**Board of Teaching**

Proposed Permanent Rules Relating to Making Policy and Technical Changes to Teacher Licensure and Program Approval Requirements

8705.2000 PROGRAM REVIEW PANEL (PRP).

The Board of Teaching 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 Board of Teaching Professional Educator Licensing and Standards Board, Minnesota Association of Colleges for Teacher Education, the Minnesota Department of Education, and Education Minnesota. The PRP will consult with content experts as needed. PRP members will recuse themselves from reviews of their current or former unit or programs or other perceived conflicts of interest. Board of Teaching staff will facilitate the work of the PRP and serve as nonvoting members. The PRP will make recommendations to the board regarding approval of licensure programs referred to them. The PRP will review the following programs:

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

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

8705.2200 CONTINUING TEACHER PREPARATION PROGRAM APPROVAL.

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

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

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

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

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

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

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

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

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

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

8710.3100 TEACHERS OF PARENT AND FAMILY EDUCATION.

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

Subp. 2. Licensure requirements. A candidate for licensure to teach parent and
family education in an early childhood family education program shall:

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

B. demonstrate the standards for effective practice for licensing of beginning
teachers in part 8710.2000 focused on teaching adult learners; and

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

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

Subp. 4a. Additional licensure. Teachers holding a parent education license who
wish to add classroom teaching licensure in any content area and any age range must
demonstrate the completion of a program addressing the pedagogy standards in part
8710.2000 aligned to the scope of intended licensure.
4.1 [For text of subp 5, see M.R.]

4.2 8710.3200 TEACHERS OF ELEMENTARY EDUCATION.

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

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

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

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in no more than two placements, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

[For text of subps 4 to 6, see M.R.]

4.16 8710.3350 PREPRIMARY ENDORSEMENT LICENSE.

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

Subp. 3. Subject matter standards. A teacher of preprimary education valid for teaching preprimary students age three through prekindergarten must meet the standards in part 8710.3000, subpart 3, items A (preprimary only), C, J, K, and L, and M subpart 3a (preprimary only).

[For text of subps 4 and 5, see M.R.]
5.1 **8710.3360  KINDERGARTEN THROUGH GRADE 8 WORLD LANGUAGE AND CULTURE ENDORSEMENT LICENSE.**

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

Subp. 3. **Subject matter standards.** A teacher of world language and culture in kindergarten through grade 8 must meet the standards for licensure of teachers of world languages and cultures in:

A. part 8710.4950, subparts 3 and 6, 4 and 6, or 5 and 6, 6 and 6a; and
B. part 8710.4950, subpart 3, 4, or 5.

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

5.10 **8710.4000  TEACHERS OF ADULT BASIC EDUCATION.**

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

Subp. 2. **Licensure requirements.** A candidate for licensure to teach adult basic education shall:

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

B. demonstrate the standards for effective practice for licensing of beginning teachers in part 8710.2000 focused on teaching adult learners; and

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

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

Subp. 4a. **Additional licensure.** Teachers holding an adult basic education license who wish to add classroom teaching licensure in any content area and any age range must demonstrate the completion of a program addressing the pedagogy standards in part 8710.2000 aligned to the scope of intended licensure.

[For text of subp 5, see M.R.]
Subp. 3a. Student teaching and field experiences. A candidate for licensure to teach agricultural education must have a broad range of targeted field-based experiences, of a minimum of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.

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

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in no more than two placements, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

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

Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at both the middle level, grades 5 through 8, and high school level, grades 9 through 12.
For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in no more than two placements, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

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

8710.4250  TEACHERS OF COMMUNICATION ARTS AND LITERATURE.

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

Subp. 3a.  

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

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

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in no more than two placements, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

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

8710.4310  TEACHERS OF DANCE.

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

Subp. 3a.  

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

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

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in no more than two placements, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

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

8710.4320  TEACHERS OF THEATRE ARTS.

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

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

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

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in no more than two placements, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.
9.4 Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach English as a second language must have a broad range of targeted field-based experiences, of a minimum of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.

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

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in no more than two placements, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.
Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at both the middle level, grades 5 through 8, and high school level, grades 9 through 12.

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in no more than two placements, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

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

8710.4500 TEACHERS OF HEALTH.

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

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

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in no more than two placements, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

[For text of subps 4 and 5, see M.R.]
Subp. 3a. **Student teaching and field experiences.** A candidate for library media specialist licensure must have a broad range of targeted field-based experiences, of a minimum of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.

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

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in no more than two placements, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

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

Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at three levels: kindergarten through grade 6, both grades 5 through 8, and grades 9 through 12.
For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in no more than two placements, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

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

8710.4650 TEACHERS OF VOCAL MUSIC AND OF INSTRUMENTAL MUSIC.

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

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

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

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in no more than two placements, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

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

8710.4700 TEACHERS OF PHYSICAL EDUCATION.

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

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

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

For initial teacher licensure, the student teaching period must be a minimum of 12
continuous weeks, full time, face-to-face, in no more than two placements, in which the
candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified
faculty supervisors in collaboration with the cooperating teachers.

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

8710.4750  TEACHERS OF SCIENCE.

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

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

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

For initial teacher licensure, the student teaching period must be a minimum of 12
continuous weeks, full time, face-to-face, in no more than two placements, in which the
candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified
faculty supervisors in collaboration with the cooperating teachers.
8710.4800  TEACHERS OF SOCIAL STUDIES.

