

67.1-01-01-04 Late renewal fee. If a licensee does not file a completed renewal application, including the required supporting documentation, and the renewal fee before the expiration of the license, the licensee shall pay a late renewal fee of \$100. A renewal application shall not be granted until the late renewal fee is paid. The board may waive the late renewal fee if the licensee provides proof of medical or other hardship rendering the licensee unable to meet the renewal deadline.

History: Effective _____, 2013.

General Authority: NDCC 15.1-13-09

Law Implemented: NDCC 15.1-13-10, 15.1-13-11

67.1-02-06-03. Other state educator license (OSEL). North Dakota other state educator licensure will be issued to those applicants who hold a regular teaching license or certificate in early childhood, elementary, middle, or secondary education from another state and requires the submission of a completed application pursuant to section 67.1-02-02-02 for the North Dakota professional educator's license, the submission to a fingerprint screening for criminal records in accordance with North Dakota Century Code section 15.1-13-14, the completion and documentation of a four-year bachelor's degree from a state-approved teacher education program in a North Dakota-recognized program area major, including the professional education sequence and a student teaching experience, submission of all fees for initial licensure pursuant to section 67.1-02-02-02 and documentation of a valid regular professional educator's license from the issuing state.

A license granted under this section is valid for two years if the applicant has not been licensed in another state for at least eighteen months. If the applicant received a teaching license or certificate from another state on or after January 1, 2002, and if the issuing state did not require that the individual pass a state test as a condition of licensure or certification, the board shall require that the individual, within two years from the date of the license, pass all state licensure tests normal required of applicants from this state.

In all other cases, a license granted under this section is valid for five years and is renewable if the license holder meets the reeducation requirements established for all five-year license renewals.

A license granted under this section must include all of the applicant's endorsements issued or recognized by the applicant's other state of licensure.

History:

General Authority: NDCC 15.1-13-09, 15.1-13-10

Law Implemented: NDCC 15.1-13-08, 15.1-113-10, 15.1-13-11, 15.1-13-14, 15.1-13-25, 15.1-13-26

**CHAPTER 67.1-02-02
EDUCATOR'S PROFESSIONAL LICENSE**

Section

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67.1-02-02-01. Life certificates.

1. First grade and second grade professional life certificates issued prior to July 1, 1976, are valid for life. However, it is recommended that teachers show professional gain by college attendance, workshops, conferences, travel, and other professional activities.
2. A life license will be issued to those teachers who have been licensed to teach in North Dakota for a period of thirty years. The application for the life license must be accompanied by all requirements and fees as pursuant to the five-year renewal fee in section 67.1-02-02-04. The application for the thirty-year life license may be submitted six months prior to the expiration of the current license or as soon as the teacher qualifies for the thirty-year life license. Documentation of the thirty years of certification or licensure must be submitted with the application.

History: Effective July 1, 1995; amended effective August 1, 2002; April 1, 2006; July 1, 2008; July 1, 2010.

General Authority: NDCC 15.1-13-09, 15.1-13-10

Law Implemented: NDCC 15.1-13-10, 15.1-13-11, 15.1-13-12.1

67.1-02-02-02. Initial licenses.

1. Initial teacher licensure for in-state graduates or graduates of out-of-state programs requires a minimum of a four-year bachelor's degree from a state agency-approved teacher education program. The approved program must include a general studies component, a North Dakota recognized program area major, and a professional pedagogy core as defined in this section and the North Dakota standards for teacher education program approval:
 - a. The general studies component includes liberal arts preparation in the areas of the humanities, fine arts, mathematics, natural sciences, behavioral sciences, and symbolic systems as prerequisite to entrance into the professional education program.
 - b. North Dakota recognized program area majors are printed on the application form and include content-specific majors at the secondary level, content-specific kindergarten through grade twelve majors as listed below, majors in middle level education, or majors in elementary education. Majors that are transcribed by state-approved teacher education programs using terminology not appearing on the application form must be compared to the North Dakota standards for teacher education program approval to determine whether they meet the same criteria as the listed recognized majors. Majors must include a minimum of thirty-two semester hours of coursework specific to the major

beyond the introductory level. All official transcripts from all institutions of higher education must be submitted to the education standards and practices board.

- (1) The secondary content-specific major must include a minimum of four semester hours in special methods of teaching at the secondary level and special methods of teaching in the specific content area. Effective July 1, 2008, all initial secondary licensure applicants grades seven through twelve in the core and non-core academic areas will need to meet or exceed the cut scores for the praxis-II content test as set by the education standards and practices board. Effective July 1, 2010, all initial secondary licensure applicants grades seven through twelve in the core and non-core academic areas will need to meet or exceed the cut scores for the praxis-II principles of teaching and learning test pedagogical test as set by the education standards and practices board. For purposes of this section, English, reading and language arts, mathematics, science, foreign languages, music, visual arts, history, civics and government, geography, and economics are considered core academic areas. All other areas are considered non-core academic areas.
- (2) The middle level major must include study of middle level foundations, adolescent development, reading in the content areas at the middle level, and twenty-four semester hours of content coursework in one of the content areas of English and language arts, social studies, science, or mathematics meeting the teacher education program approval standards, and special methods of teaching at the middle level. Study of these areas must total a minimum of thirty-two semester hours, which includes at least two semester hours of special methods of teaching at the middle level and middle level classroom field experience. Effective July 1, 2008, all initial middle level licensure applicants grades five through eight in the core and non-core academic areas will need to meet or exceed the cut scores for the praxis-II content test as set by the education standards and practices board. Effective July 1, 2012, all initial middle level licensure applicants grades five through eight in the core and non-core academic areas will need to meet or exceed the cut scores for the pedagogical test as set by the education standards and practices board.
- (3) The elementary major must include special methods of teaching elementary content areas with a minimum of twelve semester hours specific to teaching elementary school mathematics, science, social studies, reading, and language arts. Effective July 1, 2006, all initial elementary licensure applicants grades one through six or grades one through eight restricted license will need to meet or exceed the cut scores as set by the education standards and practices board for the praxis-II elementary test 10011 and the pedagogical test. For the school year 2005-06 and beyond, all elementary teachers new to the profession, but previously licensed, will need to complete the praxis-II elementary test 10011 and praxis-II principles of learning and teaching pedagogical test 30522 during the school year. Classroom teaching experience will be accepted from all other states toward the requirements of this paragraph.
- (4) Prekindergarten through grade twelve preparation programs in special education, foreign language, art, music, physical education, business education, technology education, and computer education must include a minimum of four semester hours of special methods of teaching inclusive of kindergarten through grade twelve, special methods of

teaching in the specific content area, and student teaching in elementary and secondary schools, grades prekindergarten through grade twelve. Effective July 1, 2006, all applicants in foreign language, art, and music will need to meet or exceed the cut scores for the ~~praxis~~ content tests as set by the education standards and practices board.

- (5) The early childhood major must include study of child development, birth through age eight, and include special methods of teaching at the early childhood level.
 - (6) The special education major for regular licensure meeting or exceeding the teacher education program approval standards must include a second major in early childhood, elementary, middle level, or secondary education. Effective July 1, 2008, all applicants in special education majors or endorsements must meet or exceed the ~~praxis~~ test cut scores as set by the education standards and practices board.
- c. The professional education component includes a minimum of twenty-two semester hours of pedagogical study of teaching and learning in addition to the program-specific major. This coursework must be from the areas of educational foundations, educational psychology, child development, teaching and learning theory, educational diagnosis and assessment, inclusive education, educational technology, classroom and behavioral management, and human relations specific to teaching. The professional education component must also include classroom professional experience prior to student teaching and a minimum of ten weeks of full-time successful participation in student teaching at appropriate grade levels. The professional education component, including student teaching, must be completed under the supervision of a teacher training institution approved by the education standards and practices board in North Dakota or the appropriate state, provincial, or similar jurisdictional authority for out-of-state institutions.
- d. Student teaching exception - Internship. An applicant who graduated from a state-approved teacher education program prior to January 1, 1988, which did not include a minimum of ten weeks of full-time student teaching may qualify under one of the two options under this subdivision. These options are available only if the applicant has met all other requirements for licensure of the education standards and practices board and North Dakota Century Code sections 15.1-18-02 and 15.1-18-03, except the requirement of ten weeks of student teaching.
- (1) The applicant must document a minimum of eight full weeks of student teaching at the appropriate level in the major field of study under the supervision of a state-approved teacher education program and document five years of successful teaching within the last ten years; or
 - (2) An applicant who can document a minimum of eight weeks of successful student teaching but cannot document a minimum of five years of successful teaching experience must either complete the additional student teaching hours or may choose to complete an internship under the supervision of a state-approved college of teacher education to fulfill the additional hours.
 - (a) The internship contact hours in the classroom must consist of classroom time blocks not less than one-half day and when added to the applicant's existing student teaching hours total a minimum of ten weeks of full-time equivalent student teaching and supervised internship experience.

- (b) The internship must occur in a regular kindergarten through grade twelve classroom setting and allow the intern to experience the full range of curriculum and classroom operations.
 - (c) The internship must be approved by the education standards and practices board and transcribed through a state-approved teacher education institution.
- e. Teaching minors. A teaching minor may only be earned or added to a teaching major. An individual may not be licensed or change grade levels of licensure with only a teaching minor.

A teaching minor is defined as a minimum of sixteen semester or twenty-four quarter credit hours in a single designated academic area and the methods of teaching the content area. These sixteen semester or twenty-four quarter credit hours must be in courses for which the institution gives credit toward graduation in the major and be included in the teacher education program approval process.

2. Grade Point Average.

- a. An applicant must have a minimum overall grade point average of 2.50. The education standards and practices board will use the college-figured grade point average if all previous college coursework is on the transcript. If the student has transferred from another institution, and the grade point average calculated by the institution granting the degree is only for those credits at that institution, the education standards and practices board will refigure the grade point average using all previous college coursework.
- b. An applicant must have a minimum grade point average (GPA) of 2.50 for all coursework required for the applicant's degree. Coursework not needed for a degree in teacher education need not be included in GPA calculations. Coursework used in any way for licensure or endorsements must be included in GPA calculations. If the student has coursework from more than one institution, the education standards and practices board will review the grade point average using the program of studies approved by the North Dakota teacher education institution.

3. Verification of eligibility for home state licensure may be requested.

5. Acceptable translations for preparations received in foreign institutions will be requested at the applicant's expense.

6. Application form.

- a. An application fee of thirty dollars must accompany a request for an initial application form.
- b. The original completed application form, including the original signature of the applicant and recommendation by the state-approved teacher education program will be considered for licensure by the education standards and practices board.
- c. A fee of seventy dollars must accompany the application for initial licensure for in-state and out-of-state graduates. An additional fee of one hundred seventy-five dollars for transcript review from out-of-state graduates must also accompany the licensure application.

