

The highlighted rules in the document below should be considered when developing collaborative programs with community colleges (articulation agreements) that pertain to coursework/standards required for teacher licensure programs.

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

8705.0100 PROGRAM AND UNIT APPROVAL.

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

8705.0200 DEFINITIONS.

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

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

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

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

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

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2.1 Subp. 6. Field experience. "Field experience" means a school-based opportunity

2.2 in which candidates may observe teachers and students, assist, tutor, instruct, or conduct

2.3 research.

2.4 Subp. 7. Institution. "Institution" means a regionally accredited baccalaureate or

2.5 postbaccalaureate degree-granting college or university.

2.6 Subp. 8. Program completer.

2.7 A. "Program completer" means a person who has met all the requirements of

2.8 a state-approved teacher preparation program, including all those who are documented

2.9 as having met such requirements. Documentation may take the form of a degree,

2.10 institutional certificate, program credential, transcript, or other written proof of having met

2.11 the program's requirements. In applying this definition, that an individual has or has not

2.12 been recommended to the state for certification or licensure may not be used as a criterion

2.13 for determining who is a program completer. A program must include a candidate as a

2.14 program completer in data submissions if the candidate:

2.15 (1) is subject to testing requirements for the licensure field, regardless of

2.16 passing status;

2.17 (2) is subject to the teacher performance assessment (edTPA) requirement

2.18 as part of the licensing program, regardless of passing status;

2.19 (3) completes a student teaching placement;

2.20 (4) is enrolled in any licensure program, including endorsement fields; or

2.21 (5) receives a degree or certificate of completion regardless of whether

2.22 a recommendation for licensure is given.

2.23 B. Notwithstanding item A, transfer candidates, including those prepared out of

2.24 state, who have completed less than 50 percent of a licensure program's total requirements

2.25 at the current institution should not be included.

Because the unit needs to have their program completers' data for the EdTPA for PERCA continuing approval, it will be necessary for CC transfer students to take over 50% of their licensure program at the University.

2+2 ECE Distance Learning students are required to take a minimum of 47/74 (63.5%) credits in the ECE major with SMSU, depending on the articulation agreement each school has with SMSU. This includes 12 credits of student teaching.

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3.1 Subp. 9. Related services. "Related services" means nonclassroom teaching fields

3.2 under the purview of the Board of Teaching, including school nurse, school counselor,

3.3 school social worker, school psychologist, and speech-language pathologist.

3.4 Subp. 10. Scope. "Scope" means the prekindergarten through grade 12 student

3.5 age or grade span of the licensure field.

3.6 Subp. 11. Teacher preparation program. "Teacher preparation program" means

3.7 a college or university program approved by the Board of Teaching for the purpose of

3.8 preparing individuals for a specific teacher licensure field in Minnesota.

3.9 Subp. 12. Unit. "Unit" means an institution or a defined subdivision of the institution,

3.10 for example a college, department, or division, which has primary responsibility for

3.11 overseeing and delivering teacher preparation programs.

3.12 8705.0300 EVALUATION OF A TEACHER PREPARATION UNIT WITHIN AN

3.13 INSTITUTION OF HIGHER EDUCATION.

3.14 Each Minnesota institution granting baccalaureate degrees, postbaccalaureate degrees,

3.15 or both requesting approval to prepare persons for teacher licensure shall be evaluated for

3.16 compliance to unit standards according to parts 8705.1000 and 8705.1100 and shall be

3.17 evaluated for compliance to program standards according to parts 8705.2000 to
8705.2600..

3.18 8705.1000 UNIT APPROVAL FOR TEACHER PREPARATION.

3.19 Subpart 1. Written application required. A written, electronic application for

- 3.20 approval, including initial and continuing approval, of a unit must be submitted to the
- 3.21 board 60 days prior to a scheduled on-site visit and must include the requirements in
- 3.22 subparts 2 to 10.
- 3.23 Subp. 2. Professional, pedagogical, and content studies. The unit must provide
- 3.24 professional, pedagogical, and content studies that include the following:

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- 4.1 A. the unit provides professional education programs with a clear and consistent
- 4.2 . conceptual framework threaded throughout the instructional program based on research,
- 4.3 . theory, and accepted practice;
- 4.4 B. the unit provides and assures that candidates complete a professional
- 4.5 sequence of courses based on the standards for both pedagogy and subject matter under
- 4.6 parts 8710.2000 to 8710.8080;

If CC course addresses licensure standards (content or pedagogy) the unit needs to approve the syllabus, and have assurance of fidelity over time and over instructors, and assure that the course teaches the research, theory and accepted practice that the unit professes.

Prior to each articulation agreement being approved by the SMSU Teacher Education faculty, syllabi were carefully reviewed and many conversations were had with instructors of the courses to insure that all standards were addressed and met. Course outlines including the teaching standards are shared with 2-Year Partners (2YP) as well as syllabi. 2YP also tend to adopt similar textbooks as SMSU ensuring that similar theory and practice are incorporated in a unified manner across institutions.

- 4.7 C. the unit provides and requires candidates in teacher preparation programs to
- 4.8 have completed a program of general studies in the liberal arts and sciences equivalent

- 4.9 to the requirement for persons enrolled in programs at their institution not preparing
- 4.10 persons for teacher licensure;
- 4.11 D. the unit provides programs that require candidates in teacher preparation
- 4.12 programs to demonstrate content-specific competence of the licensure field;.
- 4:B E. the unit sets forth clear expectations specific to locally determined indicators
- 4.14 of professional dispositions and has a process for assessing those expectations;
- 4.15 F. the unit's programs instruct candidates to use Minnesota kindergarten through
- 4.16 grade 12 student academic standards, or, if unavailable, national discipline-specific
- 4.17 standards for lesson planning and teaching;
- 4.18 G. the unit requires that teacher candidates demonstrate the ability to use
- 4.19 prekindergarten through grade 12 student performance data to make instructional decisions; .
- 4.20 H. the unit's programs were developed in collaboration with academically
- 4.21 qualified faculty, along with licensed, experienced school personnel in the content area,
- 4.22 and other stakeholders;

What role did the unit's program advisory body have in the development of the joint CC-unit program, and in the determination of what CC courses would be deemed essentially equivalent to the approved courses (the articulation agreement equivalency decisions)?

