

1.1 **Professional Educator Licensing and Standards Board**

1.2 **Proposed Permanent Rules Relating to Teacher Preparation Program and Unit**
1.3 **Approval**

1.4 **8705.0100 PROGRAM AND UNIT APPROVAL.**

1.5 A. The board must evaluate a teacher preparation provider seeking approval as a
1.6 unit to prepare persons for licensure in Minnesota for compliance with unit standards
1.7 according to parts 8705.1010 and 8705.1100 and for compliance with program standards
1.8 according to parts 8705.2000 to 8705.2600.

1.9 B. Licenses A Tier 3 or Tier 4 license to teach in Minnesota may be granted to
1.10 persons who complete approved programs ~~leading to teacher licensure in Minnesota~~
1.11 ~~institutions approved by the Professional Educator Licensing and Standards Board to prepare~~
1.12 ~~persons for teacher licensure according to this chapter. The teacher preparation institution~~
1.13 ~~or provider must meet the standards under parts 8705.1000 and 8705.1100 or the procedures~~
1.14 ~~and requirements established under part 8705.1200 prior to being authorized to submit~~
1.15 ~~specific licensure programs for program approval under parts 8705.2000 to 8705.2600.~~

1.16 **8705.0200 DEFINITIONS.**

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

1.19 Subp. 2. [See repealer.]

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

1.24 Subp. 4. **Board.** "Board" means the Minnesota Professional Educator Licensing and
1.25 Standards Board.

2.1 Subp. 4a. **Candidate.** "Candidate" means an individual working toward licensure in
2.2 the teacher preparation program.

2.3 Subp. 4b. **Cooperating teacher.** "Cooperating teacher" means a teacher responsible
2.4 for modeling effective instruction to the candidate, observing the candidate engaging with
2.5 students throughout the field experience or student teaching, and providing feedback to the
2.6 candidate based on these observations.

2.7 Subp. 4c. **Culturally responsive teaching.** "Culturally responsive teaching" means
2.8 understanding and applying the cultural knowledge, prior experiences, frames of reference,
2.9 and performance styles based on the lived experiences of students, including the effects of
2.10 systemic and institutional racism to make learning experiences more relevant and effective
2.11 for students.

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

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

2.17 Subp. 7. [See repealer.]

2.18 Subp. 7a. **Professional license.** "Professional license" means a license that is
2.19 transferable to any school district, including a Tier 3 license, a Tier 4 license, a 5-year
2.20 professional license, or a professional license from another state; and that signifies that the
2.21 teacher holding the license has met the applicable academic standards in chapter 8710.

2.22 Subp. 8. **Program completer.**

2.23 A. "Program completer" means a person who has met all the requirements of a
2.24 state-approved teacher preparation program, ~~including all those who are documented as~~
2.25 ~~having met such requirements.~~ Documentation may take the form of a degree, institutional

certificate, program credential, transcript, or other written proof of having met the program's requirements. In applying this definition, that an individual has or has not been recommended to the state for certification or licensure may not be used as a criterion for determining who is a program completer. A program must include a candidate as a program completer in data submissions if the candidate:

(1) is subject to testing requirements for the licensure field, regardless of passing status;

(2) is subject to the teacher performance assessment (edTPA) requirement as part of the licensing program, regardless of passing status;

(3) completes a student teaching placement; and

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

~~(5)~~ (4) receives a degree or certificate of completion regardless of whether a recommendation for licensure is given.

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

Subp. 9. **Related services.** "Related services" means ~~nonclassroom teaching~~ fields under the purview of the Professional Educator Licensing and Standards Board and governed by parts 8710.6000 to 8710.6400, including school nurse, school counselor, school social worker, school psychologist, and speech-language pathologist.

Subp. 10. **Scope.** "Scope" means the ~~prekindergarten~~ birth through grade 12 student age or grade span of the licensure field.

Subp. 10a. **Student teaching.** "Student teaching" means when a candidate enrolled in a teacher preparation program assumes teacher responsibilities while working with a

4.1 cooperating teacher and a supervisor to practice and demonstrate the knowledge, skills, and
4.2 dispositions necessary to become a teacher. A student teaching experience includes
4.3 observation, feedback, and evaluation from the cooperating teacher and supervisor.

4.4 Subp. 10b. **Supervisor.** "Supervisor" means an individual under the direction of the
4.5 unit and responsible for supporting and evaluating the candidate during a student teaching
4.6 or field experience.

4.7 Subp. 10c. **Teacher educator; instructor.** "Teacher educator" or "instructor" means
4.8 the individual facilitating the delivery of a candidate's learning opportunities and assessments.

4.9 Subp. 11. **Teacher preparation program.** "Teacher preparation program" means a
4.10 college or university program approved by the Professional Educator Licensing and Standards
4.11 Board for the purpose of preparing individuals for a specific teacher licensure field in
4.12 Minnesota.

4.13 Subp. 12. **Unit; teacher preparation program provider.** "Unit" means an institution
4.14 or a defined subdivision of the institution, for example a college, department, or division,
4.15 which has primary responsibility for overseeing and delivering teacher preparation programs
4.16 or "teacher preparation program provider" has the meaning given in Minnesota Statutes,
4.17 section 122A.06, subdivision 8.

4.18 **8705.1010 UNIT STANDARDS.**

4.19 Subpart 1. **Standards for educational design and improvement.**

4.20 A. Standard 1. The unit must ensure its educational design for each program meets
4.21 requirements in parts 8705.1100, 8705.2100, and 8705.2200.