- d. The application will be kept on file at the education standards and practices board office for six months. Upon expiration of the six-month period, applicable fees will be refunded to the applicant if the license has not been issued.
7. All initial licenses are valid for at least two consecutive years and will expire on the applicant's birthday.
8. Fingerprinting. In addition to completing the licensure application process outlined in this section, an applicant applying for licensure in North Dakota for the first time after August 1, 1997, must submit to a fingerprint screening for criminal records in accordance with North Dakota Century Code section 15.1-13-14.
 - a. An applicant graduating from a North Dakota teacher preparation program may obtain the fingerprinting materials from college officials. Previous graduates and out-of-state graduates must contact the education standards and practices board directly for the fingerprinting materials. Fingerprint screening reports from other agencies are not available to the education standards and practices board. Applicants must complete the process with cards and release forms designating the education standards and practices board as the agency to receive the report.
 - b. The applicant must have the fingerprinting done by an authorized law enforcement agency such as a sheriff's office, police department, or campus police. Both cards are to be completed with a ten-finger check. The criminal record inquiry authorization form must also be completed, including an original signature. The fingerprint cards and authorization form must be returned directly to the education standards and practices board office.
 - c. Unofficial, incomplete, altered, or damaged cards and forms will not be accepted.
 - d. The applicant is responsible for all local, state, and federal law enforcement agency fees related to the fingerprint background check.
 - e. The applicant is advised to allow a minimum of eight weeks for the fingerprint screening process. An applicant must hold a valid North Dakota license to be employed or permitted to teach in North Dakota. Individuals who have completed all requirements for the professional educator's license except final completion of the fingerprint background check may obtain a provisional license under section 67.1-02-04-04.
 - f. Fingerprint screening reports must be recent and may only be used for licensure for eighteen months from the date the report is received by the education standards and practices board.
9. Reeducation for initial licensure. Applicants who hold nonteaching degrees in content areas taught in public schools may receive initial licensure by completing the professional education requirements at a state-approved program authorized through program approval to recommend applicants for licensure in the approved program area. This reeducation may be completed at the undergraduate or graduate level. The institution with the approved program must document that the applicant's specialty area degree is equivalent to its approved program's specialty area requirements in subdivisions b and c of subsection 1, and recommend the applicant for licensure. Applicants applying under this section must file a completed application form as other initial applicants, comply with the fingerprint background check in subsection 9, complete all tests, and pay all applicable fees.

10. Pre-professional skills test. On July 1, 2002, all initial applicants for licensure will be required to submit their test scores for the ~~PPST~~ in reading, writing, and mathematics. Beginning July 1, 2003, all applicants for initial licensure will need to submit their test scores for the ~~PPST~~ in reading, writing, and mathematics which meet or exceed the state cut score or composite score. Documentation of the ~~ETS~~ ~~PPST~~-scores must be submitted with the application form.

History: Effective July 1, 1995; amended effective October 1, 1998; October 16, 1998; April 14, 1999; June 1, 1999; March 1, 2000; August 1, 2002; July 1, 2004; April 1, 2006; July 1, 2008; July 1, 2010.

General Authority: NDCC 15.1-13-08, 15.1-13-09, 15.1-13-10

Law Implemented: NDCC 15.1-13-08, 15.1-13-10, 15.1-13-11, 15.1-13-12, 15.1-13-14

67.1-02-02-03. Distance learning instructor - Definition - Qualifications - Licensure.
Repealed effective April 1, 2012.

67.1-02-02-04. Two-year and five-year renewals.

1. Two-year renewal license.

- a. A two-year renewal license will be issued to applicants with less than eighteen months of successful contracted teaching in North Dakota who have completed all of the requirements on the application form and pay the required fee of fifty dollars. Applications for renewal may only be submitted six months prior to the expiration of the current license and will expire after a minimum of two years after the applicant's birthdate.
- b. A two-year reentry license will be issued to an applicant reentering the profession after an absence of five years who has completed all of the requirements on the application form. Prior to applying for the reentry license, the applicant must submit to a fingerprint screening for criminal records in accordance with North Dakota Century Code section 15.1-13-14. An applicant reentering the profession must complete eight semester hours of reeducation credit during the applicant's first two years of contracted employment as stated in this section and in section 67.1-02-02-09. The fee for the reentry license is seventy dollars. Applications for renewal may only be submitted six months prior to the expiration of the current license and will expire after a minimum of two years on the applicant's birthdate.
- c. A two-year reentry license will be issued to an applicant from out of state who has had an absence from the profession of more than five years, or to an applicant who cannot submit four semester hours of credit taken during each of the past two five-year periods if employed in education out of state. Such an applicant must meet the requirements of North Dakota initial licensure as stated in section 67.1-02-02-02 and must also complete the requirements for reentry education as stated in this section and in section 67.1-02-02-09. The fee for the reentry license is seventy dollars. Applications for renewal may only be submitted six months prior to the expiration of the current license and will expire after a minimum of two years on the applicant's birthdate.
- d. A two-year renewal license will be issued for substitute teaching to those applicants who have completed all of the requirements on the application form. A substitute teacher must maintain a valid teaching license using the two-year renewal cycle, but is not required to submit reeducation hours unless the person signs a contract. The fee for this two-year renewal is fifty dollars. Applications for renewal may only be submitted six months prior to the

expiration of the current license and will expire after a minimum of two years on the applicant's birthdate.

- e. In extraordinary circumstances, the board may waive or extend the time for completion of the reeducation credits.
- f. For the school year 2005-06 and beyond, all elementary teachers new to the profession, but previously licensed, will need to complete the ~~praxis-II elementary test 10011 and praxis-II principles of learning and teaching test 30522~~ pedagogical test during the school year meeting North Dakota cut scores. Contracted classroom teaching experience will be accepted from all other states toward the requirements of this paragraph. A new to the profession teacher is defined as one who has never been contracted as a K-12 teacher.

2. **Five-year renewal license.**

- a. The initial five-year renewal will be issued to those applicants who have successfully taught eighteen months in the state on a valid North Dakota license and who have completed all of the requirements on the application form. Applications for renewal may only be submitted six months prior to the expiration of the current license and will expire after a minimum of five years on the applicant's birthdate.
 - (1) All five-year license applications must be accompanied by a fee of one hundred twenty-five dollars.
 - (2) Succeeding five-year renewals require evidence of thirty teaching days of contracted service and completion of a minimum of four semester hours of reeducation credit to avoid reverting to entry status. As licenses are renewed, after July 1, 2011, six semester hours of reeducation credit will be required for the new five-year period. All reeducation credit must be documented by college transcripts.
 - (3) For the school year 2005-06 and beyond, all elementary teachers new to the profession, but previously licensed, will need to complete the ~~praxis-II elementary test 10011 and praxis-II principles of learning and teaching test 30522~~ and pedagogical test during the school year meeting North Dakota cut scores. Contracted classroom teaching experience will be accepted from all other states toward the requirements of this paragraph. A new to the profession teacher is defined as one who has never been contracted as a K-12 teacher.
- b. A renewal applicant who has completed the four semester hours of credit but has not been contracted for at least thirty days under the five-year license will revert to the two-year renewal cycle.
- c. Probationary license. An applicant who has failed to complete the ~~four-six~~ six semester hours of reeducation credit, whether the application has been contracted or not, will either not be renewed, or may agree to be placed on a two-year probationary license. Eight semester hours of reeducation semester credit must be supplied as a condition of the two-year probationary license. A second probationary license will not be issued.
- d. In extraordinary circumstances, the board may waive or extend the time for completion of the reeducation credits.

- e. Once the requirements have been met for the probationary license, a two-year renewal license will be issued.

History: Effective July 1, 1995; amended effective October 1, 1998; October 16, 1998; April 14, 1999; June 1, 1999; March 1, 2000; August 1, 2002; July 1, 2004; April 1, 2006; July 1, 2008; July 1, 2010.

General Authority: NDCC 15.1-13-09, 15.1-13-10

Law Implemented: NDCC 15.1-13-09, 15.1-13-10, 15.1-13-11

67.1-02-02-05. Professional development for license renewal. All professional development re-licensure credit must meet the professional development requirements approved by the education standards and practices board.

1. **Licensure renewal course credits.** The following minimum requirements must be approved by the education standards and practices board or through the institutional program review process.
 - a. Instructor of record. The instructor of record must hold an advanced degree (master's or above) and provide a vita/resume that includes name; current title; current address; telephone, facsimile, and electronic mail, as appropriate; highest degree earned and field of study; related professional or work experience; topics to be addressed; and any other relevant information.
 - b. Instructor's role. The instructor of record's role is to ensure submission of the proposal form to include all identified components as described in the proposal form subdivision below; a copy of the assessment tool and an identified process for keeping attendance using the criteria identified in the evaluation plan criteria subdivision below; and issue final grades.
 - c. Multi-speaker event. The instructor of record is responsible for upholding quality for a multi-speaker event by ensuring that at least seventy-five percent of the total instructional time must be provided by individuals with a master's degree or higher. See about presenters below. The instructor of record is responsible for completing the matrix of presenters for these events.
 - d. About presenters. The presenters are expected to provide quality graduate education experiences for participants. Presenters are encouraged to possess a master's degree or higher. A multi-speaker event must have seventy-five percent of instructional time provided by individuals with a master's degree or higher. However, a bachelor's degree may be accepted based on level of experience, accomplishments, and subject matter expertise. Each presenter is required to complete a short biography or resume to provide the presenter's educational credentials and experience or training in relation to the presenter's presentation topic.
 - e. Proposal form. The proposal form must include conference or course description; objectives and learner outcomes; conference or course topical outline; all requirements and expectations (e.g., participation, attendance, assignments) for earning the credit; textbooks or other resources to be used; and evaluation plan of learner outcomes. In addition, for multi-speaker events an electronic copy of the program is required; a document that includes session descriptions; and completion of the matrix of presenters specifying their educational credentials, topics to be addressed, and the length in hours and minutes of each presenter's presentations.
 - f. Credit requirements. The following requirements must be communicated to the participants prior to the start of the event.

- (1) Participants must hold a minimum of a bachelor's degree to be eligible to receive graduate credit.
 - (2) Participants must attend a minimum of fifteen hours of graduate level activity per credit hour.
 - (3) Participants must complete all credit requirements of the event.
 - (4) Participants must complete a product or an application of learning.
- g. Evaluation plan criteria. One copy of the evaluation plan for determining the participant's grade must be submitted with this proposal. The evaluation plan may be formatted a number of ways but must, at a minimum, include participant verification of attendance, documenting the required fifteen clock-hours per credit (e.g., session sign-in sheet, session summary) and an assignment designed to elicit from the participants their ability to apply concepts and knowledge learned at the conference in their own teaching and work situations (e.g., lesson plan, summary paper, group project/paper). An assessment rubric is required for letter grading but not for satisfactory or unsatisfactory grading.
2. Five-year licensure renewal. As licenses are renewed, after July 1, 2011, six semester hours of reeducation credit will be required for the new five-year period, as documented by college transcripts, earned within the dates of the license, and contracted teaching of a minimum of thirty days. Applicants not meeting these requirements will be processed as indicated under that section.
- a. Professional development coursework submitted for renewal may be either undergraduate or graduate credit and must be either in professional education or applicable to the applicant's licensed major, minor, or endorsement areas as indicated above.
 - b. Applicants who are working toward an added degree or endorsement may use coursework applicable to that expanded area of study for renewal. In extraordinary circumstances, the board may waive or extend the time for completion of the reeducation credits.

