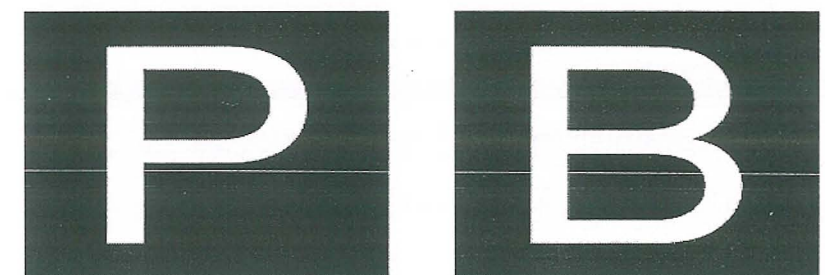


Administrative Rules



EDUCATION
STANDARDS
and PRACTICES BOARD

DRAFT
July 1, 2010

EDUCATION STANDARDS AND PRACTICES BOARD

ADMINISTRATIVE RULES

TABLE OF CONTENTS

JULY 2008

ARTICLE 67.1-01-GENERAL ADMINISTRATION

Section	67.1-01-01-01	Organization	5
	67.1-01-01-02	Duties	8
	67.1-01-01-03	Fines	10

ARTICLE 67.1-02-TEACHER LICENSURE

Chapter 67.1-02-01 Student Teaching

Section	67.1-02-01-01	Student Teachers	11
	67.1-02-01-02	Cooperating Teachers	12
	67.1-02-01-03	College Supervisors	12
	67.1-02-01-04	Program Approval of Teacher Education for Licensure	13
	67.1-02-01-05	Program Approval Standards	14

Chapter 67.1-02-02 Educator's Professional License

Section	67.1-02-02-01	Life Certificates	15
	67.1-02-02-02	Initial Licenses	15
	67.1-02-02-03	Distance Learning Instructor	21
	67.1-02-02-04	Two-Year and Five-Year Renewals	22
		Probationary License	24
	67.1-02-02-05	Professional Development for License Renewal	24
	67.1-02-02-06	Denial and Appeal	26
	67.1-02-02-07	Human Relations and Cultural Diversity	27
	67.1-02-02-08	State Model for Inservice Education	27
	67.1-02-02-09	Reentry	28
	67.1-02-02-10	Substitute Teachers	28

Chapter 67.1-02-03 Reeducation

Section	67.1-02-03-01	Elementary Endorsement	30
		Specialty Area Endorsement	30
	67.1-02-03-02	Kindergarten Endorsement	31
	67.1-02-03-03	Secondary Endorsement	32
	67.1-02-03-04	Middle School Pedagogical	

	Endorsement for Grades 5 through 8	33
67.1-02-03-05	Bilingual Education or ELL	34
67.1-02-03-06	Minor Equivalency Endorsement	35
67.1-02-03-07	Major Equivalency Endorsements	42
67.1-02-03-08	CTE Endorsements	47
67.1-02-03-09	Early Childhood Education Endorsement	48
67.1-02-03-10	Rural Flexibility Endorsement	48
67.1-02-03-11	Teaching Alternative Flexibility Endorsement	49
67.1-02-03-12	Special Education Endorsements	50

Chapter 67.1-02-04 Alternative Access Licenses

67.1-02-04-01	Alternative Access Licenses	72
67.1-02-04-02	Interim Licenses for Substitute Teachers	73
67.1-02-04-03	Interim School Counselor	74
67.1-02-04-04	40- Day Provisional Licenses	75
67.1-02-04-05	Out-of-State Reciprocal Licensure	76
67.1-02-04-06	Trade, Industry, Technical and Health	77
67.1-02-04-07	Clinical Practice Option	78
67.1-02-04-08	Out-of-State Highly Qualified License	79

Chapter 67.1-02-05 Licensure Policies

67.1-02-05-01	Reciprocity of Suspensions/Revocations	81
67.1-02-05-02	Experience	81
67.1-02-05-03	Reserve Officers Training	81
67.1-02-05-04	Endorsements/Added Degree/Restrictions	81
	Restricted Licenses	82
	National Board Certification	85
67.1-02-05-05	Foreign Transcripts and Special Needs	88
67.1-02-05-06	Levels of Licensure	88

Chapter 67.1-03 Code of Ethics

67.1-03-01-01	Preamble	89
67.1-03-01-02	Principle I	89
67.1-03-01-03	Principle II	90
67.1-03-01-04	Principle III	91

TITLE 67.1

EDUCATION STANDARDS AND PRACTICES BOARD

Article

- 67.1-01 General Administration
- 67.1-02 Teacher Licensure
- 67.1-03 Educator's Code of Ethics

ARTICLE 67.1-01

GENERAL ADMINISTRATION

Chapter
67.1-01-01 Organization of Board

CHAPTER 67.1-01-01 ORGANIZATION OF BOARD

Section
67.1-01-01-01 Organization of the Education Standards and Practices Board
67.1-01-01-02 Duties of the Education Standards and Practices Board
67.1-01-01-03 Fine for Practicing Without a License

67.1-01-01-01. Organization of the education standards and practices board.