4.22 B. Standard 2. The unit must ensure its educational design for each program is
4.23 based in research and best practices and includes an emphasis on practice-based experiences.

5.1 C. Standard 3. The unit must ensure its educational design for each program
5.2 provides instruction on:

- 5.3 (1) content-specific methods that meets the scope of the licensure area;
5.4 (2) the teacher Code of Ethics; and
5.5 (3) implementing Minnesota birth through grade 12 academic standards, or
5.6 if unavailable, national discipline-specific standards for lesson planning and teaching.

5.7 D. Standard 4. The unit must ensure its educational design for each program
5.8 provides candidates with:

5.9 (1) instruction on the knowledge and skills needed to provide appropriate
5.10 instruction to English learners to support and accelerate their academic literacy, including
5.11 oral academic language and achievement in content areas in a regular classroom, as required
5.12 by Minnesota Statutes, section 122A.092, subdivision 2, clause (5);

5.13 (2) culturally competent training in instructional strategies, including
5.14 incorporating opportunities for candidates to learn about the role of teachers to disrupt
5.15 patterns and systems of racism, privilege, and oppression, as required by Minnesota Statutes,
5.16 section 122A.092, subdivision 2, clause (6);

5.17 (3) research-based best practices in reading that enables the candidate to teach
5.18 reading in the candidate's licensure field, as required by Minnesota Statutes, section
5.19 122A.092, subdivision 5;

5.20 (4) the knowledge and skills needed to engage students with technology and
5.21 deliver digital and blended learning and curriculum, as required by Minnesota Statutes,
5.22 section 122A.092, subdivision 6; and

5.23 (5) instruction and assessment on applying professional dispositions.

5.24 E. Standard 5. The unit must designate a leader responsible for:

- 6.1 (1) administering all licensure programs as approved;
- 6.2 (2) communicating with the board, including notifying the board of changes
6.3 to approved programs through the program reporting process and submitting licensure
6.4 program proposal applications and program effectiveness reports;
- 6.5 (3) ensuring information submitted to the board as part of the unit approval
6.6 process and program approval process is not misleading, false, or fraudulent; and
- 6.7 (4) ensuring the unit complies with state and federal data practices laws.

6.8 F. Standard 6. The unit must implement a process for:

- 6.9 (1) annually collecting and reviewing survey data from (i) candidates, (ii)
6.10 program completers at the time they complete the program, (iii) program completers one
6.11 year after completion, and (iv) the program completer's current supervisor at one year after
6.12 completion;
- 6.13 (2) annually reviewing field experiences, including professional dispositions
6.14 and standards aligned to unit-determined areas of focus;
- 6.15 (3) annually reviewing key assessment data, including at least one
6.16 program-specific measure and standards aligned to unit-determined areas of focus; and
- 6.17 (4) annually reviewing state examination and performance assessment scores.

6.18 G. Standard 7. The unit must utilize an advisory group to engage in continuous
6.19 improvement conversations, review data collected under this part, and provide
6.20 recommendations on program improvement. Advisory group membership must include
6.21 candidates, program completers, school partners, teacher educators, and representatives
6.22 from the community.

6.23 H. Standard 8. The unit must implement a process for analyzing data from standard
6.24 6 for continuous program improvement and programmatic changes.

7.1 Subp. 2. Standards for school partnerships.

7.2 A. Standard 9. The unit must have at least one designated school partnership with
7.3 a school or district that meets the standards in this subpart. The unit may have additional
7.4 school partnerships to meet the needs of the candidates.

7.5 B. Standard 10. The unit and designated school partner must maintain a data
7.6 sharing agreement.

7.7 C. Standard 11. The unit must meet quarterly with the designated school partner
7.8 to:

7.9 (1) evaluate data collected under subparts 1, 3, 4, and 5, including the impact
7.10 of the partnership on student achievement and candidate achievement and the ability of the
7.11 partnership to meet the goals of the school partner;

7.12 (2) assess feedback from candidates and cooperating teachers; and

7.13 (3) engage in decision-making processes regarding changes to design and
7.14 implementation of teacher preparation programs.

7.15 Subp. 3. Standards for field experiences. For each program, the unit must provide
7.16 a range of field experiences spread throughout the program, including:

7.17 A. Standard 12. The unit must collaborate with the school partner to ensure that
7.18 each cooperating teacher:

7.19 (1) meets the requirements in Minnesota Statutes, section 122A.69;

7.20 (2) holds a professional license in the licensure area; and

7.21 (3) has at least three years' experience as the teacher of record in the licensure
7.22 area.

A unit may request a discretionary variance from one or more of the criteria in this standard by providing nontraditional criteria to demonstrate how the cooperating teacher's qualifications match the intent of the standard.

B. Standard 13. The unit must have a documented process for:

(1) identifying high quality cooperating teachers;

(2) assessing the quality of cooperating teachers, including to determine whether each cooperating teacher:

(a) models effective instruction:

i. with culturally responsive pedagogy; and

ii. aligned to birth through grade 12 academic standards; and

(b) models effective coaching strategies with candidates; and

(3) ensuring cooperating teachers prepare evaluations of the candidate in partnership with the supervisor, including the candidate's ability to meet the standards in parts 8710.2000 to 8710.8080 and the candidate's professional dispositions.