History: Effective July 1, 1995; amended effective October 1, 1998; March 1, 2000; July 1, 2004; April 1, 2006; July 1, 2010.

General Authority: NDCC 15.1-13-09, 15.1-13-10

Law Implemented: NDCC 15.1-13-09, 15.1-13-10

67.1-02-02-06. Denial and appeal. The education standards and practices board may deny an application for the issuance of a license made by an applicant:

1. Who failed to comply with licensure statutes or the educator's code of ethics;
2. Who failed to meet the minimum educational requirements set forth in the rules of licensure of the education standards and practices board;
3. Who has been convicted of a crime under the laws of the state or the United States, or who has knowingly provided false information to the education standards and practices board;
4. Who is currently under license suspension; or
5. Who has had certification or licensure revoked.

If a license application is denied by the education standards and practices board staff, an

applicant may request, in writing, a review of the denial by the education standards and practices board through written documentation. In the event of denial by the education standards and practices board, the applicant may request a public hearing of the matter under North Dakota Century Code chapter 28-32.

History: Effective July 1, 1995; amended effective October 1, 1998; March 1, 2000.

General Authority: NDCC 15.1-13-09, 15.1-13-10

Law Implemented: NDCC 15.1-13-10

67.1-02-02-07. Human relations and cultural diversity. North Dakota education standards and practices board licensure requires coursework in Native American studies, cultural diversity, strategies for creating learning environments that contribute to positive human relationships, and strategies for teaching and assessing diverse learners (e.g., universal design for learning, response to intervention, early intervention, positive behavior interventions and supports).

1. North Dakota graduates applying for licensure meet these requirements through completion of education standards and practices board-approved programs. Teacher preparation programs may meet these requirements through general education, specific content major, professional education requirements, or a combination thereof.
2. Out-of-state applicants must provide evidence documenting successful completion of the requirement to the education standards and practices board within the interim reciprocal licensure requirements in chapter 67.1-02-04.
3. Substitute teachers may defer completion of the requirement until a contracted position is accepted.
4. Individuals who graduate prior to September 1, 1980, are exempt from multicultural requirements under North Dakota Century Code section 15.1-13-10.

History: Effective July 1, 1995; amended effective October 1, 1998; March 1, 2000; August 1, 2002; July 1, 2004; July 1, 2010.

General Authority: NDCC 15.1-13-09, 15.1-13-10

Law Implemented: NDCC 15.1-13-10

67.1-02-02-08. State model for inservice education and professional development.
Repealed effective July 1, 2012.

67.1-02-02-09. Reentry. Prior to applying for the reentry license, the applicant must submit to a fingerprint screening for a statewide and nationwide criminal history record check in accordance with North Dakota Century Code sections 15.1-13-14 and 20-60-24. An applicant who has been out of teaching for a period of more than five years must earn a total of eight semester hours or twelve quarter hours of college or university credit, as documented by college transcripts, in the area in which the teacher wishes to renew licensure during the first two years of reentry contracted service. Substitute teachers are exempt from the eight semester hour requirement until the individual accepts a contracted position. The fee for the two-year reentry license is seventy dollars. Reentry applicants should also refer to information in subsection 1 of section 67.1-02-02-04, regarding two-year and five-year renewals.

History: Effective July 1, 1995; amended effective October 1, 1998; June 1, 1999; March 1, 2000; August 1, 2002; July 1, 2004; April 1, 2006; July 1, 2008.

General Authority: NDCC 15.1-13-09, 15.1-13-10

Law Implemented: NDCC 15.1-13-09, 15.1-13-10, 15.1-13-11

67.1-02-02-10. Substitute teachers.

1. **Qualifications.** A substitute teacher must hold a valid North Dakota educator's professional license based upon the same qualifications as a contracted teacher. A substitute teacher holding a regular license may substitute in any area requiring regular elementary or secondary licensure. An individual with a restricted license may substitute only in the individual's area of restriction.
2. **Reeducation.** A substitute teacher who has not been under contract at any time during the person's current license does not need to submit reeducation hours to renew licensure. A substitute teacher who has been under part-time or full-time contract at any time during the person's current license, or who enters into a contract, must meet the reeducation requirements for contracted teachers.
3. **Shortages.** Interim licensure may be granted for substitute teachers as detailed in section 67.1-02-04-02 when a shortage of regularly licensed substitutes exists.
4. **Student teachers.** A student teacher will be eligible for a forty-day provisional license upon completion of all requirements for the student teacher's bachelor's degree minus the awarding of the degree and the official transcript as documented by the institution of higher education registrar. Once the degree has been awarded and the official transcript has been received, the student teacher will receive the initial two-year license.

History: Effective October 16, 1998, April 14, 1999; amended effective June 1, 1999; March 1, 2000; July 1, 2008.

General Authority: NDCC 15.1-13-09, 15.1-13-10

Law Implemented: NDCC 15.1-13-09, 15.1-13-10

67.1-02-03-01. Elementary endorsement. Reeducation of a licensed teacher for elementary school teaching may be accomplished by completing a state-approved elementary teacher education program of thirty-two semester hours, including a regular classroom student teaching experience of six quarter hours or a minimum of five consecutive weeks between kindergarten through grade six, or the clinical practice option described in section 67.1-02-04-07. The coursework must include special methods of teaching elementary content areas with a minimum of twelve semester hours specific to teaching elementary school reading, language arts, mathematics, science, and social studies along with additional appropriate elementary education coursework.

Prior to July 1, 2006, reeducation for the elementary endorsement must be completed prior to assignment to teach at the elementary level. Effective July 1, 2006, all elementary endorsement applicants grades one through six will need to meet or exceed the cut scores for the ~~praxis-II~~ elementary test and the ~~praxis-II~~ principles of learning and teaching test as set by the education standards and practices board.

A verified successful college-supervised internship with credit may be substituted for student teaching under this section. The internship option within the elementary endorsement is available only:

1. To an individual who has graduated from a state-approved teacher education program that has as part of its approved preparation a year of college-supervised internship at the elementary level; or
2. To an individual licensed by the North Dakota education standard and practices board to teach kindergarten through grade twelve in accordance with North Dakota Century Code sections 15.1-18-03 and 15.1-18-02 who has already successfully completed a minimum of five weeks of full-time student teaching at the elementary level in the individual's specialty area. The total internship contact hours in the classroom must be equivalent to a minimum of five weeks of full-time student teaching and consist of classroom time blocks not less than one-half of one day.
3. The internship must occur in a regular kindergarten through grade six classroom setting and allow the intern to experience the full range of curriculum and classroom operations. Individuals performing elementary endorsement internships work under the supervision of licensed teachers and must not be assigned in lieu of regularly employed teachers. Individuals completing the internship option who are doing so to meet the requirements for elementary principalship must not intern with classroom teachers they would be supervising or evaluating in their role as principal. The internship must be approved by the education standards and practices board and transcribed through a state-approved teacher education institution.

Reeducation of a licensed teacher for elementary schoolteaching may also be accomplished by successful completion of a basic skills test in reading, writing, and mathematics, pedagogical test grades 1-6, and elementary content test meeting or exceeding the minimum scores determined by the education standards and practices board in the content area to be taught; and a mentorship offered through the education standards and practices board during the first year of teaching as an elementary teacher. All costs of the tests and the mentorship will be the responsibility of the licensed teacher.

The applicant must ~~request the endorsement form from the education~~

~~standards and practices board or from www.state.nd.us/esp/esp/apply, complete it, and return to the board office with the [apply online at www.nd.gov/esp/esp/apply](http://www.nd.gov/esp/esp/apply) using the online application ND Teach, submit official transcripts and the review fee of seventy-five dollars.~~

Specialty area endorsement in art, foreign language, or music for elementary teachers grades one through six. Elementary teachers with a major or major equivalency defined in section 67.1-02-03-01 in elementary education will be considered highly qualified to teach art, foreign language, or music grades one through six. Elementary teachers with a major, minor, or minor equivalency endorsement in art, foreign language, or music will be considered highly qualified in art, foreign language, or music grades one through six.

History: Effective July 1, 1995; amended effective June 1, 1999; March 1, 2000; August 1, 2002; July 1, 2004; April 1, 2006; July 1, 2012.

General Authority: NDCC 15.1-13-09, 15.1-13-10

Law Implemented: NDCC 15.1-13-10, 15.1-18-02

67.1-02-03-02. Kindergarten endorsement.

1. Reeducation of elementary teachers for kindergarten schoolteaching may be accomplished by presenting a minimum of twelve semester hours of kindergarten coursework in foundations of early childhood, kindergarten methods and materials, early language and literacy, observation, and assessment for the kindergarten child. The applicant must have a minimum of one year full-time equivalent successful teaching experience in kindergarten or grade one or student teaching of four semester hours or six quarter hours or a minimum of five consecutive weeks applicable to the endorsed area. Reeducation for the kindergarten endorsement must be completed prior to or within two years of assignment to teach at the kindergarten level or
2. Reeducation of a licensed teacher for kindergarten schoolteaching may also be accomplished by successful completion of the basic skills test in reading, writing, and mathematics, pedagogical test grades B-3 and early childhood content test meeting or exceeding the minimum scores determined by the education standards and practices board in the content area to be taught; and a mentorship offered through the education standards and practices board during the first year of teaching as a kindergarten teacher. All costs of the tests and the mentorship will be the responsibility of the licensed teacher.

~~The applicant must request the endorsement form from the education standards and practices board or from www.state.nd.us/esp/esp/apply, complete it, and return to the board office with the [apply online at www.nd.gov/esp/esp/apply](http://www.nd.gov/esp/esp/apply) using the online application ND Teach, submit official transcripts and the review fee of seventy-five dollars.~~

History: Effective July 1, 1995; amended effective June 1, 1999; March 1, 2000; July 1, 2004; April 1, 2006.