1. **History.** The autonomous education standards and practices board was established by legislation in 1993. The board came into existence effective January 1, 1995, and assumed its duties on July 1, 1995. The board has its origins in the teacher professional practices commission which served in an advisory capacity to the superintendent of public instruction for teacher certification, teacher preparation program approval, and professional development.
2. **Board organization.** The education standards and practices board consists of ten members appointed by the governor. The board membership includes four classroom teachers from public schools, one classroom teacher from a private school, two school board members, two school administrators, and one dean of a college of education. The superintendent of public instruction or designee serves as an ex officio, nonvoting member. The administrators professional practices board is a subset of the education standards and practices board which includes the two school administrator members, two school board members, and two teacher members selected by the full board. The term of office of the board members is three years, commencing on July first of the year of their appointment. Members may serve only two consecutive terms.
 - a. **Officers.** The officers are a chairperson, vice chairperson, and secretary, who will be the board executive director. The officers will be elected for one-year terms at the reorganization meeting, which will be the first meeting called following July first of each year.
 - b. The duties of the chairperson include:

- (a) Recognize members, state motions, and confine debate to the motion under discussion;
 - (b) Call for special meetings upon the request of a majority of the board in writing;
 - (c) Assist the director in preparing an agenda to be sent with the announcement of the next meeting;
 - (d) Designate board members to attend special meetings at board expense;
 - (e) Appoint standing committees and subcommittees;
 - (f) Be responsible for communicating all statements on the actions of the board in the execution of its duties; and
 - (g) Perform other duties as deemed necessary by the board.
- (2) The duties of the vice chairperson include:
- (a) Preside when the chairperson is absent or when called to the chair by the chairperson;
 - (b) Perform the duties of the chairperson until a new chairperson is elected in case of a vacancy in the office of the chairperson;
 - (c) Be acquainted with the duties and responsibilities of the chairperson; and
 - (d) Perform other duties as deemed necessary by the board.
- (3) The duties of the executive director include:
- (a) Record attendance of the board members;
 - (b) Keep an accurate record of all proceedings and distribute them to the members;
 - (c) Assist the chairperson in the preparation and distribution of the agenda;
 - (d) Notify all board members ten days in advance of any meeting;
 - (e) Send out all mailings and notices required by the board;

- (f) Prepare a financial statement for each regular meeting and coordinate vouchers;
 - (g) Release statements to the media, subject to board approval; and
 - (h) In the absence of the chairperson and the vice chairperson, call the meeting to order and preside while a temporary chairperson is elected.
- b. Board members. Board members will have regular and functional attendance at all regular meetings. The chairperson will recommend to the governor that board members missing three consecutive meetings be replaced. Board members will send any materials for inclusion in mailings to the chairperson and director. Members will prepare input for each regular meeting. They will file a written report with the director after attending any subcommittee meetings.
- 3. **Meetings.** The education standards and practices board shall hold a minimum of four meetings annually. The year, for purposes of the board, begins July first and ends the last day of June during the ensuing calendar year. The meetings shall be scheduled by the membership at large, or at the call of the chairperson, or may be held upon the request in writing by a majority of the board members. The meetings may be held only after ten days' prior notice. A majority of the members constitutes a quorum that will have the authority to act upon any items of business properly placed before the board. Members should notify the secretary if unable to attend. Meetings will be conducted according to Robert's rules of order.
- 4. **Board Compensation.** Each member of the board is entitled to receive compensation in the amount of sixty-two dollars and fifty cents per day and to reimbursement for expenses as provided by law for other state officers while attending meetings or performing duties directed by the board. A member of the board may not lose the member's regular salary and may not be required to refuse the compensation to which the member is entitled under this section for serving on the board.
- 5. **Contact Information.** Licensure application packets and additional information about the rules of licensure of the education standards and practices board may be obtained by writing or calling:

Education Standards and Practices Board
2718 Gateway Avenue, Suite 303
Bismarck, ND 58503
Telephone: 701-328-9641
Fax: 701-328-9647

Requests for initial application packets should be made in writing and accompanied by the thirty dollar initial application packet fee.