C. Standard 14. For candidates seeking an initial professional license, the unit must:

(1) provide a minimum of 100 field experience hours prior to student teaching;

(2) provide a minimum of 12 continuous weeks of student teaching, aligned to the licensure area, split into no more than two placements, that includes:

(a) at least 80 percent of the contracted school week of face-to-face student contact time with a continuous group of students;

(b) a minimum of four observations conducted by both the cooperating teacher and the supervisor; and

9.1 (c) a minimum of three triad meetings with the cooperating teacher, the
9.2 supervisor, and the candidate; and

9.3 (d) completion of a board-adopted teacher performance assessment; and

9.4 (3) have a documented process to ensure the cooperating teacher, the
9.5 supervisor, and the candidate engage in ongoing and timely communication.

9.6 The 12 continuous weeks of student teaching does not count toward the 100 field
9.7 experience hours.

9.8 D. Standard 15. The unit must establish a process to ensure each candidate has
9.9 field experiences aligned to the scope and content of the licensure field sought that include:

9.10 (1) experience with students who differ from the candidate in race, ethnicity,
9.11 home language, and socioeconomic status; and

9.12 (2) experience with students with a range of exceptionalities, including
9.13 students on an individualized education plan.

9.14 E. Standard 16. For candidates who have demonstrated initial pedagogy and are
9.15 seeking an additional license or an endorsement, the unit must:

9.16 (1) provide an evaluated practicum aligned to the scope of the license or
9.17 endorsement sought;

9.18 (2) have a documented process for evaluating a candidate's prior learning
9.19 experience when placing the candidate in a practicum; and

9.20 (3) ensure each candidate receives a written evaluation by a supervisor during
9.21 the course of the practicum.

9.22 F. Standard 17. For a candidate working as a teacher of record while completing
9.23 a teacher preparation program, the unit must require a cooperating teacher in the licensure
9.24 area and located within the school to work with the candidate to model effective practices

10.1 and provide feedback. The unit must have an instructional phase that provides intensive
10.2 preparation and classroom experience that is commensurate with scope of licensure standards
10.3 before the teacher candidate assumes classroom responsibilities.

10.4 G. Standard 18. The unit must ensure each supervisor of field experiences and
10.5 student teaching is qualified by:

10.6 (1) having completed professional development in coaching strategies for
10.7 adult learners;

10.8 (2) holding or having held a professional license in the licensure field or is
10.9 a current administrator with oversight of teacher evaluation; and

10.10 (3) having at least one year of experience as a teacher of record.

10.11 H. A unit may request a discretionary variance from one or more of the criteria
10.12 in standard 18 by providing nontraditional criteria to demonstrate how the supervisor's
10.13 qualifications match the intent of the standard.

10.14 Subp. 4. **Standards for candidates.**

10.15 A. Standard 19. The unit must have a strategy for recruiting and retaining
10.16 candidates that addresses state and district teacher shortage areas and racial and ethnic
10.17 diversity.

10.18 B. Standard 20. The unit must make available to candidates, online or in print,
10.19 the following information:

10.20 (1) entry criteria;

10.21 (2) completion requirements;

10.22 (3) state requirements for licensure, including information about the
10.23 completion of a board-approved performance assessment;

11.1 (4) the unit's appeals process; and

11.2 (5) the unit's process for assessing and waiving requirements for candidates'
11.3 prior experiences.

11.4 C. Standard 21. The unit must monitor each candidate at a minimum of three
11.5 identified checkpoints after admission to assess a candidate's achievement of standards in
11.6 parts 8710.2000 to 8710.8080, and progress toward completing the program as aligned to
11.7 assessments identified in the request for initial program approval (RIPA).

11.8 D. Standard 22. The unit must provide each candidate with individualized advising,
11.9 which includes:

11.10 (1) discussing candidate achievement and progress toward completing the
11.11 program; and

11.12 (2) counseling a candidate out of the program who is failing to evidence
11.13 necessary professional dispositions or skills to be an effective teacher.

11.14 E. Standard 23. The unit must provide candidates with:

11.15 (1) current education-related technology; and

11.16 (2) access to current research.

11.17 F. Standard 24. The unit leader or a designee is responsible for recommending
11.18 candidates for licensure upon completion of the teacher preparation program.

11.19 Subp. 5. **Standards for teacher educators.**

11.20 A. Standard 25. The unit must have a strategy for recruiting and retaining teacher
11.21 educators with diverse backgrounds and experiences, including racially and ethnically
11.22 diverse teacher educators.

11.23 B. Standard 26. The unit must ensure each content instructor is qualified by:

12.1 (1) at least a master's degree in the content area; or

12.2 (2) holding or having held a professional license in the licensure field and
12.3 having at least eight years of experience as a teacher of record in the licensure field.

12.4 C. Standard 27. The unit must ensure each pedagogy instructor is qualified by:

12.5 (1) at least a master's degree in the field of education; or

12.6 (2) holding or having held a professional license and having at least eight
12.7 years of experience as a teacher of record.

12.8 D. Standard 28. The unit must ensure each method instructor is qualified by:

12.9 (1) at least a master's degree in the content area and three years of experience
12.10 as a teacher of record in the licensure field; or

12.11 (2) holding or having held a professional license in the licensure field and
12.12 having at least eight years of experience as a teacher of record in the licensure field.

12.13 E. Standard 29. The unit must ensure each reading instructor is qualified by:

12.14 (1) a master's degree in reading, special education, or a literacy-related field;
12.15 or

12.16 (2) holding or having held a professional license in reading, special education,
12.17 or elementary education and having at least eight years of experience implementing
12.18 comprehensive, research-based reading instruction with struggling readers.