General Authority: NDCC 15.1-13-09, 15.1-13-10

Law Implemented: NDCC 15.1-13-10, 15.1-18-02

67.1-02-03-03. Secondary endorsement. Reeducation for secondary schoolteaching may be accomplished in one of the following ways:

1. By completing the minimum requirements for a degree in secondary education, including student teaching in grades seven through twelve or the clinical practice option as described in section 67.1-02-04-07, and a North Dakota-recognized content area major.
2. An individual who already has a North Dakota-recognized content area major meeting the state-approved teacher education standards may complete the secondary endorsement by presenting a minimum of twenty-two semester hours of secondary education professional courses for the endorsement in addition to the major or minor field. The applicant must have a minimum of one year successful teaching experience in grades seven through twelve or have five weeks supervised student teaching as part of the above program or the clinical practice option as described in section 67.1-02-04-07.
3. An individual who has a bachelor's degree in elementary education with a transcribed recognized content minor may complete the coursework necessary for the major in the core academic areas, secondary methods coursework, and a minimum of five weeks of student teaching in grades seven through twelve or the interim licensure clinical practice option under section 67.1-02-04-07.
4. An individual who has a bachelor's degree in elementary education with a transcribed recognized core content minor may complete the praxis II test and a minimum of five weeks of student teaching in grades seven through twelve or the interim licensure clinical practice under section 67.1-02-04-07.
5. Reeducation of a licensed teacher for secondary schoolteaching may also be accomplished by successful completion of basic skills test in reading, writing, and mathematics, pedagogical test grades 7-12 and secondary or specialty content test meeting or exceeding the minimum scores determined by the education standards and practices board in the content area to be taught; and a mentorship offered through the education standards and practices board during the first year of teaching as a secondary teacher. All costs of the tests and the mentorship will be the responsibility of the licensed teacher.
6. Reeducation for the secondary endorsement must be completed prior to assignment to teach in the secondary content area. An official transcript and test scores documenting the major must be attached to the endorsement form. ~~Effective July 1, 2009, all applicants for a secondary endorsement must complete the praxis II test in the core academic areas meeting or exceeding the cut scores set by the education standards and practices board.~~

~~The applicant must request the endorsement form from the education standards and practices board or from www.state.nd.us/espb/form, complete it, and return to the board office with the apply online at www.nd.gov/espb using the online application ND Teach, submit official transcripts and the review fee of~~

seventy-five dollars.

History: Effective July 1, 1995; amended effective October 1, 1998; June 1, 1999; March 1, 2000; August 1, 2002; July 1, 2004; April 1, 2006; July 1, 2008.

General Authority: NDCC 15.1-13-09, 15.1-13-10

Law Implemented: NDCC 15.1-13-10, 15.1-18-03

67.1-02-03-04. Middle school pedagogical endorsement for grades five through eight. The middle school pedagogical endorsement (50517) is mandatory for teachers licensed for grades seven through twelve to qualify for work with grades five and six in the subject fields of their licensure and voluntary for work with students in grades seven and eight. Elementary teachers licensed to teach grades one through six must complete the middle school pedagogical endorsement (50017) to teach in grades seven and eight. Endorsement for teaching in middle school is available on a voluntary basis to teachers licensed to teach elementary grades one through eight or to specialty areas licensed to teach grades one through twelve under paragraph 1, 3, or 4 of subdivision b of subsection 1 of section 67.1-02-02-02. A review of past coursework will be conducted and a program of study needed for completion will be established. The middle school pedagogical endorsement requires a minimum of ten semester hours, including all of the following:

1. Development of young adolescents.
2. Philosophy and curriculum (foundations) of middle school education.
3. Teaching reading and other study or learning skills in the content areas.
4. Methods or strategies of teaching in the middle grades, two semester hours minimum.
5. Reeducation for the middle level endorsement must include a twenty clock-hour field experience in grades five through eight in a school setting where middle level philosophy has been implemented, or successful teaching in grades five through eight in a school setting where middle level philosophy has been implemented.

Reeducation for the middle school endorsement must be completed prior to or within two years of assignment to teach at the middle level, grades five through eight.

Reeducation of a licensed teacher for middle level schoolteaching may also be accomplished by successful completion of basic skills test in reading, writing, and mathematics, pedagogical test grades 5-8 and/or middle level content test meeting or exceeding the minimum scores determined by the education standards and practices board in the content area to be taught; and a mentorship offered through the education standards and practices board during the first year of teaching as a middle level teacher. All costs of the tests and the mentorship will be the responsibility of the licensed teacher.

~~The applicant must request the endorsement form from the education standards and practices board or from www.state.nd.us/espb/form, complete it, and return to the board office with the apply online at www.nd.gov/espb using the online application ND Teach, submit official transcripts and the review fee of seventy-five dollars.~~

History: Effective July 1, 1995; amended effective Jun 1, 1999; March 1, 2000; August 1, 2002; July 1, 2004; April 1, 2006; July 1, 2008; July 1, 2012.

General Authority: NDCC 15.1-13-09, 15.1-13-10

Law Implemented: NDCC 15.1-13-10, 15.1-18-02

67.1-02-03-06. Minor equivalency endorsement.

1. Nothing in this section may be interpreted to affect the validity of minor equivalencies issued by the department of public instruction prior to September 1, 1998.
2. The applicant wishing to apply under the minor equivalency endorsement option must be licensed by the education standards and practices board to teach under North Dakota Century Code section 15.1-18-02 or 15.1-18-03. The minor equivalency endorsement will be issued for the same grade levels as the individual's primary licensure, the same as for minors transcribed by colleges of teacher education. Those whose primary licensure is secondary may use the endorsement to teach the new content area in grades seven through twelve. Those whose primary licensure is elementary (grades one through six or one through eight) or middle school (grades five through eight) may use the endorsement for additional content expertise at those levels but may not use it to teach at the high school level without a complete secondary endorsement. The minor equivalency endorsement in core academic areas will no longer be available at the secondary level (grades nine through twelve) effective July 1, 2006.
3. The applicant must request a minor equivalency endorsement form from the education standards and practices board, complete it, and return it to the education standards and practices board with official transcripts and the review fee of seventy-five dollars.
4. Once the transcripts have been reviewed, if all requirements have been met, the minor equivalency endorsement will be added to the teaching license. A new teaching license will be issued.
5. If the requirements have not been met, the education standards and practices board will return the minor equivalency endorsement form listing the additional requirements to be completed. No additional fee will be charged when the requirements have been met and the minor equivalency endorsement is added to the teaching license.
6. ~~Two~~ Three levels of content area endorsements are available to be added to the existing North Dakota professional educator's license. A listing of all the minor equivalency endorsement content areas available and specific areas of study required within each equivalency can be obtained by contacting the office of the education standards and practices board.
 - a. The ME16 requires a minimum of sixteen semester hours of content-specific coursework, including the areas of study approved and required by the education standards and practices board. The ME16 will be reviewed when the applicant applies for renewal licensure. The coursework for the ME24 must be completed within five years of the application date for the ME16. If the ME24 coursework is not completed within five S years, the ME16 will be removed from the license.

- b. The ME24 requires a minimum of twenty-four semester hours of content-specific coursework, including the areas of study approved and required by the education standards and practices board. The ME24 also must include the special methods of teaching in the content area. The ME24 is considered equivalent to a full teaching minor.
 - c. Test Minor Equivalency. Prior to contracted teaching, the successful completion of the content test meeting or exceeding the minimum scores determined by the education standards and practices board in the content area to be taught.
- 7. All coursework for the minor equivalency endorsement must be beyond the introductory level general studies courses as defined in section 67.1-02-02-02 and be transcribed by an approved teacher education program.
 - 8. All coursework must be transcribed by a state-approved college of teacher education program.
 - 9. The minor equivalency endorsement must be completed prior to contracted teaching in the content area.
 - 10. Effective July 1, 2006, minor equivalencies will continue to be available in the noncore academic areas. If a teacher chooses to complete a minor equivalency in the core academic areas, the teacher will need to complete the praxis II content-based test in addition to the minor equivalency to be eligible to teach in grades nine through twelve.
 - 11. The following coursework and requirements must be completed for the specific minor equivalency:
 - a. Agriculture (01005) - A total of sixteen semester hours, including three semester hours each in agriculture economics, agriculture management, animal science, plant science, and elective; six semester hours in agriculture leadership, community development, or philosophy of career and technical education; and special methods of teaching agriculture education.
 - b. Art (02005) - A total of sixteen semester hours, including art history, design, drawing, painting, ceramics, and special methods of teaching art.
 - c. Biology (13010) - A total of sixteen semester hours, including biology I and II, botany, zoology, genetics, general chemistry I and II, and special methods of teaching biology or science.
 - d. Business (03020) - A total of sixteen semester hours, including three semester hours in keyboarding, six semester hours in accounting, three semester hours in computer technology, general

business, business communication, and special methods of teaching business.

- e. Chemistry (13020) - A total of sixteen semester hours, including general chemistry I and II with labs, organic chemistry I and II with labs, analytic chemistry, and special methods of teaching chemistry or science.
- f. Composite science (13047) - A total of twenty-four semester hours with eight semester hours with labs in biology, chemistry, physics, and earth science, and special methods of teaching science.
- g. Computer science (23000) - A total of sixteen semester hours, including six semester hours a year-long sequence of structured language, two semester hours in advanced assembler language, eight semester hours in computer-related coursework, microcomputing, data structures and algorithms, operating systems, and special methods of teaching computer science.
- h. CTE health careers (07000) - Criteria to meet this endorsement is available through the department of career and technical education.
- i. CTE trade, industry, and technical (17000) - Criteria to meet this endorsement is available through the department of career and technical education.
- j. CTE diversified occupations (25000) - Coordinating techniques. Criteria to meet this endorsement is available through the department of career and technical education.
- k. CTE resource educator (26000) - Philosophy and practices of career and technical education, vocational assessment, career development, competency-based career and technical education cooperative education, special needs teaching methods, introduction to exceptional children, mental retardation, learning disabilities, or emotional disturbance, working with at-risk students, behavior problems, classroom strategies, and other courses or workshops as approved by the career and technical education supervisor.
- l. CTE information technology (27000) - Criteria to meet this endorsement is available through the department of career and technical education.
- m. CTE basic skills educator (28000) - Philosophy and practices of career and technical education, vocational assessment, career development, competency-based career and technical education, cooperative education, special needs teaching methods, introduction to exceptional children, mental retardation, learning disabilities, or emotional disturbance, working with at-risk students, behavior problems, remedial mathematics, remedial reading, and other courses or workshops

as approved by the career and technical education supervisor.

- n. CTE teacher student mentor (29000) - Criteria to meet this endorsement is available through the department of career and technical education.
- o. CTE career clusters (37000) - Criteria to meet this endorsement is available through the department of career and technical education.
- p. Drama or theater (05015) - Sixteen semester hours of drama or theater coursework.
- q. Driver education (21005) - Effective August 1, 2008, requirement: valid operator's license not suspended or revoked. Provide by January first of each year a complete abstract of the applicant's driving record for the past thirty-six months from a state driver's licensing office evidencing a satisfactory driving record free from any conviction that would constitute the basis for suspension or revocation on the instructor's operator's license, and not more than three moving traffic violations. Ten semester hours consisting of at least one course each in classroom driver and traffic education, in-car instruction, beginning driver problems, and organization and administration of safety education. Fourteen semester hours with no more than three semester hours in any one area: first aid; substance abuse education; equipment training, which may include simulator use and educational technology; classroom management; developmental psychology covering adolescent psychology; stress management; curriculum, planning, and assessment; teaching diverse learners; and educational psychology. Field experience required for elementary or middle school teachers provided by a driver's education mentor with a minimum of three years' experience in driver's education must include three clock-hours of in-car observation and three clock-hours of in-car instruction. This field experience must be documented with a letter from the school principal and driver education mentor. The renewal of the driver's education endorsement requires two semester hours every five years of driver and traffic safety coursework. It is the responsibility of the instructor to notify the education standards and practices board of any driving offense, suspension, revocation, or cancellation of the driving license.
- r. Earth science (13035) - A total of sixteen semester hours, including general chemistry I and II with labs, physical geology, historical geology, astronomy, meteorology, and special methods of teaching science.
- s. Economics (15010) - A total of sixteen semester hours, including principles of macroeconomics I and II, money and banking, computer

applications in economics, and methods of teaching economics or social science.