The teacher education faculty collected and reviewed course syllabi. The faculty member(s) who taught the course reviewed the course materials to determine if course requirements matched the BOT requirements. Results from Early Childhood Education candidates' MTLE tests, EdTPA results, university supervisor and mentor teacher comments, and from administrators hiring our graduates are shared with our Teacher Education Advisory Committee members. This includes results from both the on-campus ECE program and the 2 + 2 program. One of our 2 + 2 faculty members, Dr. Mary Risacher, also did her dissertation on comparing the quality of candidates

from the on-campus and 2 + 2 ECE programs, and found that there was no significant difference in the various indicators of achievement for each group. This information has been shared with our campus liaison partners.

4.23 I. the unit's programs require candidates to complete coursework in methods of

4.24 teaching the content and scope for which they are preparing to be licensed;
"methods" courses should be taught by unit faculty to assure oversight of faculty qualifications and assessment of candidate skills

Only two methods courses are part of the articulation agreements with the CC colleges. One is for preschool curriculum methods, the other is only approved at about half of the schools and is for an introductory English Language Arts methods. Method courses are taught by faculty members that hold credentials qualifying the faculty to teach that methods course. The faculty member has the background knowledge and training using theory for the specified method or content area that is required by the PERCA requirements for the BOT.

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

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5.1 K. the unit's programs evidence direct training in the expectations published in

5.2 the Minnesota Code of Ethics for professional practice and related Minnesota Statutes.

5.3 Subp. 3. Field experience. The unit must demonstrate field experiences that include

5.4 the following:

5.5 A. the teacher licensure programs incorporate a range of planned and supervised

5.6 field-based experiences prior to student teaching that provide candidates opportunities to

5.7 demonstrate the unit's indicators of professional dispositions and the required skills and

5.8 knowledge under parts 8710.2000 to 8710.8080 spanning the scope of the license;

Nonconventional program description should explain how practicum hours will be recorded and tracked for candidates

Candidates in the 2 + 2 ECE program receive their field experience placements, beginning with ED 101 Introduction to Education through the methods classes with labs and prestudent teaching and commencing with student teaching, from SMSU's Placement and Licensure office. Mentor teachers complete an evaluation of the candidate and return it to the Placement Office. University supervisors approved by SMSU's Education department are used for prestudent teaching (10 day experience) and for student teaching. A two-day clinical experience is required as part of the ED 423 Classroom Management course, and the 2 + 2 candidates are required to come to Marshall to participate in this experience, which is supervised by SMSU Teacher Education Department faculty members. We want the opportunity to personally watch each candidate teach in a local elementary classroom and to be able to evaluate their teaching and provide feedback to them in person.

Practicum hours completed in the community college programs for articulated courses are documented there. SMSU now requests documentation of these hours at the time that candidates in the 2 + 2 program are admitted to SMSU.

5.9 B. the unit has a process to assure that programs provide and require experiences

5.10 in the field aligned to the scope and content of the licensure field sought;

Nonconventional program description should explain how field hours will be aligned to the scope of the licensure program and tracked for each candidate.

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Practicum hours completed in the community college programs for articulated courses are documented there. SMSU now requests documentation of these hours at the time that candidates in the 2 + 2 program are admitted to SMSU.

5.11 C. the unit has a process to assure that all candidates have experiences with

5.12 diverse populations, including students with a range of exceptionalities, and students

5.13 representing a diversity of socioeconomic, linguistic, cultural, ethnic, and racial

5.14 backgrounds;

Nonconventional program description should explain how this diverse experience is assured/recorded for each candidate.

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This placement in Marshall ensures that candidates have an experience in our diverse community. A recent study by the MN Center for Rural Policy shows that greater Minnesota now has a very similar level of diversity as the metro area, so nearly all placements include settings with diverse populations. Please see their information posted here: <http://www.ruralmn.org/atlas-online/> Their information shows the levels of diversity, whether measured by socioeconomic status, education levels, languages spoken, ethnic diversity, etc. found in each of the areas where SMSU teacher education candidates are placed. All placements are recorded by our Placement Office for each candidate.

5.15 D. the unit has a process for and establishes collaborative school partnerships

5.16 for field experience placements;

If field hours will be earned in CC courses, how will unit be assured that they are in quality settings under supervision of licensed teachers?

A protocol has been established to track hours students will earn in the 2-Year Partner schools. This data will be required when students apply for admission to SMSU. This data will then be stored with our Placement Office with each student's log of hours and evaluations/assessment document for each experience. 2-Year partners are sharing this requirement with their students prior to students transitioning to SMSU.

Our two year partners have shared that their students must be placed in licensed settings for their programs as well.

5.17 E. the unit has a process to verify that school personnel who host teacher

5.18 candidates or supervise related services candidates hold a valid Minnesota license, or the

5.19 equivalent, for their assignments;

If field hours will be earned in CC courses, how will unit assure that they are in quality settings under supervision of licensed teachers?

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Our two year partners have shared that their students must be placed in licensed settings for their programs as well.

5.20 F. the unit has an established process and criteria for the selection of

5.21 school-based partner sites and cooperating teachers to assure that partners model effective

5.22 instructional practices, and that the cooperating teachers model the incorporation of state

5.23 prekindergarten through grade 12 student academic standards in their teaching;

If field hours will be earned in CC courses, how will unit assure that they are in quality settings under supervision of licensed teachers?