12.19 F. Standard 30. The unit must ensure each instructor teaching the knowledge and
12.20 skills needed to provide appropriate instruction to English learners to support and accelerate
12.21 their academic literacy, including oral academic language and achievement in content areas
12.22 in a regular classroom, as required under Minnesota Statutes, section 122A.092, subdivision
12.23 2, clause (5), is qualified by:

13.1 (1) a master's degree in English as a second language, literacy, or related
13.2 field; or

13.3 (2) holding or having held a professional license in English as a second
13.4 language and at least eight years of experience in the field of English as a second language
13.5 as a teacher of record.

13.6 G. A unit may request a discretionary variance from one or more of the criteria
13.7 in standards 26 to 30 by providing nontraditional criteria to demonstrate how the teacher
13.8 educator's qualifications match the intent of the standard.

13.9 H. Standard 31. The unit must monitor and assess each teacher educator at least
13.10 once every three years using a teacher educator framework that models continuous
13.11 improvement practices, and includes observations, candidate feedback, and school partner
13.12 evaluations.

13.13 I. Standard 32. The unit must have sufficient financial and physical resources to
13.14 maintain licensure programs, support teacher educators, provide administrative support,
13.15 and meet all unit and program standards, including the ability to collect and analyze data
13.16 for continuous improvement.

13.17 J. Standard 33. The unit must ensure each teacher educator obtains:

13.18 (1) ongoing professional development opportunities, including professional
13.19 development specific to the field of education focusing on research-based best practices;

13.20 (2) annual professional involvement in an early childhood, elementary, or
13.21 secondary school setting aligned with Minnesota Statutes, section 122A.092, subdivision
13.22 4; and

13.23 (3) periodic orientation on requirements in chapters 8705 and 8710 and
13.24 Minnesota Statutes, chapter 122A.

14.1 **~~8705.1100 EVALUATION AND APPROVAL OF TEACHER PREPARATION~~**
14.2 **UNITS UNIT APPROVAL.**

14.3 Subpart 1. [See repealer.]

14.4 Subp. 1a. **Initial unit approval.** An organization must apply for initial unit approval
14.5 under the procedures in this subpart.

14.6 A. The applicant may submit its notice of intent to apply for initial unit approval
14.7 at any time. The unit site visit must not be scheduled for at least six months after the notice
14.8 is received.

14.9 B. Within 30 calendar days of submitting the notice of intent, the applicant must
14.10 attend an informational meeting with board staff to review the approval process and jointly
14.11 agree upon dates for the unit site visit.

14.12 C. At least 90 calendar days prior to the unit site visit, the applicant must provide
14.13 a draft narrative report for board staff to review. Board staff must provide feedback on the
14.14 draft narrative report and identify the provider's readiness as:

14.15 (1) "Not enough information was provided for the visit to take place as
14.16 scheduled." The review may be postponed for up to one year and rescheduled at the
14.17 convenience of the board;

14.18 (2) "More information is needed prior to the visit."; or

14.19 (3) "The visit is ready to take place as scheduled."

14.20 D. The applicant must provide a final narrative report, including supplemental
14.21 evidence, for the unit review team to review no later than 60 days prior to the unit site visit.

14.22 E. A team of evaluators designated by the board staff must visit the applicant to
14.23 verify evidence of the standards in this chapter. The review team must verify evidence
14.24 submitted in the unit report, report their findings, and make a recommendation to the board
14.25 regarding approval status of the unit.

(1) The review team shall include representatives from teacher preparation programs and licensed and practicing teachers. The review must be facilitated by board staff and may also include a board member. The unit leader shall provide input to board staff regarding the team membership. If agreement is not reached regarding team membership, the board staff shall appoint the team members.

(2) Expenses of evaluators shall be reimbursed by the Professional Educator Licensing and Standards Board as permitted under state law or rule. Other incidental expenses incurred by the applicant, such as those relating to preparing reports; arranging meetings; and providing workrooms, supplies, and hospitality for the team while on site shall be the responsibility of the applicant.

F. Within the written report of findings and recommendations, the review team must identify each standard under part 8710.1010, as:

(1) Met: when the substance of a standard is evidenced through narrative, supplemental evidence, and interviews;

(2) Met with Comment: when the substance of a standard is evidenced through narrative, supplemental evidence, or interviews, but the team is concerned with the level of depth the standard is met. The team provides a comment on the gaps;

(3) Met as Planned: when the substance of a standard is currently not met, but clear and convincing evidence of plans to meet the standard prior to enrolling candidates is provided; or

(4) Not Met: when all or part of a standard is not evidenced.

G. The written report of findings and the recommendations of the review team shall be provided to the unit leader and to the Professional Educator Licensing and Standards Board. Within 30 days from receipt of the team's report and prior to board action, the applicant may submit to the board a written addendum for board review.

Subp. 2. **Board determinations for initial approval decisions.** The board shall take one of the following actions based upon the evaluation teams' review team's written report of findings and recommendations, as well as information provided by the unit in the an optional addendum, the Professional Educator Licensing and Standards Board shall take one of the actions in items A to D provided by the applicant, and the applicant's ability to achieve ongoing compliance with the standards in this chapter.

A. The board may grant initial unit approval for a duration of two years to newly approved program providers to launch identified licensure programs and begin collecting candidate and program data. ~~No additional licensure program applications may be submitted until the unit achieves continuing unit approval status.~~ Upon written request by the unit, initial unit approval may be extended for an additional two years. The board may require the unit to submit an interim report during the approval period to demonstrate compliance with standards identified as "not met" in the review team's written report.