- t. English (05020) - A total of sixteen semester hours, including three semester hours of grammar and usage, six semester hours of composition, three semester hours of speech, three semester hours of developmental reading, literary analysis and criticism, nine semester hours of American and English literature, media, and special methods of teaching English.
- u. Family and consumer science (09040) - A total of sixteen semester hours, including child development and family science, consumer education and resource management, food and nutrition, health and wellness, apparel and textiles, housing issues and interior design, and the special methods of teaching family and consumer science.
- v. Foreign languages (French 06010, German 06015, Greek 06020, Latin 06025, Spanish 06035, Chinese 06260) - Sixteen semester hours specific to the foreign language, including composition and conversational structure of the language, culture, customs, and civilization relative to the language, introduction to literature in the language, and the special methods of teaching foreign language.
- w. Geography (15015) - A total of sixteen semester hours, including physical geography, cultural geography, world geography, North American geography, and the special methods of teaching geography or social science.
- x. Government and political science (15007) - A total of sixteen semester hours, including American government, political thought, international or global politics, and the special methods of teaching social science.
- y. Health (18015) - Twenty-four semester hours in first aid, cardiopulmonary resuscitation, and safety, nutrition, exercise physiology or fitness, personal and community health, current issues in health education, and the special methods and curriculum in school health education.
- z. History (15020) - A total of sixteen semester hours, including United States history I and II, western civilization I and II or world history I and II, and the special methods of teaching.
- aa. Library science (50065) - Twenty-four semester hours in introduction to the role of the librarian in the school library, reference, selection of materials and collection development, classification and cataloging of library materials, library administration, conducting research following state and national library standards, current issues in school librarianship, a study of children's literature, young adult literature, and reading

methods.

- bb. Marketing (04006) - A total of sixteen semester hours, including marketing, sales promotion, management, student organizations, methods of teaching marketing or business education, philosophy of career and technical education, coordinating techniques, and nine credits in any of the following: accounting, advertising, business, technology, economics, finance, promotion, and selling.
- cc. Mathematics (11010) - A total of sixteen semester hours, including calculus, abstract algebra, geometry (axiomatic), calculus I and II, linear algebra, abstract algebra, probability and statistics, and methods of teaching mathematics.
- dd. Music composite (12010) - Twenty-four semester hours in music theory (six semester hours), music history or literature, ear training or sight singing, conducting, keyboard proficiency, and methods of elementary and secondary music teaching.
- ee. Instrumental music (12005) - A total of sixteen semester hours, including music theory, ear training or sight singing, conducting, and eight semester hours of coursework in instrumental music, keyboard proficiency, and methods of elementary and secondary music teaching.
- ff. Choral or vocal music (12015) - A total of sixteen semester hours, including music theory, ear training or sight singing, conducting, and eight semester hours of coursework in vocal music, keyboard proficiency, and methods of elementary and secondary music teaching.
- gg. Physics (13050) - A total of sixteen semester hours, including general physics I and II, modern physics, electronics, mechanics, and methods of teaching science.
- hh. Physical education (08025) - A total of sixteen semester hours, including organization and administration of physical education and health, first aid and cardiopulmonary resuscitation, prevention and care of athletic injuries, health issues, physiology of exercise, foundations or curriculum of physical education, human physiology or anatomy, physical education for exceptional children, band, and methods of teaching sports activities, games, and dance.
- ii. Physical science (13045) - A total of sixteen semester hours, including eight semester hours each in general chemistry I and II with labs, general physics I and II, and methods of teaching science.
- jj. Psychology (15030) - A total of sixteen semester hours, including introduction to psychology, development psychology, abnormal psychology, personality theory, social psychology, and methods of teaching psychology or social science.

- kk. Social studies composite (15035) - Twenty-four semester hours in United States history, world civilization, world history, American government, world geography, physical geography, introduction to sociology, economics, psychology, and methods of teaching social science.
- ll. Sociology (15040) - A total of sixteen semester hours, including introduction to sociology, introduction to anthropology, social psychology, and methods of teaching social science.
- mm. Speech (05045) -Sixteen semester hours of speech or communication coursework.
- nn. Technology education (10007) - Coursework must include sixteen semester hours from the following list: principles or foundations of technology, technology and society, impacts of technology, history of technology, engineering design, design process, troubleshooting, invention and innovation, research and development, technology systems, modeling, i.e., three-dimensional modeling and prototyping, technology resources, and intelligent machines or robotics or automated systems. Coursework must include six semester hours from the following list: medical technology, agriculture and related biotechnologies, energy and power technologies, information and communication technologies, transportation technology, manufacturing technology, and construction technology. A minimum of three semester hours in study of methods of teaching technology education that must include curriculum and methods in standards-based instruction.
- oo. Native language endorsement (15046) - Coursework must include thirty semester hours in classroom management; theories of second language acquisition; methods of second language acquisition; introduction to the specific native language linguistic analysis I and II; native American studies I; the specific native language I, II, III, and IV; and native language history and culture.
- pp. STEM education (10300) - Coursework must include twelve semester hours in STEM (trans-disciplinary coursework in science, technology, engineering, and mathematics) philosophy, STEM curriculum, STEM methods, STEM strategies, and a two-day field experience in a STEM business or industry or school-based setting.
- qq. High school of business I (04007) - Coursework must include two semester hours of transcribed coursework specific to high school of business I training.
- rr. High school of business II (04008) - Coursework must include two semester hours of transcribed coursework specific to high school of business II training.
- ss. Theology (50040) - Requirements needed for the theology endorsement include a letter from the nonpublic school administration and the documentation on official transcripts of

the baccalaureate degree.

History: Effective March 1, 2000; amended effective August 1, 2002; July 1, 2004; April 1, 2006; July 1, 2008; July 1, 2010; July 1, 2012.

General Authority: NDCC 15.1-13-09, 15.1-13-10

Law Implemented: NDCC 15.1-13-08, 15.1-13-10, 15.1-13-11, 15.1-18-03

67.1-02-03-07. Major equivalency endorsements.

1. **High, objective, uniform state standard of evaluation.** College transcribed majors, the major equivalency licensure options described in this section, and alternative licenses issued in compliance with chapter 67.1-02-04 will be aligned with the North Dakota standards for program approval in section 67.1-02-01-05 as the state of North Dakota criterion-based measure of assurance that all teachers are highly qualified.
2. **Core academic areas.** For purposes of this section, English, reading and language arts, mathematics, science, foreign languages, music, visual arts, history, civics and government, geography, and economics are considered core academic areas. All other areas are considered noncore academic areas.
3. **Major equivalency endorsement.** A major equivalency endorsement is a licensure option in which an individual already licensed to teach in North Dakota may add qualifications to the license by demonstrating the individual has competency equivalent to the North Dakota program approval standards and other licensure requirements in section 67.1-02-02-02 for the new area.
 - a. Successful completion of basic skills test in reading, writing, and mathematics, pedagogical test grades B-3, 1-6, 5-8, or 7-12 and/or early childhood, elementary, middle, or content test meeting or exceeding the minimum scores determined by the education standards and practices board in the content area to be taught; and a mentorship offered through the education standards and practices board during the first year of teaching in the new content area. All costs of the tests and the mentorship will be the responsibility of the licensed teacher or
 - b. The minimum number of semester hours or equivalent competency documentation for a major equivalency is thirty-two semester hours, with the exception of composite majors, which require forty-two semester hours. Competency equivalent to a major in early childhood education, elementary education, middle level education, or secondary education academic majors must include evidence of appropriate:
 - (1) Content area preparation;
 - (2) Teaching methods and strategies; and
 - (3) Applied experience at the appropriate grade levels, i.e., field experience, clinical practice, or student teaching.

Endorsements issued by the education standards and practices board may be used toward demonstration of competency.

- c. North Dakota-licensed individuals who wish to add a major equivalency to an existing professional educators' license may demonstrate the new content area competency through the following options approved by the education standards and practices board:
 - (1) Undergraduate or graduate, or both, coursework equivalent to a major and aligned with the North Dakota program approval

standards;

- (2) An advanced degree in the major area which by itself, or in combination with other coursework, meets or exceeds the requirements for preparation in the major at the undergraduate level;
- (3) Until July 1, 2006, a minor or minor equivalency in the area with successful completion of a portfolio which may include, but not consist entirely of, evidence of successful teaching experience in the area and a one hundred dollar review fee;
- (4) A minor or minor equivalency in the area to be taught with successful completion of a content test meeting or exceeding the minimum scores determined by the education standards and practices board.
- (5) Until July 1, 2006, existing North Dakota licensure in the area with a minimum of three years of successful teaching experience in the area, and successful completion of a portfolio documenting competency;
- (6) Existing North Dakota licensure in the area with ~~a minimum of one year of successful teaching experience in the area~~, and successful completion of a content-based competency ~~test assessments~~ approved by the education standards and practices board; or
- (7) National board for professional teaching standards certification in the major area.

4. **Major equivalency endorsement - Requirements.** To be considered for a major equivalency, individuals teaching in the areas of early childhood education, elementary education, middle level education, and secondary education academic areas must be licensed in accordance with the laws and administrative rules of the education standards and practices board and must meet the provisions in North Dakota Century Code chapter 15.1-18, which include holding a major or major equivalency in the core content areas in which they are teaching, and a major, major equivalency, minor, or minor equivalency in noncore areas in which they are teaching.
 - a. Major equivalency endorsement for elementary teachers grades one through six. Beginning July 1, 2006, all elementary teachers new to the profession and all early childhood education teachers whose licensure will include grades one through three must pass a content-based test and teaching skills test in elementary education or early childhood education, approved by the education standards and practices board. Elementary teachers already licensed in North Dakota prior to July 1, 2006, are considered highly qualified on the basis of holding a major or endorsement in elementary education or a major in early childhood education which qualifies to teach grades one through three.
 - b. Major equivalency endorsement for middle level teachers grades

five through eight. Individuals teaching in a middle school must meet the education standards and practices board grade level requirements in section 67.1-02-03-04, and hold a minimum equivalent of sixteen semester hours of content area preparation and methods in the subject area specializations in which they are teaching. New middle school teachers must, beginning July 1, 2006, hold a minimum equivalent of twenty-four semester hours of content area preparation and methods in the subject area specializations in which they are teaching or may demonstrate major equivalency in subject areas through options allowed in subdivision b of subsection 3.