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

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

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in no more than two placements, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

8710.4850  TEACHERS OF TECHNOLOGY.

Subp. 3a.  **Student teaching and field experiences.**  A candidate for licensure to teach technology must have a broad range of targeted field-based experiences, of a minimum of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.
Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at both the middle level, grades 5 through 8, and high school level, grades 9 through 12.

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in no more than two placements, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

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

8710.4900  TEACHERS OF VISUAL ARTS.

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

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

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

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in no more than two placements, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

[For text of subps 4 and 5, see M.R.]
Subp. 6a. **Student teaching and field experiences.** A candidate for licensure to teach world languages and cultures must have a broad range of targeted field-based experiences, of a minimum of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.

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

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in no more than two placements, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

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

E. **Clinical experiences.** A teacher of special education: academic and behavioral strategist applies the standards of effective practice in teaching students who have a range
of mild to moderate needs from the primary disability areas of autism spectrum disorders, developmental cognitive delays, emotional or behavioral disorders, other health disorders, and specific learning disabilities in primary (kindergarten through grade 4), middle level (grades 5 through 8), and secondary high school students (grades 9 through 12, including transition programs) settings.

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

8710.5300 TEACHERS OF SPECIAL EDUCATION: DEVELOPMENTAL ADAPTED PHYSICAL EDUCATION.

Subpart 1. Scope of practice. A teacher of special education: developmental adapted physical education is authorized to provide evaluation and specially designed instruction in physical education to eligible students from prekindergarten through age 21 who have needs in the areas of physical fitness and gross motor skills. Teachers collaborate and consult with families, other classroom and special education teachers, and specialized service providers in designing and implementing individualized physical educational program plans.

Subp. 2. License requirements. A candidate for licensure as a teacher of special education: developmental adapted physical education to teach students from prekindergarten through age 21 who have needs in the areas of physical fitness and gross motor skills shall:

A. hold a baccalaureate degree from a college or university that is regionally accredited by the association for the accreditation of colleges and secondary schools;

B. hold or apply and qualify for a valid Minnesota physical education teaching license; and

C. demonstrate core skill requirements in part 8710.5000; and

D. show verification of completing a Board of Teaching Professional Educator Licensing and Standards Board preparation program approved under chapter 8705 leading
Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of special education: developmental adapted physical education must complete a preparation program under subpart 2, item D, that must include the candidate's demonstration of the knowledge and skills in items A to E.

A. Foundational knowledge. A teacher of special education: developmental adapted physical education understands the foundations of special education services for students with disabilities relating to physical and motor fitness on which to base practice. The teacher must demonstrate knowledge of:

[For text of subitems (1) to (8), see M.R.]

B. Referral, evaluation, planning, and programming. A teacher of special education: developmental adapted physical education understands and applies principles of prevention and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement specific to teaching students with disabilities relating to physical and motor fitness. The teacher must be able to:

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

C. Instructional design, teaching, and ongoing evaluation. A teacher of special education: developmental adapted physical education understands how to use individualized education program plans to design, implement, monitor, and adjust instruction for students with disabilities relating to physical and motor fitness. The teacher must be able to:

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

D. Communication and collaboration. A teacher of special education: developmental adapted physical education cultivates and maintains positive, collaborative
relationships with students, families, other professionals, and the community to support student development and educational progress. The teacher must be able to:

[For text of subitems (1) to (8), see M.R.]

E. Clinical experiences. A teacher of special education: developmental adapted physical education applies the standards of effective practice through a variety of early and ongoing clinical experiences in teaching students who have needs in the areas of physical fitness and gross motor skills in prekindergarten and primary (prekindergarten through grade 4), middle level (grades 5 through 8), and high school (grades 9 through 12) settings across a range of service delivery models.

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

Subp. 5. Effective date. Requirements in this part for licensure as a teacher of special education: developmental adapted physical education are effective on January 1, 2013, and thereafter.

8710.5400 TEACHERS OF SPECIAL EDUCATION: DEVELOPMENTAL DISABILITIES.

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

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

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

E. Clinical experiences. A teacher of special education: developmental disabilities applies the standards of effective practice through a variety of early and ongoing clinical experiences in teaching students who have a broad range of cognitive disabilities and deficits in adaptive behavior in primary (kindergarten through grade 4), middle level (grades 5
through 8), and high school students (grades 9 through 12, including transition programs) settings across a range of service delivery models.

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

8710.5700  TEACHERS OF SPECIAL EDUCATION: LEARNING DISABILITIES.

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

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

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

E. Clinical experiences. A teacher of special education: learning disabilities applies the standards of effective practice through a variety of early and ongoing clinical experiences teaching students who have specific learning disabilities or related learning difficulties in primary (kindergarten through grade 4), intermediate middle level (grades 5 through 8), and high school students (grades 9 through 12, including transition programs) settings across a range of service delivery models.

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

**RENUMBERING INSTRUCTION.** Renumber Minnesota Rules, part 8710.5300, as part 8710.4710.

**REPEALER.** Minnesota Rules, part 8710.4300, subparts 1, 2, 3, 3a, and 4, are repealed.

Minnesota Rules, part 8710.0400, is repealed effective July 1, 2018.