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

~~C. B. The board may grant conditional unit approval for up to three years, contingent upon approval of annual compliance reports with supporting evidence addressing identified standards. If acceptable progress is not evidenced by the reports, the board may act to disapprove the unit.~~ The board may grant approval on a conditional basis for a duration not to exceed two years. The board must identify standards that must be met in order for the unit to achieve approval. Prior to the expiration of the conditional approval, the unit must evidence meeting the identified standards, which must be reviewed at a one-day unit site visit specific to those standards. If, after three two years of conditional approval,

standards remain unmet, the board must act to disapprove the unit and its programs. While on conditional unit approval status, the unit may not submit requests for approval of new licensure programs (RIPA). A conditionally approved unit may not enroll candidates.

~~D. C.~~ The board may disapprove the unit deny the application for unit approval. The board shall disapprove a unit must deny approval of an applicant that does not meet the requirements set forth in this part and part 8705.1000 and this part 8705.1010. The disapproval denial action must state the reasons for disapproval and stipulate a termination date which shall accommodate persons currently enrolled in licensure programs within the unit the denial. The organization may not enroll candidates. The organization may resubmit a notice of intent to apply for unit approval when at least six months have passed since the date of the denial action.

D. A unit under initial approval may seek continuing approval by hosting a supplemental one-day site visit after one or more licensure programs have been launched. During the supplemental site visit, the review team must determine whether the unit is meeting the standards identified as "Met with Comment," "Met as Planned," and "Not Met" during the initial approval process and provide a recommendation to the board. Continuing unit approval is valid for six years.

Subp. 2a. Continuing unit approval. A unit must apply for continuing unit approval to continue to offer teacher preparation programs to candidates under the procedures of this subpart.

A. The unit must attend an informational meeting with board staff at least 120 days prior to the unit site visit to review the continuing unit approval process and jointly agree upon dates for the unit site visit.

B. The unit must provide a narrative report, including supplemental evidence, for the review team to review no more than 60 days prior to the unit site visit.

18.1 C. A team of evaluators designated by the board staff must visit the unit to verify
18.2 evidence of the standards in this chapter. The review team shall verify evidence submitted
18.3 in the unit report, report their findings, and make a recommendation to the board regarding
18.4 the continuing approval status of the unit.

18.5 D. Review team members must identify standards in the written report of findings
18.6 and recommendations as:

18.7 (1) Met: when the substance of a standard is evidenced through narrative,
18.8 supplemental evidence, and interviews;

18.9 (2) Met with Comment: when the substance of a standard is evidenced through
18.10 narrative, supplemental evidence, or interviews, but the team is concerned with the level of
18.11 depth the standard is met. The team provides a comment on the gaps; or

18.12 (3) Not Met: when all or part of a standard is not evidenced.

18.13 Subp. 2b. **Board determinations for continuing approval.** The board shall take one
18.14 of the actions in items A to C based upon the review team's written report of findings and
18.15 recommendations, an optional summary of additional information provided by the unit, and
18.16 the unit's ability to achieve ongoing compliance with the standards in this chapter.

18.17 A. The board may grant full continuing approval for a period of six years. The
18.18 board may require the unit to submit an interim report during the approval period to
18.19 demonstrate compliance with standards identified as "not met" in the review team's written
18.20 report.

18.21 B. The board may grant approval on a conditional basis for a duration not to
18.22 exceed two years. The board must identify standards that must be met in order for the unit
18.23 to achieve full approval. Prior to the expiration of the conditional approval, the unit must
18.24 evidence meeting the identified standards, which must be reviewed at a one-day unit site
18.25 visit specific to those standards. If standards remain unmet after two years of conditional

19.1 approval, the board must act to disapprove the unit and its programs. A conditionally
19.2 approved unit may not enroll candidates.

19.3 C. The board may disapprove a unit that fails to meet the requirements in this
19.4 chapter and demonstrates an inability to achieve ongoing compliance. The disapproval
19.5 action must state the reasons for disapproval and stipulate a termination date that
19.6 accommodates candidates currently enrolled in licensure programs within the unit. An
19.7 organization may reapply for approval when at least six months have passed since the date
19.8 of the disapproval action.

19.9 Subp. 3. ~~Interim conditional approval~~ Other board actions.

19.10 A. When amendments or additions to Minnesota statutes or to Professional
19.11 Educator Licensing and Standards Board rules regarding teacher licensure requirements
19.12 necessitate substantial unit or program revisions, the board may grant interim conditional
19.13 approval to any currently approved unit and its currently approved teacher preparation
19.14 programs upon receipt of official institutional assurances from the unit on a form established
19.15 by the board that the new requirements will be met by their effective date. The unit or
19.16 program shall be returned to initial or continuing approval upon full compliance with new
19.17 requirements on a schedule determined by the board.

19.18 B. If board staff identify three violations for recommending candidates for licensure
19.19 who did not complete the board-approved program, the unit standards in violation are
19.20 considered "not met" and the unit must be moved to conditional approval until the unit can
19.21 provide evidence that they are meeting the standards.

19.22 C. An organization may apply for restricted approval to provide one or more
19.23 programs designed to meet a subset of licensure standards. A unit with restricted approval
19.24 may not recommend candidates for licensure. An organization must apply for restricted unit
19.25 approval in the same manner as set forth in subpart 1. During the informational meeting,
19.26 board staff and the applicant must identify which standards in part 8710.1010 apply.

Subp. 4. **Revocation or suspension of approval.** The Professional Educator Licensing and Standards Board may revoke or suspend the approval of a teacher preparation unit when the board determines that an approved ~~institution or unit~~ has clearly violated ethical or legal practices or board rules. An organization that has its approval revoked may reapply for approval after two years.