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.

General Authority: NDCC 15.1-13-09, 28-32-02

Law Implemented: NDCC 15.1-13-02, 15.1-13-03, 15.1-13-04, 15.1-13-05, 15.1-13-06, 15.1-13-07, 15.1-13-29, 28-32-02

67.1-01-01-02. Duties of the education standards and practices board.

1. **Standards for professional ethics, performance, and practices.** The board continuously reviews the North Dakota educator's code of ethics and rules, standards, and procedures pertaining to licensure, teacher education program approval, and professional development of educators. As part of the education standards and practices board, the board will solicit input from the teaching profession and representatives of school administrators, school board members, teacher educator professors, and other interested citizens. The board will be responsible for the interpretation of the North Dakota educator's code of ethics with requests for interpretation being placed in writing.
2. **Consideration of written complaints relative to code violations.** Requests for an inquiry against any North Dakota licensed educator from any interested citizen will be heard by the board. The inquiry must be requested in writing. Any educator named in an inquiry will be notified and will be informed of the procedures that will be taken.
3. **Board-initiated complaints.** The education standards and practices board may initiate proceedings against any North Dakota licensed educator for cause as stated in North Dakota Century Code sections 15.1-13-25 and 15.1-13-26 or for violations of the educator's code of ethics.
4. **Complaint process.** A complaint by a citizen against a teacher or administrator is made by submitting a request for inquiry form to the office of the education standards and practices board.
 - a. A patron, a professional, or a district representative may obtain the request for inquiry forms and procedural guidelines from the office of the education standards and practices board.
 - b. The formal complaint process will begin when the requesting party returns the completed request for inquiry form to the secretary of the education standards and practices board. The form must be signed by the complainant. Supporting documentation must be included at the time the request for inquiry is submitted.

- c. The education standards and practices board secretary, upon receipt of the request for inquiry form, shall transmit a copy with the supporting documentation to the affected educator by certified mail.
- d. The affected educator may submit a clear and concise answer to the complaint within twenty working days from the day the certified mail is delivered. The answer must be sent to the secretary of the education standards and practices board and may include supporting documentation. If the affected educator fails to file an answer, the allegations in the complaint will be deemed admitted and the board shall proceed to a hearing pursuant to North Dakota Century Code sections 15.1-13-24 and 15.1-13-25.
- e. Upon receipt of the response from the affected educator, or passage of the deadline for a response, the education standards and practices board secretary will place the request for inquiry on the agenda of the next meeting of the education standards and practices board or administrator's professional practices board for preliminary discussion.
- f. At the education standards and practices board meeting, the education standards and practices board or administrator's professional practices board will review the written documents presented. No testimony will be heard at this time. Based upon the paper review, the Board will determine the following:
 - (1) To dismiss the case.
 - (2) To seek additional information.
 - (3) To issue a warning or reprimand, or both.
 - (4) To initiate formal disciplinary action.
- g. If the application for licensure is denied, or if the board determines to initiate formal disciplinary action that may result in suspension, revocation, or other appropriate disciplinary action, the applicant may request, in writing, a hearing. The hearing will be conducted according to the Administrative Agencies Practices Act, North Dakota Century Code chapter 28-32. Parties may be represented and provide testimony at the administrative hearing.
- h. Denial and revocation of an educator's professional license for convictions of crimes against children or sexual offenses:
 - (1) Notwithstanding any other law, the education standards and practices board shall deny an application for a teaching license and the education standards and practices board or administrator's professional practices board shall revoke immediately the teaching license of an individual who has been found guilty of a crime against a child or a sexual offense.

- (2) An individual who is denied an educator's professional license or who has had a license revoked under this section may file a request with the education standards and practices board office for a due process hearing in accordance with this section and the Administrative Agencies Practices Act, North Dakota Century Code chapter 28-32.
- (3) The education standards and practices board may impose a fee against a licenseholder to reimburse the education standards and practices board for all or part of the costs of the administrative actions that result in disciplinary action against the license holder under this subdivision.

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

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

Law Implemented: NDCC 15.1-13-08, 15.1-13-24, 15.1-13-25, 15.1-13-26, 15.1-13-29

67.1-01-01-03. Fine for practicing without a license. The education standards and practices board may impose a fine against any individual without a valid license who is under contract in any position requiring a valid professional educator's license.