Our two year partners have shared that their students must be placed in licensed settings for their programs as well.

5.24 G. for initial licensure, each program requires a student teaching period of

5.25 a minimum of 12 continuous weeks, full time, face-to-face, which could be split into

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6.1 two placements, and in compliance with program-specific field experience and student

6.2 teaching requirements set forth in parts 8705.2000 to 8705.2600 and parts 8710.3000

6.3 to 8710.8080; and

6.4 H. related services licensure programs incorporate a range of planned and

6.5 supervised field experiences providing opportunities to demonstrate the required skills and

6.6 knowledge of their specific field under parts 8710.6000 to 8710.6400.

6.7 Subp. 4. Candidate selection. The unit must demonstrate a candidate selection

6.8 process that includes the following:

6.9 A. multiple criteria and assessments are identified and used to admit candidates

6.10 who demonstrate potential for professional success in teaching;

6.11 B. plans, policies, and practices for admission and retention of a diverse

6.12 candidate pool and

6.13 C. a plan for uniformly assessing and, as appropriate, giving credit to candidates,

6.14 including out-of-state, transfer, nontraditional, or postbaccalaureate, for knowledge and

6.15 skills acquired through prior academic preparation and teaching experiences that meet

6.16 licensure requirements, and must maintain records to support decisions made.

Nonconventional program description should explain how CC courses were evaluated to determine that they were essentially equivalent to BOT approved program courses.

The teacher education faculty collected and reviewed course syllabi from each of the 2-year colleges. The faculty member(s) who taught the course reviewed the course materials to determine if course requirements matched the BOT requirements. If any standards were not addressed, the faculty contacted the 2-year college faculty to discuss the course further and to indicate what material might be missing. Often the 2-year faculty adopted the same textbooks and/or other materials that SMSU was using. No course was approved unless all standards assigned to the course were met. Once all courses for a 2-year college had been reviewed, the program was brought to the Education Department for review and approval. This was noted in the department's minutes.

6.17 Subp. 5. Candidate advising. The unit must demonstrate a candidate advising

6.18 process that:

6.19 A. provides appropriate and accurate academic and professional advisement at a

6.20 candidate's admission and throughout the candidate's professional education program;
Note that accurate advising/information will be important for such collaborative programs. Unit is the responsible entity to provide publications about the licensure program and ultimate recommendation for licensure.

Students are advised by faculty members who only advise 2+2 students, allowing those faculty to focus on just advising for that major. Faculty Advisors track any changes to the major and inform students of requirements to be complete the program and seek licensure. Planning guides are posted on the website along with the 2+2 Handbook, schedule, and newsletter. Students receive information via the SMSU Education ListServ, which is an email system set up for Education students to receive communication regarding requirements and advising. Any changes are also communicated to the campus liaisons at our 2-year partner schools to keep them updated for advising purposes on their campuses as well.

6.21 B. assures that candidates have access to accurate published information

6.22 describing the teacher preparation programs' requirements, including information about

6.23 state-required teacher licensure examinations;
Note that accurate advising/information will be important for such collaborative programs. Unit is the responsible entity to provide publications about the licensure program requirements.

SAME See 6.20 above

6.24 C. has a defined student appeals process including a published reference to

· 6.25 Minnesota Statutes, section 122A.09, subdivision 4, paragraph (c); and

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7.1 D. ensures that candidates are provided information on resources available for

7.2 personal, professional, and career counseling as well as academic support services.

7.3 Subp. 6. Monitoring candidate progress and demonstrating standards. The unit

7.4 must have a defined process to monitor candidate progress and demonstration of standards

7.5 that includes the following:

7.6 A. maintaining complete, accurate, consistent, and current records of candidate

7.7 progress through the programs, including coursework, field experiences, and other

7.8 program requirements;

Unit is responsible to maintain records for work candidates completed at CC as part of an approved nonconventional program. This includes CC transcript to accompany candidates' licensure application to the state.

Transcripts are reviewed as students enter the program and then again during the Degree Check Process. All necessary transcripts are submitted at the time of licensure.

7.9 B. monitoring and assessing candidates' attainment of standards of parts

7.10 8710.2000 to 8710.8080 at a minimum of three identified checkpoints after admission

7.11 throughout the professional education sequence;

The "key assessments" identified in the PERCA for the program should be administered in courses taught by the unit faculty so that assessment data is available for program evaluation and candidate monitoring and for PERCA (continuing approval).

Key assessments are addressed in courses taught only by SMSU faculty then submitted to LiveText as part of an ongoing electronic portfolio platform. Key assessments are broken down into standards and submitted by the course and standard area.

7.12 C. a uniform, operational assessment system applied to candidates in all

7.13 licensure programs which identifies key assessments, including performance assessments;

7.14 D. evidence that multiple assessments are used to demonstrate candidates'

7.15 academic competence in the content they plan to teach;

Nonconventional plan should indicate how candidate assessment data from CC courses will be maintained by unit for both program evaluation and candidate monitoring

Key assessments are addressed in courses taught only by SMSU faculty then submitted to LiveText as part of an ongoing electronic portfolio platform. Key assessments are broken down into standards and submitted by the course and standard area. Data can be retrieved for review by candidate, by course, and by standard.

7.16 E. evidence that assessment of teacher candidate performance includes data

7.17 about the performance of the students they teach; and

7.18 F. an established and published set of exit criteria and outcomes from each

7.19 program consistent with the licensure requirements of the Board of Teaching.