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

8705.2000 PROGRAM REVIEW PANEL (PRP).

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

A. programs flagged by board staff within the PERCA ~~system~~ process under part 8705.2200, ~~including low-volume programs;~~

B. programs ~~with an existing approval status of:~~ flagged by board staff within the RIPA process under part 8705.2100;

21.1 ~~(1) approved with continuous improvement focus; and~~

21.2 ~~(2) probationary; and~~

21.3 C. ~~new programs, including:~~ with an existing status of probationary; and

21.4 ~~(1) all nonconventional;~~

21.5 ~~(2) all alternative; and~~

21.6 ~~(3) standard programs flagged by review.~~

21.7 D. programs seeking a discretionary variance of the requirements in this chapter.

21.8 **8705.2100 INITIAL TEACHER PREPARATION PROGRAM APPROVAL.**

21.9 Subpart 1. **Application required.** An application for initial approval of a program
21.10 must be submitted in accordance with the timelines and procedures established and published
21.11 by the Professional Educator Licensing and Standards Board.

21.12 Subp. 2. **Request for initial program approval (RIPA).** ~~The following are the~~
21.13 ~~application requirements for seeking approval for a new licensure program submitted by~~
21.14 ~~an approved Minnesota institution or provider.~~ The request for initial program approval
21.15 (RIPA) must be submitted according to the procedures in this subpart.

21.16 A. The unit leader, ~~on behalf of the institution or program provider,~~ or designee
21.17 shall submit to the board an application for each new teacher preparation program for which
21.18 approval is requested through the online educator preparation provider application system
21.19 (EPPAS).

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

22.1 C. ~~The application must include Verification by the unit's dean or administration~~
22.2 The unit must verify that sufficient financial, physical, human resources, and qualified
22.3 ~~faculty~~ teacher educators, have been dedicated to the program to sustain it if approved.

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

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

22.7 (a) ~~the program was developed in consultation with licensed and~~
22.8 ~~practicing teachers in the subject area and other school-based partners, qualified faculty,~~
22.9 ~~and content experts; and~~ a summary of the program development process, including name
22.10 and contact information for individuals engaged in program development, including the
22.11 designated school partner, teacher educators, content instructors, and practicing teachers in
22.12 the licensure field; and

22.13 (b) the name and contact information for ~~a faculty member~~ the designated
22.14 program leader, qualified by academic preparation in the content, who is responsible for
22.15 delivery of this program and is qualified as a methods instructor for the content.

22.16 (2) For initial licensure programs, the application must provide evidence of
22.17 teaching and assessing the standards of effective practice (SEP) under part 8710.2000,
22.18 including:

22.19 (a) candidates with a professional sequence of ~~courses~~ learning
22.20 opportunities based on the standards under part 8710.2000, ~~consistent with credit~~
22.21 ~~requirements of existing board-approved programs; and~~

22.22 (b) evidence of how the program will provide opportunities for candidate
22.23 learning and assessment specific to each standard.

23.1 (3) For initial and additional licensure programs, the application must provide
23.2 evidence of teaching and assessing content standards for one or more licensure programs
23.3 under parts 8710.3000 to 8710.8080, including:

23.4 (a) the program provides candidates with a sequence of ~~courses~~ learning
23.5 opportunities based on the specific content standards of one or more licensure program
23.6 under parts 8710.3000 to 8710.8080, ~~consistent with credit requirements of existing~~
23.7 ~~board-approved programs~~ including field specific methods instruction; and

23.8 (b) evidence of how the program will provide opportunities for candidate
23.9 learning and assessment specific to each standard of the identified licensure program.

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

23.12 (a) ~~the program requires a range of planned and supervised field~~
23.13 ~~experiences prior to student teaching that provide candidates with opportunities to~~
23.14 ~~demonstrate the unit's indicators of professional dispositions and the required pedagogical~~
23.15 ~~and content skills and knowledge under parts 8710.2000 to 8710.8080;~~

23.16 (b) the program provides and requires ~~experiences in the field~~ experiences
23.17 aligned to the scope and content of the licensure field sought ~~and with diverse populations~~
23.18 ~~of learners~~, as required in part 8705.1010, subpart 3;

23.19 (c) ~~for initial teacher licensure, the program requires a student teaching~~
23.20 ~~period of a minimum of 12 consecutive weeks, full time, face-to-face, which may be split~~
23.21 ~~into two placements;~~

23.22 (d) ~~qualified faculty supervisors and cooperating teachers each provide~~
23.23 ~~documented formative feedback multiple times, including at least two triad conferences~~
23.24 ~~including the candidate, supervisor, and cooperating teacher;~~

24.1 ~~(e) evaluation of candidates seeking an initial teaching license includes~~
24.2 ~~the completion of the state-approved teacher performance assessment during the student~~
24.3 ~~teaching placement;~~

24.4 ~~(f) for licenses added to an initial license, the program may determine~~
24.5 ~~the length of field experiences needed for each candidate to demonstrate program standards~~
24.6 ~~necessary to be recommended for an additional license as follows:~~

24.7 ~~i. the program must provide field experiences aligned to the scope~~
24.8 ~~of the licensure sought;~~

24.9 ~~ii. the length of field experience may vary depending on the prior~~
24.10 ~~academic preparation and experiences of each candidate; and~~

24.11 ~~iii. a written evaluation by a supervisor is required;~~

24.12 ~~(g) for middle-level endorsement fields, the program requires a student~~
24.13 ~~teaching period of a minimum of four continuous weeks, full time, face-to-face; and~~