1. The fine imposed will be fifty dollars per day the individual practices without a valid license, up to a total fine of two hundred fifty dollars.
2. The effective date of the fine will be the first day after the educator's license has expired or the first day practicing before obtaining a valid license.
3. The educator will have five days after notification from the board to submit to the education standards and practices board all required information for license renewal before additional disciplinary action will be taken.
4. The license will be issued upon receiving the completed application and all documentation will be submitted to the board for their review.

History: Effective March 1, 2000; amended effective August 1, 2002; July 1, 2004.

General Authority: NDCC 15.1-13-09, 15.1-13-17

Law Implemented: NDCC 15.1-13-17

Article 67.1-02

TEACHER LICENSURE

Chapter	
67.1-02-01	Student Teaching
67.1-02-02	Educator's Professional License
67.1-02-03	Reeducation
67.1-02-04	Alternative Access Licenses
67.1-02-05	Licensure Policies

CHAPTER 67.1-02-01 STUDENT TEACHING

Section	
67.1-02-01-01	Student Teachers
67.1-02-01-02	Cooperating Teachers
67.1-02-01-03	College Supervisors
67.1-02-01-04	Program Approval of Teacher Education for Licensure
67.1-02-01-05	Program Approval Standards

67.1-02-01-01. Student teachers. A student teacher is one who teaches in a regular classroom situation as part of the requirements in professional preparation.

1. All college students in education must have classroom-related preprofessional experience prior to student teaching. This experience must be provided as early as possible. Formal admittance to the teacher education program includes meeting appropriate state program approval requirements. A criminal background investigation including the bureau of criminal investigation and federal bureau of investigation must be completed prior to any student teaching experience.
2. The student teacher should be assigned by a college or university to a cooperating school on a full-time block. A full-time block is construed as a full day for ten consecutive weeks with exceptions documented through program approval. The student teacher must be placed in a classroom where the cooperating teacher is regularly assigned. Additional student teaching experiences shall be determined by the training institution.
3. In the event of an emergency, the student teacher may once during the student teaching semester be placed as a substitute in the student teacher's regularly assigned classroom for a period of time not to exceed two consecutive days.
4. Student teachers may be placed only in accredited schools.
5. Teaching experience cannot be used for a waiver of student teaching, except as specified in subdivision d of subsection 1 of section 67.1-02-02-02.

6. Student teachers may receive a stipend from the school where they have student taught.
7. A student teacher will be eligible for a forty day provisional license upon completion of all requirements for the student teacher's bachelor 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 July 1, 1995; amended effective October 1, 1998; March 1, 2000; April 1, 2006; July 1, 2008.

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

67.1-02-01-02. Cooperating teachers. A cooperating teacher is the teacher in the local situation who works with, helps, and advises the student teacher.

1. Every cooperating teacher must have acquired a minimum of two semester hours or three quarter hours in supervision of a student teaching course or an inservice requirement that meets the necessary essentials in preparing cooperating teachers to supervise student teachers. Those cooperating teachers who have served prior to July 1, 1976, may have this requirement waived at the discretion of the host college and cooperating school.
2. The cooperating teacher must have at least three years of teaching experience. The cooperating teacher must have at least one year of teaching experience in the school system in which the student teacher is being supervised.
3. Before being accepted and approved as a cooperating teacher, the teacher must be recommended by the administration of the school in which student teaching is performed.
4. A cooperating teacher who cannot recommend a student teacher for teaching or licensure shall have a conference with the college supervisor and the student teacher prior to the student teaching evaluation and recommendation.

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

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

67.1-02-01-03. College supervisors. A college supervisor is the college faculty member who is in charge of guiding, helping, and directing the student teacher.

1. The college supervisor must have early childhood, elementary, middle level, or secondary teaching experience at the level of supervision.

2. A college supervisor, after meeting with the administration of the school in which student teaching is to be done, shall meet with the cooperating teacher and provide a copy of the state student teaching guidelines.
3. The college supervisor shall make a copy of the student teacher's file available to the cooperating teacher prior to the arrival of the student teacher. Such file may contain a brief biography and general information, but may not contain any specific information that would be in violation of a student's right to privacy.
4. A college supervisor shall make at least two visitations during the student's teaching experience, after which the college supervisor shall hold a joint conference with the cooperating teacher and the student teacher, or provide each a written critique of the visitation.
5. The teacher education program staff may provide consultation and assistance for the first year teacher in North Dakota.