The twenty-four semester hours of content area preparation and methods of this subdivision for the subject area specialization must include the following specific semester hour preparation as listed in the following subject areas:

- (1) Middle school English and language arts (50117).
 - (a) Three semester hours in speech or debate;
 - (b) Six semester hours in reading;
 - (c) Three semester hours in grammar;
 - (d) Three semester hours in writing and composition;
 - (e) Six semester hours in literature; and
 - (f) Three semester hours in methods of teaching language and communication.

- (2) Middle school mathematics (50317). Required content must be beyond the college algebra level.
 - (a) Coursework in college algebra or pre calculus;
 - (b) Three semester hours in calculus;
 - (c) Geometry;
 - (d) Probability and statistics;
 - (e) Computer and instruction technology;
 - (f) Mathematics electives; and
 - (g) Methods of teaching mathematics.

- (3) Middle school science (50417).
 - (a) Six semester hours in life science or biology;
 - (b) Six semester hours in earth science or geology;
 - (c) Four semester hours in physics;
 - (d) Three semester hours in chemistry; and
 - (e) Three semester hours in methods of teaching science.

- (4) Middle school social studies (50217).

- (a) Nine semester hours in North Dakota geography, North American geography, world regional geography;
 - (b) Twelve semester hours in world history, North Dakota studies or history, United States history to 1877; and
 - (c) Three semester hours in teaching social science methods.
- c. Major equivalency endorsement for secondary teachers grades seven through twelve. To be considered highly qualified, secondary teachers must hold a major or major equivalency in the core content areas in which they are teaching, and a major, major equivalency, minor, or minor equivalency in noncore areas in which they are teaching.
- d. Major equivalency endorsement for teachers in science grades seven through twelve. Secondary teachers with majors in biology, chemistry, earth science, or physics (minimum of thirty-two semester hours) or physical science and other composite science degrees (minimum of forty-two semester hours) will be licensed to teach in each specific science discipline in which the individual has the minimum preparation for that specific science discipline aligned with the North Dakota standards for the areas (twelve semester hours).
- e. Major equivalency endorsement for teachers in social studies grades seven through twelve. Secondary teachers with majors in history (thirty-two semester hours), geography (thirty-two semester hours), civics and government (thirty-two semester hours), economics (thirty-two semester hours), or composite social studies (forty-two semester hours) will be licensed to teach in each specific social studies discipline in which the individual has a minimum number of semester hours aligned with the North Dakota standards for the area: history (eighteen semester hours), geography (twelve semester hours), civics and government (twelve semester hours), and economics (twelve semester hours), or a minimum of six semester hours aligned with the North Dakota standards for any other specific social studies disciplines.
- f. Major equivalency endorsement for English and language arts teachers grades seven through twelve. Secondary teachers with majors in English and language arts (thirty-two semester hours) will be licensed to teach in additional areas of speech, journalism, or drama and theater arts if the individual has a minimum preparation of six semester hours aligned with the North Dakota standards for that specialization. Individuals who hold majors, major equivalencies, minors, or minor equivalencies in speech, journalism, or drama and theater arts will also be licensed to teach those specializations.
- g. Major equivalency endorsement for music teachers grades seven through twelve. Teachers with majors in the field of music (minimum of thirty-two semester hours) will be licensed to teach at grade levels consistent with their preparation as stated in the rules for initial licensure in section 67.1-02-02-02 and in specializations of instrumental or choral music in which they have a minimum of eight semester hours aligned with the North Dakota program approval standards for that specialization. The eight semester hours may not include hours in private or group lessons or participation in music ensembles.

5. **Special education licensure.** To be considered highly qualified in special education,

the teacher will need to hold an early childhood, elementary, middle level, or secondary license at the specific level the teacher is teaching, hold a bachelor's degree, demonstrate knowledge in the subject the teacher is teaching, and hold the special education endorsement, major, or master's degree pursuant to the special education category the teacher is serving. Special education teachers not holding regular licensure at the level they are teaching will only be able to provide consultative services to students in grades kindergarten through grade twelve.

Reeducation of a licensed teacher for special education schoolteaching may also be accomplished by successful completion of basic skills test in reading, writing, and mathematics, pedagogical test grades 7-12 and special education disability content test meeting or exceeding the minimum scores determined by the education standards and practices board in the disability area to be taught; and a mentorship offered through the education standards and practices board during the first year of teaching as a special education teacher. All costs of the tests and the mentorship will be the responsibility of the licensed teacher.

6. **Elementary restricted special education (50915) licensure.** To be considered highly qualified in an elementary special education classroom grades one through six, the teacher will need to hold a restricted special education license and complete the praxis II tests 30522 and 10011. This license would not allow the teacher to qualify for a regular elementary classroom.
7. **Early childhood restricted special education (50937) licensure.** To be considered highly qualified in an early childhood special education classroom birth through grade three, the teacher will need to hold a restricted special education license and complete the praxis II tests 0621 and 10022. This license would not allow the teacher to qualify for a regular early childhood classroom.

The applicant must ~~request the endorsement form from the education standards and practices board or from www.state.nd.us/espb/form, complete it, and return to the board office with the~~ apply online at www.nd.gov/espb using the online application ND Teach, submit official transcripts and the review fee of seventy-five dollars.

History: Effective July 1, 2004; amended effective April 1, 2006; July 1, 2008; July 1, 2012.

General Authority: NDCC 15.1-13-09, 15.1-13-10

Law Implemented: NDCC 15.1-13-10, 15.1-13-11, 15.1-13-14

67.1-02-03-09. Early childhood education endorsement (50037). The birth to grade three early childhood education endorsement may be completed by an applicant with a nonteaching degree in a related field or holding a valid North Dakota educator's professional license. The applicant must complete all requirements for initial licensure in section 67.1-02-02-02, submit a program of study from a state-approved teacher education program including thirty-two semester hours in early childhood education, twenty-two semester hours of professional education, and field experience or student teaching of ten weeks in grades kindergarten through grade three. If the applicant has completed a previous student teaching experience of ten weeks, the reeducation early childhood student teaching experience may be five weeks.

The early childhood education coursework must include six semester hours in child development and learning; three semester hours in building family and community relations; three semester hours in observation and assessment; eighteen semester hours in methods of mathematics, science, social studies, reading, language arts, early language literacy, and play; three semester hours in administration and leadership; twenty-two semester hours in education foundations, educational psychology, teaching and learning theory, educational diagnosis and assessment, inclusive education, educational technology, classroom and behavioral management, and multicultural or native American studies specific to teaching; and field experience must include three supervised field experiences and two student teaching experiences for a minimum of ten weeks five weeks student teaching for applicants with an existing teaching license). One student teaching experience must be in an accredited prekindergarten or kindergarten setting and the other in grade one, two, or three, and include the opportunity to work with children with special needs.

Effective July 1, 2006, all early childhood endorsement applicants will need to meet or exceed the cut scores as determined by the education standards and practices board for the ~~praxis II~~ early childhood education test and the ~~praxis II principles of learning and teaching test~~ pedagogical assessment.

Reeducation of a licensed teacher for early childhood schoolteaching may also be accomplished by successful completion of the basic skills test in reading, writing, and mathematics, pedagogical test grades B-3 and early childhood content test meeting or exceeding the minimum scores determined by the education standards and practices board in the content area to be taught; and a mentorship offered through the education standards and practices board during the first year of teaching as an elementary teacher. All costs of the tests and the mentorship will be the responsibility of the licensed teacher.

The applicant must ~~request the endorsement form from the education standards and practices board or from www.state.nd.us/espb/form, complete it, and return to the board office with the~~ apply online at www.nd.gov/espb using the online application ND Teach, submit official transcripts and the review fee of seventy-five dollars.

History: Effective April 1, 2006; amended effective July 1, 2008; July 1, 2012.

General Authority: NDCC 15.1-13-09, 15.1-13-10

Law Implemented: NDCC 15.1-13-10, 15.1-13-11, 15.1-13-14

67.1-02-03-12. Special education endorsements. The applicant must request the appropriate endorsement form from the education standards and practices board or from www.state.nd.us/espb/form, complete it, and return to the board office with the official transcripts and the review fee of seventy-five dollars.

Reeducation of a licensed teacher for special education schoolteaching may also be accomplished by successful completion of the basic skills testt in reading, writing, and mathematics, pedagogical test grades 7-12 and special education disability content test meeting or exceeding the minimum scores determined by the education standards and practices board in the disability area to be taught; and a mentorship offered through the education standards and practices board during the first year of teaching as an elementary teacher. All costs of the tests and the mentorship will be the responsibility of the licensed teacher.

1. **Early childhood special education endorsement (19037).** The applicant wishing to apply for the early childhood special education endorsement must:
 - a. Hold a valid North Dakota educator's professional regular license in special education, early childhood education, or elementary education.
 - b. Complete a minimum of twenty-two semester hours primarily at the graduate level in the following core coursework: children with exceptional learning needs, assessment of students with disabilities or special needs or assessment of young children, behavior management of students with disabilities, legal aspects of special education, and consultation and collaboration. Early childhood special education coursework, including characteristics and introduction of young children, methods and materials of young children with disabilities, assessment of young children, development of young children, including the domains of social, emotional cognition, language and literacy, and physical and adaptive must also be completed. A two semester hour early childhood special education practicum or internship must be completed.
 - c. The early childhood special education endorsement enables the applicant to teach early childhood special education birth through grade three.
 - d. A plan on file (formerly tutor in training) for the early childhood special education endorsement may be requested and must be completed within three years of assignment to teach early childhood special education. The plan on file request must include a letter requesting the endorsement from the administrator, identification of the special education mentor, transcribed documentation of three semester hours of completed coursework in special education, and documentation of enrollment in an institution of higher education in two additional courses specific to the early childhood special education regardless of how many hours already transcribed in special education. Transcript review will be done yearly to document progress toward completion of the plan. The applicant shall file a plan with the education standards and practices board upon becoming employed as an early childhood special education teacher, outlining how the

endorsement will be completed within the three-year period.