7.20 Subp. 7. Monitoring program effectiveness. The unit must demonstrate monitoring

7.21 program effectiveness that includes the following:

7.22 A. the unit collects, aggregates, analyzes, and uses aggregated data from its key

7.23 assessments to evaluate program effectiveness and to make program improvement changes;

The program's key assessments must be in courses taught by the UNIT faculty for monitoring purposes

SAME - see 7.15, 7.21

7.24 B. the unit has a process to collect and evaluate aggregate data as required by

7.25 parts 8705.2000 to 8705.2600 for the purpose of biennial continuing program approval;

Unit needs to have a process to collect and evaluate data from CC courses

Transcripts for candidates are reviewed at the time of admission to SMSU. Records of field experiences are requested from the transfer school at that time as well, and are kept in each candidate's online file for future retrieval/reference as needed. All key assessment data is gathered in courses taught only by SMSU, and is also kept in our Livetext assessment system for each individual candidate.

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

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

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

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

Nonconventional program needs to explain how this is assured or seek waiver.

CVs/resumes are gathered for all faculty teaching articulated courses at each institution. These are reviewed by SMSU's Education faculty to assure that requirements are met. The 2-year

schools have been notified that if a new faculty member is assigned to teach an articulated course, this same process must be met.

B. the unit verifies that faculty assigned to teach in the education program

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

Nonconventional program needs to explain how this is assured or seek waiver.

CVs/resumes are gathered for all faculty teaching articulated courses at each institution. These are reviewed by SMSU's Education faculty to assure that requirements are met. The 2-year schools have been notified that if a new faculty member is assigned to teach an articulated course, this same process must be met. Information on the 2-year faculty engagement as described in rule will be gathered yearly as well.

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

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

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

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9.1 F. the unit has a system to provide feedback to faculty based on candidate

9.2 evaluation of faculty effectiveness and candidate data;

9.3 G. the unit demonstrates that faculty assigned to instruct and assess the subject

9.4 matter content have advanced academic preparation to teach the content; **Nonconventional program needs to explain how this is assured.**

CVs/resumes are gathered for all faculty teaching articulated courses at each institution. These are reviewed by SMSU's Education faculty to assure that requirements are met. The 2-year schools have been notified that if a new faculty member is assigned to teach an articulated course, this same process must be met.

- 9.5 H. the unit ensures that all faculty who are assigned to teach content-specific
- 9.6 . methods courses have advanced academic preparation in that content, and have at least
- 9.7 one academic year of prekindergarten through grade 12 teaching experience in that
- 9.8 content area and scope; Methods courses must be taught by qualified unit faculty
- 9.9 I. the unit ensures that all faculty who supervise student teaching must have
- 9.10 advanced academic preparation a minimum of a master's degree and have at least one
- 9.11 academic year of prekindergarten through grade 12 teaching experience aligned to the
- 9.12 scope of the licensure programs they supervise; and
- Student teaching must be provided and supervised by unit faculty**

Student teaching placements are arranged by the SMSU Placement and Licensure Office within a setting under a licensed Minnesota teacher. Supervision is conducted by those meeting SMSU requirements (higher than BOT) including a minimum of 3 years teaching experience and having completed a minimum of a masters degree.

- 9.13 J. the unit has a policy in place expecting faculty to demonstrate teaching that
- 9.14 reflects knowledge and experience with diversity and student exceptionalities.
- 9.15 Subp. 9. Unit leadership. The unit must designate a unit leader who assumes the
- 9.16 following responsibilities:
- 9.17 A. the unit leader has responsibility for implementing current Board of Teaching
- 9.18 requirements and approval processes;

Must submit collaborative program for approval, either a conventional or nonconventional program application.

Conventional program was submitted and approved through PERCA process in EPPAS. A Nonconventional program was submitted on 3/8/16 per BOT request in February, but has not been reviewed, told it will not be until next cycle for spring 2017 approval.

- 9.19 B. the unit leader has responsibility for submitting required federal and state

9.20 reports related to teacher preparation and licensure;

Must include the CC transfer candidates in Title II reporting as completers (when they finish)

Yes - all SMSU completers are included in Title II reporting.

9.21 C. the unit leader facilitates ongoing communication and collaboration with unit

9.22 and arts and sciences faculty members for developing, implementing, and maintaining

9.23 continuity of licensure programs to ensure that content standards are being taught and

9.24 assessed as approved;

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D. the unit leader facilitates ongoing communication and collaboration with

prekindergarten through grade 12 school partners to ensure quality field placements and to maintain the integrity of programs;

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

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

Note: unit leader is responsible to keep CC partners/instructors informed

Collaboration is done regularly through email and phone correspondence, along with campus liaison meetings with our 2-year partners.

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

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

Must submit collaborative program for approval

Conventional program was submitted and approved through PERCA process in EPPAS. A Nonconventional program was submitted on 3/8/16 per BOT request in February, but has not been reviewed, told it will not be until next cycle for spring 2017 approval.

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

Unit leader must administer programs as approved, and when changes are made those must be reported to the BOT for consideration

Yes - reported through EPPAS for all programs

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

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

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

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11.1 A. responsibility and authority for teacher preparation programs are exercised

11.2 by a defined administrative and instructional unit, for example a department, division,

11.3 school, or college of education;

11.4 B. the unit is directly involved in the areas of faculty selection and assignments,

11.5 . tenure, promotion, and retention decisions;

Not sure how unit leader does this in such a collaborative program

2-year partners are aware of requirements for courses taught within the articulation agreements, and CVs/resumes will be collected by SMSU for all faculty in 2-year schools teaching those courses. SMSU is not responsible for tenure, promotion, or retention decisions at 2-year schools.