History: Effective July 1, 1995; amended effective October 1, 1998; July 1, 2008.

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

67.1-02-01-04. Program approval of teacher education for licensure. The education standards and practices board shall set procedures for and implement a system of program approval for teacher education programs for state licensure of educators. The program approval process shall include the federal requirement of identifying and reporting for title II of the Higher Education Act.

1. The education standards and practices board may enter into approval agreements with national accrediting agencies.
2. The procedures for program approval must be reviewed and revised at least every five years with input from state-approved institutions. Public hearings must be provided in accordance with North Dakota Century Code chapter 28-32.
3. New procedures become mandatory two years after their publication by the office of the legislative council in accordance with North Dakota Century Code section 28-32-19. During the two-year transition period following publication, institutions may elect to be reviewed either under the previously published procedures or the newly published procedures.
4. The education standards and practices board shall gather information through the program approval process to determine whether institutions and individual preparation programs meet the North Dakota standards for the preparation of educators for state licensure. The board shall issue decisions of approval, provisional approval, continuing approval, approval with conditions to be met, approval with probation, or denial or revocation of approval.

5. Full text of the North Dakota procedures for program approval may be reviewed in North Dakota Administrative Code title 67.1 or at the office of the education standards and practices board.

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

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

Law Implemented: NDCC 15.1-13-08

67.1-02-01-05. Program approval standards. The education standards and practices board shall adopt a set of North Dakota teacher education program approval standards.

1. The standards will be the criteria used to evaluate undergraduate and graduate education programs leading to North Dakota educational licensure.
2. The standards must be reviewed and revised at least every five years with input from the state-approved institutions and pre-kindergarten through grade twelve educators and with consideration of recommendations from professional organizations. Public hearings must be provided in accordance with North Dakota Century Code chapter 28-32.
3. New standards become mandatory two years after their publication by the office of the legislative council in accordance with North Dakota Century Code section 28-32-19. During the two-year transition period following publication, institutions may elect to be reviewed either under the previously published standards or the newly published standards.
4. Full text of the North Dakota standards for program approval may be reviewed in North Dakota Administrative Code title 67.1 or at the office of the education standards and practices board.
5. Graduates successfully completing all the requirements of programs approved by the education standards and practices board must have completed the criminal background investigation including the bureau of criminal investigation and the federal bureau of investigation and be recommended by their degree granting institution for North Dakota licensure on that basis. Graduates of programs other than those approved by the North Dakota education standards and practices board are subject to meeting the same standards criteria through the review of official transcripts.

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

Section	—
67.1-02-02-01	Life Certificates
67.1-02-02-02	Initial Licenses
67.1-02-02-03	Distance Learning Instructor-Definition-Qualifications- Licensure
67.1-02-02-04	Two-Year and Five-Year Renewals
67.1-02-02-05	Professional Development for License Renewal
67.1-02-02-06	Denial and Appeal
67.1-02-02-07	Multicultural Education and Native American Studies
67.1-02-02-08	State Model for Inservice Education and Professional Development
67.1-02-02-09	Reentry
67.1-02-02-10	Substitute Teachers

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.

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 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 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 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 for the praxis II elementary test 10011 and the praxis II principles of learning and teaching test 30522. 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 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 II 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 II 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. 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.
3. An applicant shall provide three positive recommendations that include consideration of the applicant's character, adequate educational preparation, and general fitness to teach. Two of the recommendations must be secured from the most recent employing board or the applicant's credentialed principal, or superintendent. One of the recommendations may be a person of the applicant's choice with knowledge of the applicant's teaching potential and character. If the applicant has not taught in the last three years or it is impossible to secure recommendations from a principal or superintendent, the recommendations must be secured from individuals who can speak with regard to the teaching potential and character of the applicant. All recommendations or letters of recommendation must be dated within six months of submitting the application for licensure.
4. Verification of eligibility for home state licensure may be requested.
5. Acceptable translations for preparation 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, original signatures of the recommenders or original college placement file, 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 birthdate.
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. Preprofessional 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.

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.

1. "Distance learning instructor" means an out-of-state teacher who conducts a class that is broadcast or delivered to a location in North Dakota from

outside North Dakota by any form of electronic transmission, including fiber optic cable, satellite, television, computer, telephone, or microwave.