2. **Emotional disturbance special education endorsement.** The applicant wishing to apply for the emotional disturbance special education endorsement must:
 - a. Hold a valid North Dakota educator's professional regular license in special education or early childhood, elementary, middle, or secondary education;
 - b. Complete a minimum of twenty-four semester hours primarily at the graduate level in the following core coursework: exceptional children and youth, assessment of students with disabilities, behavior management of students with disabilities, legal aspects of special education, and consultation and collaboration. Coursework specific to emotional disturbance must also be completed, including characteristics and introduction of emotional disturbance, methods and materials of emotional disturbance, transition, inclusive settings, and assistive technology. A two semester hour practicum or internship in emotional disturbance must also be completed. Secondary prepared teachers must also complete methods in elementary reading and elementary mathematics.
 - c. Have completed coursework in reading methods and mathematics methods, if prepared as a secondary teacher.
 - d. A plan on file (formerly tutor in training) for the emotional disturbance special education endorsement may be requested by the administrator and must be completed within three years of assignment to teach emotional disturbance special education. The plan on file request must include a letter requesting the endorsement from the administrator, identification of the special education mentor, transcribed documentation of three semester hours of completed coursework in special education, and documentation of enrollment in an institution of higher education in two additional courses specific to the emotional disturbance regardless of how many hours already transcribed in special education. Transcript review will be done yearly to document progress toward completion of the plan. The applicant shall file a plan with the education standards and practices board upon becoming employed as an emotional disturbance special education teacher, outlining how the endorsement will be completed within the three-year period.
 - e. As an elementary licensed grades one through eight or grades one through six teacher with a special education endorsement in emotional disturbance, the teacher would be qualified to:
 - (1) Teach in an elementary classroom;

- (2) Teach or provide direct instruction to all elementary students with emotional disturbance;
- (3) Teach or provide direct instruction to middle or high school students with emotional disturbance who are alternately assessed; or
- (4) Consult kindergarten through grade twelve students with emotional disturbance.

f. As a middle level licensed grades five through eight teacher in English, science, mathematics, or social studies with a special education endorsement in emotional disturbance, the teacher would be qualified to:

- (1) Teach in a middle level classroom in the specific area of licensure;
- (2) Teach or provide direct instruction to middle level students with emotional disturbance in the specific area of licensure;
- (3) Teach or provide direct instruction to elementary, middle, or high school students with emotional disturbance who are alternately assessed; or
- (4) Consult kindergarten through grade twelve students with emotional disturbance.

g. As a secondary licensed grades seven through twelve or grades nine through twelve teacher in one of the No Child Left Behind Act of 2001 core subjects of English and language arts, mathematics, science, or social studies with a special education endorsement in emotional disturbance, the teacher would be qualified to:

- (1) Teach in a secondary level classroom in the specific area of licensure;
- (2) Teach or provide direct instruction to secondary level students with emotional disturbance in the specific area of licensure;
- (3) Teach or provide direct instruction in the specific area of licensure to middle or high school students with emotional disturbance who are alternately assessed; or
- (4) Consult kindergarten through grade twelve students with emotional disturbance.

3. **Intellectually disabled special education endorsement.** The applicant wishing to apply for the intellectually disabled special education endorsement must:

- a. Hold a valid North Dakota educator's professional regular license in special

education or early childhood, elementary, middle, or secondary education.

- b. Complete a minimum of twenty semester hours at the undergraduate or graduate level in the following core coursework: exceptional children and youth, assessment of students with disabilities, behavior management of students with disabilities, legal aspects of special education, and consultation and collaboration. Coursework specific to intellectual disabilities must also be completed, including characteristics and introduction of intellectual disabilities, methods and materials of intellectual disabilities, transition, mental hygiene or psychology of adjustment or personality theory or abnormal psychology, and corrective reading. A two semester hour practicum or internship in intellectual disabilities must also be completed. Secondary prepared teachers must also complete methods in elementary reading and elementary mathematics.

- c. A plan on file (formerly tutor in training) for the intellectual disabilities special education endorsement may be requested by the administrator and must be completed within three years of assignment to teach intellectual disabilities special education. The plan on file request must include a letter requesting the endorsement from the administrator, identification of the special education mentor, transcribed documentation of three semester hours of completed coursework in special education, and documentation of enrollment in an institution of higher education in two additional courses specific to the intellectual disabilities regardless of how many hours already transcribed in special education. Transcript review will be done yearly to document progress toward completion of the plan. The applicant shall file a plan with the education standards and practices board upon becoming employed as an intellectual disabilities special education teacher, outlining how the endorsement will be completed within the three-year period.

- d. Elementary licensed grades one through eight or grades one through six teacher with a special education endorsement in intellectual disabilities, the teacher would be qualified to:
 - (1) Teach in an elementary classroom.
 - (2) Teach or provide direct instruction to all elementary students with intellectual disabilities.
 - (3) Teach or provide direct instruction to middle or high school students with intellectual disabilities who are alternately assessed.
 - (4) Consult kindergarten through grade twelve students with intellectual disabilities.

- e. Middle level licensed grades five through eight in English, science, mathematics, or social studies with a special education endorsement in intellectual disabilities, the teacher would be qualified to:
 - (1) Teach in a middle level classroom in the specific area of licensure.

- (2) Teach or provide direct instruction to middle level students with intellectual disabilities in the specific area of licensure.
 - (3) Teach or provide direct instruction to middle school or high school students with intellectual disabilities who are alternately assessed.
 - (4) Consult kindergarten through grade twelve students with intellectual disabilities.
- f. Secondary licensed grades seven through twelve or grades nine through twelve in one of the No Child Left Behind Act of 2001 core subjects of English or language arts, mathematics, science, or social studies with a special education endorsement in intellectual disabilities, the teacher would be qualified to:
- (1) Teach in a secondary level classroom in the specific area of licensure.
 - (2) Teach or provide direct instruction to secondary level students with intellectual disabilities in the specific area of licensure.
 - (3) Teach or provide direct instruction in the specific area of licensure to middle school or high school students with intellectual disabilities who are alternately assessed.
 - (4) Consult kindergarten through grade twelve students with intellectual disabilities.

4. **Specific learning disabilities special education endorsement.** The applicant wishing to apply for the learning disabilities special education endorsement must:

- a. Hold a valid North Dakota educator's professional regular license in special education or early childhood, elementary, middle, or secondary education.
- b. Complete a minimum of twenty-four semester hours primarily at the graduate level in the following core coursework: exceptional children and youth, assessment of students with disabilities, behavior management of students with disabilities, legal aspects of special education, and consultation and collaboration. Coursework specific to specific learning disabilities must also be completed, including characteristics and introduction of specific learning disabilities, methods and materials of specific learning disabilities, transition, inclusive settings, corrective reading methods, and assistive technology. A two semester hour practicum or internship in specific learning disabilities must also be completed. Secondary prepared teachers must also complete methods in elementary reading and elementary mathematics.
- c. Have completed coursework in reading methods and mathematics methods, if prepared as a secondary teacher.
- d. A plan on file (formerly tutor in training) for the specific learning disabilities special education endorsement may be requested by a letter from the

administrator and must be completed within three years of assignment to teach specific learning disabilities special education. The plan on file request must include a letter requesting the endorsement from the administrator, identification of the special education mentor, transcribed documentation of three semester hours of completed coursework in special education, and documentation of enrollment in an institution of higher education in two additional courses specific to the specific learning disabilities regardless of how many hours already transcribed in special education. Transcript review will be done yearly to document progress toward completion of the plan. The applicant shall file a plan with the education standards and practices board upon becoming employed as a specific learning disabilities special education teacher, outlining how the endorsement will be completed within the three-year period.

e. Elementary licensed grades one through eight or grades one through six teacher with a special education endorsement in specific learning disabilities, the teacher would be qualified to:

- (1) Teach in an elementary classroom.
- (2) Teach or provide direct instruction to all elementary students with specific learning disabilities.
- (3) Teach or provide direct instruction to middle or high school students with specific learning disabilities who are alternately assessed.
- (4) Consult kindergarten through grade twelve students with specific learning disabilities.

f. Middle level licensed grades five through eight teacher in English, science, mathematics, or social studies with a special education endorsement in specific learning disabilities, the teacher would be qualified to:

- (1) Teach in a middle level classroom in the specific area of licensure.
- (2) Teach or provide direct instruction to middle level students with specific learning disabilities in the specific area of licensure.
- (3) Teach or provide direct instruction to elementary, middle, or high school students with specific learning disabilities who are alternately assessed.
- (4) Consult kindergarten through grade twelve students with specific learning disabilities.

g. Secondary licensed grades seven through twelve or grades nine through twelve teacher in one of the No Child Left Behind Act of 2001 core subjects of English or language arts, mathematics, science, or social studies with a special education endorsement in specific learning disabilities:

- (1) Teach in a secondary level classroom in the specific area of licensure.
 - (2) Teach or provide direct instruction to secondary level students with specific learning disabilities in the specific area of licensure.
 - (3) Teach or provide direct instruction in the specific area of licensure to middle or high school students with specific learning disabilities who are alternately assessed.
 - (4) Consult kindergarten through grade twelve students with specific learning disabilities.
5. **Special education strategist endorsement.** The applicant wishing to apply for the special education strategist endorsement must:
- a. Hold a valid North Dakota educator's professional regular license in special education or early childhood, elementary, middle, or secondary education.
 - b. Complete a minimum of thirty semester hours primarily at the graduate level in the following core coursework: exceptional children and youth, assessment of students with disabilities, behavior management of students with disabilities, legal aspects of special education, and consultation and collaboration. Coursework specific to special education strategist must also be completed, including characteristics and introduction of specific learning disabilities, intellectual disabilities, and emotional disturbance; methods and materials of intellectual disabilities, specific learning disabilities, and emotional disturbance; transition, inclusive settings, corrective reading methods, and assistive technology. Separate practicum or internship in each of specific learning disabilities, intellectual disabilities, and emotional disturbance must also be completed. Secondary prepared teachers must also complete methods in elementary reading and elementary mathematics.
 - c. Have completed coursework in reading methods and mathematics methods, if prepared as a secondary teacher.
 - d. A plan on file (formerly tutor in training) for the special education strategist endorsement may be requested by the administrator and must be completed within three years of assignment to teach. The plan on file request must include a letter requesting the endorsement from the administrator, identification of the special education mentor, transcribed documentation of three semester hours of completed coursework in special education, and documentation of enrollment in an institution of higher education in two additional courses specific to the education strategist regardless of how many hours already transcribed in special education. Transcript review will be done yearly to document progress toward completion of the plan. The applicant shall file a plan with the education standards and practices board upon becoming employed as a special education strategist teacher, outlining how the endorsement will be completed within the three-year period.
 - e. Elementary licensed grades one through eight or grades one through six teacher with a

special education strategist endorsement in intellectual disabilities, specific learning disabilities, and emotional disturbance:

- a) Teach in an elementary classroom.
 - b) Teach or provide direct instruction to all elementary students with intellectual disabilities, emotional disturbance, or specific learning disabilities.
 - c) Teach or provide direct instruction to middle or high school students with intellectual disabilities, emotional disturbance, or specific learning disabilities who are alternately assessed.
 - d) Consult kindergarten through grade twelve students with intellectual disabilities, emotional disturbance, or specific learning disabilities.
- f. Middle level licensed grades five through eight teacher with a special education strategist endorsement in intellectual disabilities, specific learning disabilities, and emotional disturbance:
- (1) Teach in an elementary or a middle level classroom.
 - (2) Teach or provide direct instruction to all elementary or middle level students with intellectual disabilities, emotional disturbance, or specific learning disabilities.
 - (3) Teach or provide direct instruction to elementary, middle, or high school students with intellectual disabilities, emotional disturbance, or specific learning disabilities who are alternately assessed.
 - (4) Consult kindergarten through grade twelve students with intellectual disabilities, emotional disturbance, or specific learning disabilities.
- g. Secondary licensed grades seven through twelve or grades nine through twelve teacher in one of the No Child Left Behind Act of 2001 core subjects of English or language arts, mathematics, science, or social studies with a special education strategist endorsement in intellectual disabilities, specific learning disabilities, and emotional disturbance:
- (1) Teach in a secondary level classroom in the specific area of licensure.
 - (2) Teach or provide direct instruction to all elementary students with intellectual disabilities, emotional disturbance, or specific learning disabilities.
 - (3) Teach or provide direct instruction in the specific area of licensure to middle or high school students with intellectual disabilities, emotional disturbance, or specific learning disabilities who are alternately assessed.
 - (4) Consult kindergarten through grade twelve students with intellectual disabilities, emotional disturbance, or specific learning disabilities.