11.6 C. the unit is directly involved in decisions about recruitment and admission of

11.7 candidates, curriculum decisions, evaluation and revision of programs, and the allocation

11.8 of resources for licensure programs;

11.9 D. the unit has sufficient financial and physical resources and institutional

11.10 support to sustain teacher preparation programs including adequate budgets, classroom

11.11 and office space, technology support and equipment, supplies, and materials;

- 11.12 E. the unit has sufficient numbers of faculty to teach in the licensure programs
- 11.13 to ensure consistent quality and delivery of the program over time;
- 11.14 F. the unit has workload policies and adequate resources to enable all faculty
- 11.15 who teach in licensure programs the time and resources to accommodate teaching,
- 11.16 advising, assessment of candidates and programs, research, scholarship, program
- 11.17 administration, committee work, supervision, and service to schools and community;
- 11.18 G. candidates and faculty have access to current books, journals, and electronic .
- 11.19 information that support teaching, learning, and scholarship;
- 11.20 H. candidates and faculty in the unit have training in and access to current
- 11.21 education-related technology to support teaching, learning, and scholarship;
- 11.22 I. the unit has sufficient faculty, administrative staff, support, and technical
- 11.23 staff to ensure consistent delivery and quality of programs and to comply with all board
- 11.24 reporting requirements to maintain unit and program approval; and

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

FOR ARTICULATION AGREEMENT TOPICS:

CONTINUE ON TO THE NONCONVENTIONAL APPLICATION SECTION scroll to page 25

8705.1100 EVALUATION AND APPROVAL OF TEACHER PREPARATION UNITS.

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

A. The dates of the on-site evaluation will be jointly agreed upon approximately

· 12 to 18 months prior to the unit's approval expiration date.

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

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

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

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

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F. Expenses of evaluators shall be reimbursed by the Board of Teaching as

13.2

permitted under state law or rule. Other incidental expenses incurred by the unit, such as

13.3

those relating to preparing reports; arranging meetings; and providing workrooms, supplies,

13.4

and hospitality for the team while on campus, shall be the responsibility of the institution.

13.5

G. The written report of findings and the recommendations of the on-site

13.6

evaluation team shall be provided to the unit leader and to the Board of Teaching. Within

13.7

30 days from receipt of the evaluators' report and prior to board action, the institution

13.8

may submit to the Board of Teaching a written addendum containing corrections to

13.9

factual errors.

13.10

Subp. 2. Board of Teaching approval decisions. Based upon the evaluation teams'

13.11

written report of findings and recommendations, as well as information provided by the

13.12

unit in the optional addendum, the Board of Teaching shall take one of the actions in

13.13

items A to D.

13.14

A. The board may grant initial unit approval for a duration of two years to

13.15

newly approved program providers to launch identified licensure programs and begin

13.16

collecting candidate and program data. No additional licensure program applications may

13.17

be submitted until the unit achieves continuing unit approval status.

13.18

· B. The board may grant continuing unit approval for five or seven years to

13.19

already approved program providers. Institutions with full national accreditation _from

13.20

the Council for Accreditation of Educator Preparation may be granted a seven-year

13.21

approval duration. Institutions without full national accreditation from the Council for

13.22

Accreditation of Educator Preparation shall be granted a five-year approval duration.

13.23

C. The board may grant conditional unit approval for up to three years,

13.24

contingent upon approval of annual compliance reports with supporting evidence

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addressing identified standards. If acceptable progress is not evidenced by the reports,

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the board may act to disapprove the unit. If after three years of conditional approval

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14.1 standards remain unmet, the board must act to disapprove the unit and its programs.
While

14.2 on conditional unit approval status, the unit may not submit requests for approval of

14.3 new licensure programs (RIPA).

14.4 D. The board may disapprove the unit. The Board of Teaching shall disapprove

14.5 a unit that does not meet the requirements set forth in part 8705.1000 and this part. The
14.6 disapproval action must state the reasons for disapproval and stipulate a termination date
14.7 which shall accommodate persons currently enrolled in licensure programs within the unit.

14.8 Subp. 3. Interim conditional approval. When amendments or additions to

14.9 Minnesota Statutes or to Board of Teaching rules regarding teacher licensure
requirements

14.10 necessitate substantial unit or program revisions, the board may grant interim conditional
14.11 approval to any currently approved unit and its currently approved teacher preparation
14.12 programs upon receipt of official institutional assurances on a form established by
14.13 the board that the new requirements will be met by their effective date. The unit or
14.14 program shall be returned to initial or continuing approval upon full compliance with new
14.15 requirements on a schedule determined by the board.

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

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

14.22 8705.1200 ALTERNATIVE ROUTE PROVIDERS.

14.23 In accordance with Minnesota Statutes, section 122A.245, the Board of Teaching

14.24 may approve alternative route teacher preparation providers that meet board-adopted
14.25 procedures and requirements.

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15.1 8705.2000 PROGRAM REVIEW PANEL (PRP).

15.2 The Board of Teaching shall establish a program review panel (PRP) as a standing

15.3 committee of the board to assist with program review and approval processes. PRP

15.4 membership shall include representation from organizations including, but not limited

15.5 to, the Board of Teaching, Minnesota Association of Colleges for Teacher Education, the

15.6 Minnesota Department of Education, and Education Minnesota. The PRP will consult

15.7 with content experts as needed. PRP members will recuse themselves from reviews of

15.8 their current or former unit or programs or other perceived conflicts of interest. Board of

15.9 Teaching staff will facilitate the work of the PRP and serve as nonvoting members. The

15.10 PRP will make recommendations to the board regarding approval of licensure programs

15.11 referred to them. The PRP will review the following programs:

15.12 A. programs flagged within the PERCA system under part 8705.2200, including

15.13 low-volume programs;

15.14 B. programs with an existing approval status of:

15.15 (1) approved with continuous improvement focus; and

15.16 (2) probationary; and

15.17 C. new programs, including:

15.18 (1) all nonconventional;

15.19 (2) all alternative; and

15.20 (3) standard programs flagged by review.