2. Every distance learning instructor seen or heard in North Dakota must hold a valid North Dakota teaching license issued by the education standards and practices board. A distance learning instructor shall obtain such a license by providing to the education standards and practices board:
 - a. A certified copy of a current teaching license issued by the state of broadcast origin; and
 - b. Verification that the distance learning instructor meets that state's regular certification or licensure standards in the subject area taught via electronic transmission.
3. A North Dakota teaching license issued pursuant to this section only allows a distance learning instructor to teach in North Dakota via electronic transmission from outside this state. If a teacher desires to teach in North Dakota while being physically present in North Dakota, the teacher must obtain a teaching license pursuant to this section.
4. An applicant for a North Dakota teaching license issued pursuant to this section must complete the application form, fingerprinting requirement, submission of fees, and all other requirements pursuant to section 67.1-02-02 for an initial two year license.

History: Effective July 1, 1995; amended effective June 1, 1999; March 1, 2000; April 1, 2006; July 1, 2008.

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

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

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 pay the required fee of fifty dollars and submit the same recommendations as are required by paragraph 3 of subdivision a of subsection 2. 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. 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. 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.

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. 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) Three recommendations are required. Two of the recommendations must be secured from the most recent employing board and the applicant's credentialed principal and superintendent. One of the recommendations may be a person of the applicant's choice with knowledge of the applicant's teaching potential and character. If the applicant has not taught in the last three years or it is impossible to secure recommendations from credentialed principals or superintendents, then recommendations must be secured from individuals who can speak with regard to the teaching potential and character of the applicant. Signatures on recommendations must be within a six-month period of the submission of the application for renewal.
- 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 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. If recommendations are not adequate to issue a five-year license, the education standards and practices board shall provide a hearing following North Dakota Century Code chapter 28-32. Following the hearing procedure, the education standards and practices board shall make a determination whether to issue a renewal to the applicant or deny relicensure.
- e. In extraordinary circumstances, the board may waive or extend the time for completion of the reeducation credits.
- f. 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.

General Authority: NDCC 15.1-13-09, 15.2-13-10

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 relicensure 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 prior to course approval for relicensure 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, phone/fax/e-mail, highest degree earned and field of study, related professional/work experience, topic(s) to be addressed, and any other relevant information.
- B. **Instructor's Role.** The instructor of record's role is to ensure submission of: a) the proposal form, to include all identified components as described in the "Proposal Form" section below; b) a copy of the assessment tool, and an identified process for keeping attendance, using the criteria identified in the "Evaluation Plan Criteria" section below; and c) 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 75% 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 (See " Proposal Form" below).
- D. **Proposal Form.** The proposal form must include a) conference/course description; b) objectives/learner outcomes aligned to North Dakota K-12 Standards and ESPB teacher education program approval standards in professional education or content; c) conference/course topical outline; d) all requirements and expectations (e.g. participation, attendance, assignments) for earning the credit; e) textbooks or other resources to be used and f) evaluation plan of learner outcomes. In addition, for multi-speaker events g) an electronic copy of the program is required; h) a document that includes session descriptions; and i) completion of the matrix of presenters specifying their educational credentials, topic(s) to be addressed, and the length (hours/minutes) of each presenter's presentation(s).
- E. **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 15 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.
- F. **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: a) Participant verification of attendance, documenting the required 15 clock hours per credit (e.g. session sign-in sheet, session summary.) and b) An assignment designed to elicit from the participants their ability to apply concepts/knowledge learned at the conference in their own teaching/work situations (e.g. lesson plan, summary paper,

group project/paper.) *An assessment rubric is required for letter grading but not for Satisfactory/Unsatisfactory (S/U) grading. Criteria will need to be developed.

2. Five Year Licensure Renewal. ~~The succeeding renewal of the five-year license requires verification of a minimum of four semester hours or six quarter hours of college or university credit; 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, contracted teaching of a minimum of thirty days, and three recommendations as outlined in subsection 2 of section 67.1-02-02-04. 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.

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 failed to submit appropriate recommendations;
4. 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;
5. Who is currently under license suspension; or
6. 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. ~~Multicultural education & Native American studies. Human relations and cultural diversity.~~ North Dakota education standards and practices board licensure requires coursework a minimum of two semester hours in multicultural education, including 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 including 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. ~~that include coursework addressing the multicultural education and Native American studies standard.~~ 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 2, 2002; July 1, 2004.

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. The education standards and practices board shall adopt a model for inservice education and professional development. The model must include the assessment of statewide and professional development needs, a projection of programs responsive to those needs, and the identification of the resources needed to implement those programs.

