to legality and form to the extent the form relates to legality. Any person may request notification of the date of submission to the Attorney General. Persons who wish to be advised of the submission of this material to the Attorney General, or who wish to receive a copy of the adopted rules, must submit a written request to:

Kenneth L. Peatross, Executive Secretary
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101
612/296-2415

February 4, 1991
Date

Kenneth L. Peatross, Executive Secretary
Minnesota Board of Teaching