24.14 ~~(h) applications for related services licensure programs under parts~~
24.15 ~~8710.6000 to 8710.6400 must evidence the incorporation of a range of planned and~~
24.16 ~~supervised field experiences providing opportunities to demonstrate the required skills and~~
24.17 ~~knowledge of the candidate's specific field.~~

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

24.20 ~~(a) program faculty assigned to instruct and assess the subject matter~~
24.21 ~~content must have advanced academic preparation in the content;~~

24.22 ~~(b) all faculty who are assigned to teach content-specific methods courses~~
24.23 ~~must have advanced academic preparation and have at least one academic year of~~

25.1 ~~prekindergarten through grade 12 teaching experience in that content area within the scope~~
25.2 ~~of the license; and~~

25.3 ~~(e) all faculty who supervise student teaching must have advanced~~
25.4 ~~academic preparation and have at least one academic year of prekindergarten through grade~~
25.5 ~~12 teaching experience. Teaching experience must be within the scope of the programs they~~
25.6 ~~are supervising.~~

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

25.9 ~~(a) a uniform, operational assessment system applied to all candidates~~
25.10 ~~with a minimum of three key assessments, including performance assessments, that are~~
25.11 ~~aligned to identified pedagogical and content standards under parts 8710.2000 to 8710.8080,~~
25.12 ~~used to determine candidates' attainment of standards and to monitor candidates' progress;~~

25.13 ~~(b) the assessment system collects data to monitor candidate progress at~~
25.14 ~~a minimum of three checkpoints, including entry, advancement through the program, and~~
25.15 ~~exit;~~

25.16 ~~(c) a plan to systematically collect, analyze, and use aggregated candidate~~
25.17 ~~competency data to evaluate program effectiveness and to make program improvements;~~

25.18 ~~(d) in preparation for seeking continuing program approval, the planned~~
25.19 ~~assessment system will provide candidate competency data for the following board-adopted~~
25.20 ~~performance assessment components:~~

25.21 ~~i. planning and assessment skills;~~

25.22 ~~ii. instructional skills and engaging students; and~~

25.23 ~~iii. ability to assess student learning;~~

~~(e) a plan to systematically obtain and analyze feedback from graduates, employers, school partners, and other stakeholders on the performance of graduates for use in program evaluation; and~~

~~(f) assessment of teacher candidate performance includes data about the performance of the students they teach.~~

(5) The application must provide evidence of its program type. Program types include:

(a) "Classroom-based," defined as a licensure program designed for on-site learning where more than 80 percent of standards are met in a shared physical space.

(b) "Online," defined as a licensure program designed for distant learning where more than 80 percent of standards are met through a virtual format. Candidates must complete field experiences and student teaching in a face-to-face format.

(c) "Hybrid," defined as a licensure program designed for a combination of classroom-based and online learning, where 20 to 60 percent of standards are met in shared physical spaces and the remaining are met in a virtual format.

(d) "Residency," defined as a district-serving teacher education program that pairs a rigorous full-year classroom apprenticeship with cohort-based learning opportunities. A residency program provides candidates with both the underlying theory of effective teaching and a year-long, in-school residency in which they practice and hone their skills and knowledge alongside a cooperating teacher in a high-need classroom. Candidates receive financial support as they learn to teach.

(e) "Dual," defined as two licensure programs offered simultaneously where the standards are integrated in learning opportunities. A program approved as dual cannot recommend a candidate for only one of the licensure areas.

(f) "Transfer," defined as a licensure program that meets only a subset of licensure standards and does not recommend candidates for licensure. This program type is only available to units approved as restricted units.

(g) "Degree," defined as a licensure program that grants credit and has the ability to lead to an accredited degree.

(h) "Nondegree," defined as a licensure program that does not grant credit or have the ability to lead to an accredited degree.

(i) "Other," a provider can request recognition of additional licensure program types. The board must approve or deny the request.

(6) The application must identify a process for continuous improvement that includes:

(a) identification of three key assessments used to assess all candidates and identify areas to track for program efficacy. Each assessment must monitor no more than ten specific substandards in part 8710.2000 or content standards;

(b) attestation that all candidates must attempt board-approved content and pedagogy exams prior to recommendation, for data on program efficacy;

(c) attestation that all candidates must submit a complete board-approved performance assessment prior to recommendation, for data on program efficacy; and

(d) attestation that the implementation of the battery of board-adopted surveys must be provided for candidates, program completers at completion and one year after completion, and the program completer's current supervisor one year after completion.

Subp. 3. **Initial review process.**

A. RIPA applications will be initially reviewed by trained content experts and board staff according to timelines and consistent with standards adopted by the Professional

28.1 Educator Licensing and Standards Board. If ~~all~~ the applicable standards in parts 8710.2000
28.2 to 8710.8000 that align to the licensure area are verified and there are no requests for a
28.3 discretionary variance of standards in part 8710.1010, the application will be recommended
28.4 to the board for approval.

28.5 B. If a program application does not meet ~~all~~ the applicable standards in parts
28.6 8710.2000 to 8710.8000 that align to the licensure area in the initial review, the findings
28.7 will be returned to the applicant for clarification and resubmission.

28.8 C. If, after the second review, any applicable standards remain unmet, the
28.9 application will be forwarded to the board's program review panel (PRP).

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

28.14 Subp. 4. **Approval decisions and duration.**

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

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

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

28.23 (2) If, after ~~two~~ three years, the program has ~~less~~ fewer than ten program
28.24 completers, another ~~two~~ three years of "initial approval" shall be granted. If, after ~~four~~ six
28.25 years of "initial approval," there are ~~less~~ fewer than ten program completers, the board may

29.1 act to provide continuing approval based on performance data and other information provided
29.2 by the program or may grant approval with a continuous improvement focus under part
29.3 8705.2200, subpart 3, item C, subitem (2).