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

General Authority: NDCC 15.1-13-09

Law Implemented: NDCC 15.1-13-08

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

CHAPTER 67.1-02-03 REEDUCATION

Section

67.1-02-03-01	Elementary Endorsement
67.1-02-03-02	Kindergarten Endorsement
67.1-02-03-03	Secondary Endorsement
67.1-02-03-04	Middle School Pedagogical Endorsement for Grades Five Through Eight
67.1-02-03-05	Bilingual Education or English as a Second Language Endorsement
67.1-02-03-06	Minor Equivalency Endorsement
67.1-02-03-07	Major Equivalency Endorsements
67.1-02-03-08	Career and Technical Education Endorsements
67.1-02-03-09	Early Childhood Endorsement
67.1-02-03-10	Rural Flexibility Endorsement
67.1-02-03-11	Teaching Alternative Flexibility Endorsement
67.1-02-03-12	Special Education Endorsements

67.1-02-03-01. Elementary endorsement. Reeducation of a licensed teacher for elementary schoolteaching 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 or within two years of 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 10011 and the praxis II principles of learning and teaching test 30522.

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 standards 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.

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.

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 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.

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. 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.

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 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.

Reeducation for the secondary endorsement must be completed prior to assignment to teach in the secondary content area. An official transcript 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 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 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 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.

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 official transcripts and the review fee of seventy-five dollars.

History: Effective July 1, 1995; amended effective 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, 15.1-18-02

67.1-02-03-05. Bilingual education or English language learner endorsement. English language learner endorsement. Reeducation for “English language learner” endorsement for any licensed teacher may be accomplished by presenting at least sixteen semester hours or twenty-four quarter hours of college coursework in all of the areas following in subsections 1 through 5.

Bilingual education endorsement. Reeducation for a bilingual education endorsement for any licensed teacher may be accomplished by completing all the requirements for the English language learner endorsement in subsections 1 through 5 and meeting the additional requirements related to bilingual education in subsections 6 and 7.

1. Foundations. Four semester hours or six quarter hours of college coursework, including the following:
 - a. Multicultural education, which involves a knowledge of ethnic groups in North Dakota and the United States, and different instructional methods to use with different ethnic and language groups.
 - b. Foundations of second language instruction, including history, models of instruction, research, and significant laws and court decisions affecting language minority students.
2. Linguistics. Six semester or nine quarter hours of college coursework, including the following areas:
 - a. Linguistics, which involves the nature of language, organizational principles of language (phonology, morphology, syntax, and semantics), principles of language change, and development of language families.
 - b. Psycholinguistics, which involves first and second language, oral and written acquisition processes, and learning theories.
 - c. Sociolinguistics, which involves basic sociocultural variables in language use and language learning, types of bilingual and multilingual educational situations, and social determinants of dialect and style.
3. Methods. Two semester or three quarter hours of college coursework, including methods of teaching English as a second language to students, which involves an exploration of historical and current instructional approaches in teaching English as a second language, from the grammar-translation method to the natural method.
4. Assessment. Two semester hours or three quarter hours of college coursework from assessment and testing of culturally diverse students, which involves a study of culturally appropriate assessment tools and methods of identifying and assessing limited English proficient students.

5. Field experience. Two semester or three quarter hours of college coursework in field teaching experience with limited English proficient students in a bilingual or English as a second language setting.
6. Methods of teaching bilingual education, which involves an understanding of instructional programs in bilingual education, such as immersion, transitional, early entry, and late entry.
7. A minimum of sixteen semester hours or twenty-four quarter hours in a language other than English or documented proficiency in a language other than English.

Reeducation for the bilingual education or English language learner endorsement must be completed within two years of assignment to teach bilingual education or English as a second language. The applicant shall file a plan with the education standards and practices board upon becoming employed as a bilingual or English language learner teacher, outlining how the endorsement will be completed within the two-year period. The bilingual or English language learner endorsement enables the applicant to teach bilingual or English as a second language grades prekindergarten through twelve. Applicants teaching other content material must hold licensure appropriate to the teaching of that content at the assigned grade levels in compliance with North Dakota Century Code sections 15.1-18-03 and 15.1-18-02 and this article.

The applicant must request the endorsement form from the education standards and practices board or from www.state.nd.us/espbf/form, complete it, and return to the board office with the 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; July 1, 2008.

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

Law Implemented: NDCC 15.1-13-10

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 levels of content area endorsements are available to be added to the existing North Dakota Educator's Professional 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 ME 24 coursework is not completed within five 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.
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 the 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) - Available through the department of career and technical education.