15.21 8705.2100 INITIAL TEACHER PREPARATION PROGRAM APPROVAL.

15.22 Subpart 1. Application required. An application for initial approval of a program

15.23 must be submitted in accordance with the timelines and procedures established and

15.24 published by the Board of Teaching.

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16.1 Subp. 2. Request for Initial Program Approval (RIPA). The following are the

16.2 application requirements for seeking approval for a new licensure program submitted by

16.3 an approved Minnesota institution or provider.

16.4 A. The unit leader, on behalf of the institution or program provider, shall

16.5 submit to the board an application for each new teacher preparation program for which

16.6 approval is requested.

16.7 B. Programs that have submitted applications may not begin prior to approval

- 16.8 by the board.
- 16.9 C. The application must include verification by the unit's dean or administration
- 16.10 that sufficient financial, physical, human resources, and qualified faculty, have been
- 16.11 dedicated to the program to sustain it if approved.
- 16.12 D. Program applications must include all requirements in subitems (1) to (6).
- 16.13 (1) The application must provide evidence of the following program
- 16.14 development standards:
- 16.15 (a) the program was developed in consultation with licensed and
- 16.16 practicing teachers in the subject area and other school-based partners, qualified faculty,
- 16.17 and content experts; and
- 16.18 (b) the name and contact information for a faculty member, qualified
- 16.19 by academic preparation in the content, who is responsible for delivery of this program.
- 16.20 (2) The application must provide evidence of teaching and assessing the
- 16.21 standards of effective practice (SEP) under part 8710.2000, including:
- 16.22 (a) candidates with a professional sequence of courses based on
- 16.23 the standards under part 8710.2000, consistent with credit requirements of existing
- 16.24 board-approved programs; and

- 17.1 (b) . evidence of how the program will provide opportunities for
- 17.2 candidate learning and assessment specific to each standard.
- 17.3 (3) The application must provide evidence of teaching and assessing
- 17.4 content standards for one or more licensure programs under parts 8710.3000 to 8710.8080,
- 17.5 including:
- 17.6 (a) the program provides candidates with a sequence of courses based
- 17.7 on the specific content standards of one or more licensure program under parts 8710.3000 to
- 17.8 8710.8080, consistent with credit requirements of existing board-approved programs; and
- 17.9 (b) evidence of how the program will provide opportunities for
- 17.10 candidate learning and assessment specific to each standard of the identified licensure
- 17.11 program.
- 17.12 (4) The application must provide evidence of the following field
- 17.13 experiences and student teaching standards:
- 17.14 (a) the program requires a range of planned and supervised field
- 17.15 experiences prior to student teaching that provide candidates with opportunities to
- 17.16 demonstrate the unit's indicators of professional dispositions and the required pedagogical
- 17.17 and content skills and knowledge under parts 8710.2000 to 8710.8080;

- 17.18 (b) the program provides and requires experiences in the field aligned to
- 17.19 the scope and content of the licensure field sought and with diverse populations of learners;
- 17.20 (c) for initial teacher licensure, the program requires a student teaching
- 17.21 period of a minimum of 12 consecutive weeks, full time, face-to-face, which may be
- 17.22 split into two placements;
- 17.23 (d) qualified faculty supervisors and cooperating teachers each provide
- 17.24 documented formative feedback multiple times, including at least two triad conferences
- 17.25 including the candidate, supervisor, and cooperating teacher;

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- 18.1 (e) evaluation of candidates seeking an initial teaching license includes
- 18.2 the completion of the state-approved teacher performance assessment during the student
- 18.3 teaching placement;
- 18.4 (f) for licenses added to an initial license, the program may determine
- 18.5 the length of field experiences needed for each candidate to demonstrate program
- 18.6 standards necessary to be recommended for an additional license as follows:
- 18.7 1. the program must provide field experiences aligned to the scope
- 18.8 of the licensure sought;

- 18.9 n. the length of field experience may vary depending on the prior
- 18.10 academic preparation and experiences of each candidate; and
- 18.11 iiL a written evaluation by a supervisor is required;
- 18.12 (g) for middle-level endorsement fields, the program requires a student
- 18.13 teaching period of a minimum of four continuous weeks, full time, face-to-face; and
- 18.14 (h) applications for related services licensure programs under parts
- 18.15 8710.6000 to 8710.6400 must evidence the incorporation of a range of planned and
- 18.16 supervised field experiences providing opportunities to demonstrate the required skills
- and
- 18.17 knowledge of the candidate's specific field.
- 18.18 (5) The application must provide evidence of the following faculty
- 18.19 qualifications standards:
- 18.20 (a) program faculty assigned to instruct and assess the subject matter
- 18.21 content must have advanced academic preparation in the content;
- 18.22 (b) all faculty who are assigned to teach content-specific methods
- 18.23 courses must have advanced academic preparation in that content and have at least one
- 18.24 academic year of prekindergarten through grade 12 teaching experience in that content
- 18.25 area within the scope of the license; and

- 19.1 (c) all faculty who supervise student teaching must have advanced
19.2 academic preparation and have at least one academic year of prekindergarten through
19.3 grade 12 teaching experience. Teaching experience must be within the scope of the
19.4 programs they are supervising.
- 19.5 (6) The application must provide evidence of the following assessment
19.6 processes standards:
- 19.7 (a) a uniform, operational assessment system applied to all candidates
19.8 with a minimum of three key assessments, including performance assessments, that
19.9 are aligned to identified pedagogical and content standards under parts 8710.2000
19.10 to 8710.8080, used to determine candidates' attainment of standards and to monitor
19.11 candidates' progress;
- 19.12 (b) the assessment system collects data to monitor candidate progress
19.13 at a minimum of three checkpoints, including entry, advancement through the program,
19.14 and exit;
- 19.15 (c) a plan to systematically collect, analyze, and use aggregated
19.16 candidate competency data to evaluate program effectiveness and to make program
19.17 improvements;
- 19.18 (d) in preparation for seeking continuing program approval, the