6. **Gifted and talented endorsement.**

- a. The applicant wishing to apply for the gifted and talented endorsement must:
- (1) Hold a valid North Dakota educator's professional regular license in special education or early childhood, elementary, middle, or secondary education.
 - (2) Document one year of successful teaching in general education with a letter from the employing board.
 - (3) Complete a minimum of seventeen semester hours at the graduate level in the following coursework: children with exceptional learning needs, assessment, consultation and collaboration, characteristics and introduction of education of gifted students, methods and materials of gifted education, and two semester hours in gifted education practicum or internship.
 - (4) A plan on file (formerly tutor in training) for the gifted and talented endorsement may be requested by the administrator and must be completed within three years of assignment to teach. The plan on file request must include a letter requesting the endorsement from the administrator, identification of the special education mentor, transcribed documentation of three semester hours of completed coursework in special education, and documentation of enrollment in an institution of higher education in two additional courses specific to the gifted and talented endorsement regardless of how many hours already transcribed in special education. Transcript review will be done yearly to document progress toward completion of the plan. The applicant shall file a plan with the education standards and practices board upon becoming employed as a special education gifted and talented teacher, outlining how the endorsement will be completed within the three-year period.
- b. Elementary, middle, or secondary prepared teacher with an endorsement in gifted and talented education:
- (1) Teach in the specific area of licensure.
 - (2) Consult in gifted and talented programs kindergarten through grade twelve.

7. **Physical disabilities special education endorsement.**

- a. The applicant wishing to apply for the physical disabilities special education endorsement must:
- (1) Hold a valid, North Dakota educator's professional regular special education or physical education license.

- (2) Complete a minimum of fifteen semester hours at the undergraduate or graduate level in the following coursework: exceptional children and youth, introduction to physical disabilities or orthopedics for teachers, methods and materials in teaching students with physical disabilities, at least one full course in another area of exceptionality, and student teaching in the area of physical disabilities.
- b. Elementary, middle, or secondary prepared teacher with a special education endorsement in physically handicapped:
- (1) Teach in the specific area of licensure.
 - (2) Consult in physically handicapped kindergarten through grade twelve programs.

8. Visually impaired special education endorsement.

- a. The applicant wishing to apply for the visually impaired special education endorsement must:
- (1) Hold a valid North Dakota educator's professional regular license in special education or early childhood, elementary, middle, or secondary education.
 - (2) Complete a minimum of twenty-two semester hours at the undergraduate or graduate level in the following core coursework: exceptional children and youth, assessment of students with disabilities, behavior management of students with disabilities, legal aspects of special education, and consultation and collaboration. Coursework specific to visual impairment disabilities must also be completed, including characteristics and introduction of visual impairment disabilities, methods and materials of visual impairment disabilities, assessment of students with visual impairment, orientation and mobility, communication and media with students with visual impairment, and Braille instruction. A two semester hour practicum or internship must also be completed.
 - (3) A plan on file (formerly tutor in training) for the visually impaired endorsement may be requested by the administrator and must be completed within three years of assignment to teach. The plan on file request must include a letter requesting the endorsement from the administrator, identification of the special education mentor, transcribed documentation of three semester hours of completed coursework in special education, and documentation of enrollment in an institution of higher education in two additional courses specific to the visual impairment endorsement regardless of how many hours already transcribed in special education. Transcript review will be done yearly to document progress toward completion of the plan. The applicant shall file a plan with the education standards and practices board upon becoming employed as a special education teacher, outlining how the endorsement will be completed within the three-year period.

b. Elementary licensed with a double major in elementary education and visually impaired or elementary licensed grades one through eight or grades one through six teacher with a special education endorsement in visually impaired:

- (1) Teach in an elementary classroom.
- (2) Teach or provide direct instruction to all elementary students with visual impairment.
- (3) Teach or provide direct instruction to middle or high school students with visual impairment who are alternately assessed.
- (4) Consult kindergarten through grade twelve students with visual impairment.

c. Middle level licensed grades five through eight in English, science, mathematics, or social studies teacher with a special education endorsement in visually impaired:

- (1) Teach in a middle level classroom in the specific area of licensure.
- (2) Teach or provide direct instruction to middle level students with visual impairment in the specific area of licensure.
- (3) Teach or provide direct instruction to elementary, middle, or high school students with visual impairment who are alternately assessed.
- (4) Consult kindergarten through grade twelve students with visual impairment.

d. Secondary licensed grades seven through twelve or grades nine through twelve in one of the No Child Left Behind Act of 2001 core subjects of English or language arts, mathematics, science, or social studies with a special education endorsement in visually impaired:

- (1) Teach in a secondary level classroom in the specific area of licensure.
- (2) Teach or provide direct instruction to secondary level students with visual impairment in the specific area of licensure.
- (3) Teach or provide direct instruction in the specific area of licensure to middle or high school students with visual impairment who are alternately assessed.
- (4) Consult kindergarten through grade twelve students with visual impairment.

9. **Hearing-impaired (including deafness) special education endorsement.**

- a. The applicant wishing to apply for the hearing-impaired (including deafness) special education endorsement must:
- (1) Hold a valid North Dakota educator's professional regular license in special education or early childhood, elementary, middle, or secondary education.
 - (2) Complete a minimum of twenty-eight semester hours at the undergraduate or graduate level in the following core coursework: exceptional children and youth, assessment of students with disabilities, behavior management of students with disabilities, legal aspects of special education, and consultation and collaboration. Coursework specific to deaf or hard of hearing must also be completed, including assessment of students with deaf and hard of hearing, transition, methods of teaching speech to deaf and hard of hearing children, methods of teaching language to deaf and hard of hearing children, methods of teaching reading and academic subject to deaf and hard of hearing children, characteristics of students with deaf and hard of hearing, audiology and oral rehabilitation, sign language. A two semester hour practicum or internship with children from birth to twenty-one must be completed.
 - (3) The hearing-impaired (including deafness) special education endorsement may be attached to a regular education license.
 - (4) A plan on file (formerly tutor in training) for the deaf or hard of hearing endorsement may be requested by the administrator and must be completed within three years of assignment to teach. The plan on file request must include a letter requesting the endorsement from the administrator, identification of the special education mentor, transcribed documentation of three semester hours of completed coursework in special education, and documentation of enrollment in an institution of higher education in two additional courses specific to the deaf and hard of hearing endorsement regardless of how many hours already transcribed in special education. Transcript review will be done yearly to document progress toward completion of the plan. The applicant shall file a plan with the education standards and practices board upon becoming employed as a special education deaf or hard of hearing teacher, outlining how the endorsement will be completed within the three-year period.
- b. Elementary licensed with a double major in elementary education and hearing-impaired or elementary licensed grades one through eight or grades one through six teacher with a special education endorsement in hearing-impaired:
- (1) Teach in an elementary classroom.
 - (2) Teach or provide direct instruction to all elementary students with hearing impairment.
 - (3) Teach or provide direct instruction to middle or high school students with hearing impairment who are alternately assessed.

- (4) Consult kindergarten through grade twelve students with hearing impairment.
- C. Middle level licensed grades five through eight in English, science, mathematics, or social studies teacher with a special education endorsement in hearing-impaired:
 - (1) Teach in a middle level classroom in the specific area of licensure.
 - (2) Teach or provide direct instruction to middle level students with hearing impairment in the specific area of licensure.
 - (3) Teach or provide direct instruction to elementary, middle, or high school students with hearing impairment who are alternately assessed.
 - (4) Consult kindergarten through grade twelve students with hearing impairment.
- d. Secondary licensed grades seven through twelve or grades nine through twelve in one of the No Child Left Behind Act of 2001 core subjects of English or language arts, mathematics, science, or social studies teacher with a special education endorsement in hearing-impaired:
 - (1) Teach in a secondary level classroom in the specific area of licensure.
 - (2) Teach or provide direct instruction to secondary level students with hearing impairment in the specific area of licensure.
 - (3) Teach or provide direct instruction in the specific area of licensure to middle or high school students with hearing impairment who are alternately assessed.
 - (4) Consult kindergarten through grade twelve students with hearing impairment.

10. **Resource room endorsement plan on file.**

- a. The applicant wishing to apply for the resource room special education endorsement must:
 - (1) Hold a valid North Dakota educator's professional regular license in special education or elementary, middle, or secondary education.
 - (2) Hold a special education endorsement in either specific learning disabilities or intellectual disabilities.
 - (3) Submit a letter from the administrator requesting the resource room endorsement plan on file.
 - (4) Submit a plan to complete the following required coursework within three years of assignment in the resource room:
 - (a) A teacher with the intellectual disabilities endorsement would

need to complete three additional courses in education of children with specific learning disabilities: assessment for special education and methods and materials for specific learning disabilities.

(b) A teacher with the specific learning disabilities endorsement would need to complete two additional courses in introduction to intellectual disabilities and methods and materials for intellectual disabilities.

b. The resource room teacher should not have more than six students in the special classroom at any one time and must have time for consultation with general education teachers. If a greater number of students from one area of exceptionality than the other are enrolled, the teacher should hold the endorsement in the largest area of exceptionality.

11. Restricted emotional disturbance or restricted specific learning disabilities special education endorsement one-year plan on file.

a. The applicant wishing to apply for the restricted emotional disturbance or restricted specific learning disabilities special education endorsement must:

(1) Hold a valid restricted North Dakota educator's professional regular license in either specific learning disabilities or emotional disturbance.

(2) Submit a request for the restricted emotional disturbance or restricted specific learning disabilities from the local administrator.

(3) Document a plan to complete within one year the two additional graduate level courses in either emotional disturbance or specific learning disabilities, whichever is applicable to the applicant's transcribed undergraduate major. Courses must be a minimum of two graduate semester hours each in one seminar course and one practicum course in the appropriate area of special education (emotional disturbance or specific learning disabilities).

(4) The restricted emotional disturbance or restricted specific learning disabilities will only be issued once.

b. Reeducation for the special education endorsement must be completed prior to assignment to teach in the special education area. An official transcript documenting the coursework must be attached to the endorsement form. Effective July 1, 2009, all applicants for a special education endorsement must complete the praxis II test in the special education areas meeting or exceeding the cut scores set by the education standards and practices board.

History: Effective July 1, 2008; amended effective July 1, 2010; July 1, 2012.

General Authority: NDCC 15.1-13-09, 15.1-13-10

Law Implemented: NDCC 15.1-13-10, 15.1-13-11, 15.1-13-14