29.4 **8705.2200 CONTINUING TEACHER PREPARATION PROGRAM APPROVAL.**

29.5 Subpart 1. **Application required.** An application for continuing approval of a program
29.6 must be submitted in accordance with the timelines and procedures established and published
29.7 by the Professional Educator Licensing and Standards Board.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A. An approved Minnesota preparation provider must seek continuing approval of a program every three years by submitting a program efficacy report for continuing approval (PERCA) that includes the following:

31.1 (1) aggregated data and analysis from surveys of recent program completers
31.2 and program completers one year after completion, including response rate;

31.3 (2) aggregated data and analysis from program completers' current supervisor
31.4 surveys one year after completion, including response rate;

31.5 (3) aggregated data and analysis of the three key assessments identified as
31.6 part of the RIPA application process, including the specific standards being assessed, and
31.7 state required examinations and performance assessments;

31.8 (4) a summary of program-specific feedback from an advisory group as
31.9 required by standard 8 of part 8705.1010;

31.10 (5) demonstrated progress on previously reported program-specific goals;
31.11 and

31.12 (6) identified measurable program-specific goals for continuous improvement
31.13 reflecting analysis of subitems (1) to (5).

31.14 ~~D. B. Changes to an approved licensure program must be accurately reported to~~
31.15 ~~the Professional Educator Licensing and Standards Board through the biennial reporting~~
31.16 ~~process. When the primary placement of a standard is changed, the program must report~~
31.17 ~~the revised learning and assessment opportunities. The board shall review changes to verify~~
31.18 ~~continued compliance with program standards. When the revised primary placement of~~
31.19 ~~standards significantly change program implementation, the application must be resubmitted~~
31.20 ~~as a request for initial program approval under part 8705.2100.~~

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

31.23 A. PERCA applications must be initially reviewed by board staff. Applications
31.24 must be provided to the program review panel for review when:

32.1 (1) less than 70 percent of candidates meet board-approved thresholds on
32.2 state required examinations or performance assessments. If a licensure program had fewer
32.3 than ten candidates during the review period, a unit may combine similar licensure programs
32.4 or multiple academic years to bring the candidate level to ten or more;

32.5 (2) continuous improvement data and analysis under subpart 2, item A,
32.6 subitems (1) to (5), identify a concern either in program data of the unit's continuous
32.7 improvement analysis; or

32.8 (3) significant program changes to learning opportunities or assessments have
32.9 been made.

32.10 The PRP and board staff shall make a recommendation to the board regarding whether
32.11 to approve the program.

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

32.15 (1) The board shall grant continuing approval for ~~two~~ three years when the
32.16 program report provides evidence that the program meets adopted performance standards,
32.17 statutory and rule requirements, and evidences that candidates have attained competency
32.18 of licensure standards. For federal Title II reporting, the program is identified as "effective."

32.19 (2) The board may grant continuing approval with continuous improvement
32.20 focus for ~~two~~ three years when the program report revealed that one or more standards,
32.21 rules, or candidate performance measures were not in compliance with board criteria.
32.22 Continuing program approval status is granted with board-identified areas of focus for
32.23 continuous improvement. The continuous improvement portion of the PERCA report must
32.24 include evidence of progress in the identified focus areas in the subsequent reporting cycle.
32.25 The board must make the status of approval with continuous improvement focus and the

33.1 identified focus areas publicly available on the board's website. Based on evidence of
33.2 progress specific to the focus areas, the board may grant an additional two years of continuing
33.3 approval with continuous improvement focus. For federal Title II reporting, the program is
33.4 identified as "at risk of low performing."

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

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

33.23 Subp. 4. **Voluntary discontinuation.**

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

(1) a brief rationale for dropping the program;

(2) the last date when new candidates ~~will be~~ are allowed to enter the program;

and

(3) a list of candidates presently enrolled with expected completion dates.

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

8705.2600 INTERIM APPROVALS, REVOCATION, SUSPENSION, AND APPEALS.

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

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

Subp. 3. **Appeal of board decision.** Institutions may appeal decisions by the board regarding approval status of an institution or preparation program to prepare persons for teacher licensure ~~may be appealed by the institution~~ pursuant to Minnesota Statutes, chapter 14.

Subp. 4. **Discretionary variance.** The board may grant a discretionary variance to authorize an applicant or unit to meet a requirement in this chapter in a manner other than as specified in rule or to waive the requirement entirely when application of the requirement

35.1 would result in undue hardship. An applicant or unit may request a discretionary variance
35.2 by using a form developed by the board. To apply for a discretionary variance, the applicant
35.3 or unit must:

35.4 A. identify the requirement for which the variance is requested;

35.5 B. describe why adherence to the particular rule requirement would impose an
35.6 undue burden or hardship; and

35.7 C. describe the alternative practices or measures in place to protect the rights and
35.8 learning opportunities of candidates and students and the rationale.

35.9 The board shall review discretionary variance requests. If the discretionary variance request
35.10 is denied, the board shall provide the reason for the denial. The board may attach conditions
35.11 to granting the variance if it is determined that conditions are needed to protect the rights
35.12 of candidates and students.

35.13 **REPEALER.** Minnesota Rules, parts 8705.0200, subparts 2 and 7; 8705.0300; 8705.1000;
35.14 8705.1100, subpart 1; 8705.1200; and 8705.2300, are repealed.