19.19 planned assessment system will provide candidate competency data for the following

19.20 board-adopted performance assessment components:

19.21 1. planning and assessment skills;

19.22 11. instructional skills and engaging students; and

19.23 111. . ability to assess student learning;

19.24 ±v:- analysis of teaching; and

19.25 'V;- knowledge and understanding of academic language;

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20.1 (e) a plan to systematically obtain and analyze feedback from

20.2 graduates, employers, school partners, and other stakeholders on the performance of

20.3 graduates for use in program evaluation; and

20.4 (f) assessment of teacher candidate performance includes data about

20.5 the performance of the students they teach.

20.6 Subp. 3. Review process.

20.7 A. RIPA applications will be initially reviewed by trained content experts and

20.8 board staff according to timelines set forth and consistent with standards adopted by the

20.9 Board of Teaching. If all standards are verified, the application will be recommended
20.10 to the board for approval.

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

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

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

20.19 Subp. 4. Approval decisions and duration.

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

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

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

21.4 (2) If, after two years, the program has less than ten program completers,
21.5 another two years of "initial approval" shall be granted. If, after four years of "initial
21.6 approval," there are less than ten program completers, the board may act to provide
21.7 continuing approval based on performance data and other information provided by
21.8 the program or may grant approval with a continuous improvement focus under part
21.9 8705.2200, subpart 3, item C, subitem (2).

21.10 8705.2200 CONTINUING TEACHER PREPARATION PROGRAM APPROVAL.

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

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

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

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

21.22 (1) for all licensure programs: state-adopted content knowledge exams

21.23 aligned to the licensure field;

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22.1 . (2) for initial licensure programs: state-adopted pedagogy assessments

22.2 aligned to the scope of the licensure field, including the state-approved teacher

22.3 performance assessment; and

22.4 (3) for endorsement programs: three locally determined key assessments

22.5 aligned to identified standards.

22.6 C. Program effectiveness reports must provide evidence of continuous

22.7 improvement efforts; including:

22.8 (1) for initial licensure programs: use of first-year teacher survey data,

22.9 including a summary of findings and analysis including program strengths, areas for

- 22.10 improvement, and response rates from locally determined surveys aligned to the standards
- 22.11 of effective practice of program completers after one year of teaching experience;
- 22.12 (2) for initial licensure programs: use of school administrator survey data,
- 22.13 including a summary of findings and analysis including program strengths, areas for
- 22.14 improvement, and response rates from locally determined surveys aligned to the standards
- 22.15 of effective practice of administrators employing program completers at the end of the
- 22.16 first year of classroom teaching;
- 22.17 (3) for endorsement programs: use of data from candidate performance
- 22.18 evaluations provided by cooperating teachers;
- 22.19 (4) for all programs: evidence that aggregated data from multiple
- 22.20 assessments are regularly analyzed for program evaluation purposes, including
- 22.21 content-specific data, licensure examinations, surveys, performance assessments, and
- 22.22 others;
- 22.23 (5) for all programs: demonstration of progress on previously reported
- 22.24 plans and goals;

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- 23.1 (6) for all programs: evidence that the program has used data to further

23.2 develop continuous improvement plans and goals; and

23.3 (7) for all programs: evidence that constituent groups, including

23.4 representatives from partner schools, practicing public school teachers licensed in the

23.5 content field, and faculty with content expertise, combined with unit faculty, collaborate

23.6 in the regular and systematic evaluation of this program.

23.7 D. Changes to an approved licensure program must be accurately reported

23.8 to the Board of Teaching through the biennial reporting process. When the primary

23.9 placement of a standard is changed, the program must report the revised learning and

23.10 assessment opportunities. The board shall review changes to verify continued

23.11 compliance with program standards.

23.12 Subp. 3. Program effectiveness reports for continuing approval (PERCA);

23.13 review procedures and approval decisions.

23.14 A. Board adopted standards and criteria shall be uniformly applied to all

23.15 programs. Program reports that fall outside the standards and criteria shall be forwarded

23.16 to the program review panel (PRP) for additional review. The unit leader shall be

23.17 notified prior to PRP review to provide an opportunity to submit written clarification for

23.18 consideration by the PRP.

23.19 &. The PRP shall make a recommendation to the board regarding whether

23.20 to approve the program.

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

23.24 (1) The board shall grant continuing approval for two years when the

23.25 program report provides evidence that the program meets adopted performance standards,

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24.1 statutory and rule requirements, and evidences that candidates have attained competency

24.2 of licensure standards.

24.3 (2) The board may grant continuing approval with continuous improvement

24.4 focus for two years when the program report revealed that one or more standards, rules,
or

24.5 candidate performance measures were not in compliance with board criteria. Continuing

24.6 program approval status is granted with board-identified areas of focus for continuous

24.7 improvement. The continuous improvement portion of the PERCA report must include

24.8 evidence of progress in the identified focus areas in the subsequent reporting cycle.

Based

24.9 on evidence of progress specific to the focus areas, the board may grant an additional two

24.10 years of continuing approval with continuous improvement focus.

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

24.20 (4) The board may grant discontinued program status when the board
24.21 determines that required standards for program approval are unmet. The program will be
24.22 discontinued and the board will establish a timeline to accommodate candidates enrolled
in
24.23 the program. No new students may be admitted into a discontinued program after the
date
24.24 the board acts to discontinue the program. The provider must submit to the board a list
24.25 of candidates enrolled in the program and their expected graduation dates. The provider

- 25.1 must individually notify those candidates in writing of the program's discontinuation and
- 25.2 their program completion options.
- 25.3 Subp. 4. Voluntary discontinuation.
- 25.4 A. For a unit to voluntarily discontinue an approved licensure program, the unit
- 25.5 leader must submit a letter signed by the unit or program provider's administration to the
- 25.6 executive director of the board, including:
- 25.7 (1) a brief rationale for dropping the program;
- 25.8 (2) the last date when new candidates will be allowed to enter the program;
- 25.9 and
- 25.10 (3) a list of candidates presently enrolled with expected completion dates.
- 25.11 B. Reapproval of a licensure program in item A at any point in the future will
- 25.12 require the submission of a request for initial program approval application.
- 25.13 Subp. 5. Low-volume programs. Programs with less than ten individuals across
- 25.14 a two-year reporting period must submit program effectiveness reports. The PRP
- 25.15 review low volume program reports and make recommendations to the board. Across
- 25.16 reporting cycles, four years, the number of completers in these low volume programs
- 25.17 must not be the sole basis for approval with a continuous improvement focus.

. 25.18 8705.2300 NONCONVENTIONAL PROGRAM APPROVAL (FORMERLY
25.19 "EXPERIMENTAL").

Unit should submit a nonconventional program application if rule waivers are to be requested; otherwise, follow RIPA guidance, see page 15 rule 8705.2100

Conventional program was submitted and approved through PERCA process in EPPAS. A Nonconventional program was submitted on 3/8/16 per BOT request in February, but has not been reviewed, told it will not be until next cycle for spring 2017 approval.

25.20 Programs may be approved according to this part when a program seeks to deviate

25.21 from a standard or standards within part 8705.1000.

25.22 A. The application for a nonconventional program must include:

25.23 (1) identification and citation of the board's unit approval standards set

25.24 forth in part 8705.1000 from which the program seeks exemption;

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26.1 (2) evidence of compliance with all remaining program requirements in

26.2 one or more licensure programs under this chapter and parts 8710.2000 to 8710.8080;

26.3 (3) program defense for the request, including research base, rationale, and

26.4 collaboration efforts with prekindergarten through grade 12 school partners; and

26.5 (4) submission for approval for new licensure programs (RIPA) evidencing

26.6 standards in part 8710.2000 and one or more content fields in parts 8710.3000 to 8710.8080.

26.7 B. All nonconventional program applications shall be reviewed by the program

26.8 review panel.

Note that PRP meets twice annually: FEB And APRIL

26.9 C. Nonconventional programs are subject to the same approval decisions and

26.10 duration as standard licensure programs.

26.11 8705.2400 ALTERNATIVE PROGRAM APPROVAL.

26.12 A. In accordance with Minnesota Statutes, section 122A.245, the Board of

26.13 Teaching may approve a two-year field-based alternative route teacher preparation program.

26.14 B. The application for an alternative program must include:

26.15 (1) identification and citation of the board standards from which the

26.16 program seeks exemption a variance;

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

26.18 (3) program defense for the request, including research base, rationale, and

26.19 collaboration efforts with prekindergarten through grade 12 school partners; and

26.20 (4) evidence of meeting all statutory requirements in Minnesota Statutes,

26.21 section 122A.245.

26.22 C. All alternative program applications shall be reviewed by the program

26.23 review panel.

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27.1 D. Nonconventional programs are subject to the same approval decisions and

27.2 duration as standard licensure programs.

27.3 8705.2500 RELATED SERVICE LICENSURE FIELDS.

27.4 Related service licensure fields set forth in parts 8710.6000 to 8710.6400 8710.6300

27.5 are not subject to the program reporting requirements in this chapter. Program approval

27.6 for these programs licensure fields is based on either national accreditation status for

27.7 these programs or another state board licensure as cited in the respective rules of parts

27.8 8710.6000 to 8710.6300.

27.9 8705.2600 INTERIM APPROVALS, REVOCATION, SUSPENSION, AND

27.10 APPEALS.

27.11 Subpart 1. Interim conditional approval. When amendments or additions to

27.12 Minnesota Statutes or to Board of Teaching rules regarding teacher licensure requirements

27.13 necessitate substantial unit or preparation program revisions, the board shall grant interim

27.14 conditional approval to any currently approved unit and its currently approved teacher

27.15 preparation programs upon receipt of official institutional assurances on a form established

27.16 by the board that the new requirements will be met by their effective date. The unit or

27.17 program shall be returned to its former status upon full compliance with new requirements ·

27.18 on a schedule determined by the board.

27.19 Subp. 2. Revocation or suspension of approval. The board may revoke or suspend

27.20 the approval of a teacher preparation unit or program when the board determines that an

27.21 approved institution or unit has clearly violated ethical or legal practices or board rules.

27.22 Subp. 3. Appeal of board decision. Decisions by the board regarding approval

27.23 status of an institution or preparation program to prepare persons for teacher licensure

27.24 may be appealed by the institution pursuant to Minnesota Statutes, chapter 14.

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60.1

RENUMBERING INSTRUCTION. In the next edition of Minnesota Rules, the revisor

60.2

of statutes shall renumber part 8700.7SOO as part 8710.2100.

60.3

REPEALER. Minnesota Rules, part 8700.7600, subparts 1, 2a, 3, 4, S, Sa, Sb, Sc, 5d, Se,

60.4

Sf, 6, 7, 8, 9, 10, and 11, are repealed effective January 1, 2016.

60.5

EFFECTIVE DATE. Minnesota Rules, parts 870S.0100 to 870S.2600 and 8710.3000 to

60.6

8710.49SO are effective January 1, 2016, and apply to all programs enrolling candidates

60.7

on or after that date.

8710.4950 60