- i. CTE trade, industry, and technical (17000) - Available through the department of career and technical education.
- j. CTE diversified occupations (25000) - Coordinating techniques.
- 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) - 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) - Available through the department of career and technical education.
- o. CTE career clusters (37000) - 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) - ~~Prior to August 1, 2008—Valid operator's license not suspended or revoked, complete abstract of applicant's driving record for past thirty six months from a state driver 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, six semester hours consisting of at least one course each in classroom driver and traffic education and in-car instruction. Ten semester hours with no more than three semester hours in any one area: first aid—one semester hour (required); drug education—two semester hours (required); safety education, motorcycle education, traffic law, multicar driving ranges, crash prevention, driver training for the handicapped, defensive driving, and field experiences in safety education—three semester hours; equipment training, driving simulator~~

~~use or educational technology — two semester hours; classroom management — three semester hours; adolescent psychology — three semester hours; auto mechanics — three semester hours; or state or national conferences held by a recognized state or national driver education association — two semester hours.~~ Effective August 1, 2008, requirement: Valid operator's license not suspended or revoked. Provide by January 1 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 year 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/traffic safety coursework. It is the responsibility of the instructor to notify espb 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) - 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.

History: Effective March 1, 2000; amended effective 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 15.1-13-08, 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. 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.

- b. 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 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 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 precalculus;
 - (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.
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 30522 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/espbform, complete it, and return to the board office with the official transcripts and the review fee of seventy-five dollars.

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

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

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

67.1-02-03-08. Career and technical education endorsements. The applicant wishing to apply for the career and technical educator endorsements 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. Prior to applying for the career and technical educator endorsement, the applicant must be approved by the career and technical educator state supervisor of special needs or diversified occupations through the review of college transcripts, development of a program of study, and completion of the career and technical educator endorsement form. The form, transcripts, and review fee of seventy-five dollars should be forwarded to the education standards and practices board office. Applicants may apply for the career and technical educator endorsements in career and technical resource educator endorsement, career and technical basic skills educator endorsement, career and technical teacher-student mentor endorsement, or diversified occupations endorsements.

History: Effective July 1, 2004.

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. 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 a 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 grades 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 for the praxis II early childhood education test and the praxis II principles of learning and teaching test.

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

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

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

67.1-02-03-10. Rural flexibility endorsement.

1. The applicant wishing to apply for the rural flexibility endorsement must:
 - a. Be licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board ;
 - b. Be highly qualified in one of the core content areas;

- c. Hold a minimum of a minor or minor equivalency in the course area or field being taught;
 - d. Provide a letter requesting the rural flexibility endorsement from an administrator in a district with six hundred or fewer students located in a United States Johnson locale code rural designation of seven or eight; and
 - e. Complete the rural flexibility endorsement plan form and submit with the seventy-five dollar fee to the education standards and practices board, 2718 gateway avenue, suite 303, Bismarck, ND 58503-0585.
2. The applicant will:
- a. Be provided by the school during the first year intense supervision or structured mentoring to become highly qualified in the additional subjects;
 - b. Have until August 1, 2007, to complete all requirements which includes all content preparation, pedagogy, and field experiences to become highly qualified in all areas of instruction; and
 - c. Have until August 1, 2008, to complete the requirements, if the applicant is a special education instructor. All requirements includes all content preparation, pedagogy, and field experiences necessary to become highly qualified in all areas of instruction.

History: Effective April 1, 2006.

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

67.1-02-03-11. Teaching alternative flexibility endorsement.

1. The applicant wishing to apply for the teaching alternative flexibility endorsement must:
 - a. Be licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board;
 - b. Hold a minimum of a minor or minor equivalency in the course area or field being taught;
 - c. Be a new teacher in the content area or have not taught the content area since January 1, 2002;
 - d. Provide a letter from the school district requesting this endorsement for the applicant and documenting a diligent effort has been made to

employ a regularly licensed teacher to fill the position. Documentation of a diligent effort to employ qualified personnel should include information on how and how long the position was advertised, whether schools of education have been contacted in search of applicants, how many qualified applicants applied, how many applicants were interviewed, whether increases in salary or other incentives were offered in an attempt to attract qualified applicants, and whether these incentives are comparable to those offered by other schools of similar size and means;

- e. Submit a program of study to be completed within three years to become highly qualified; and
- f. Complete the teaching alternative flexibility endorsement plan form and submit with the seventy-five dollar fee to the education standards and practices board, 2718 gateway avenue, suite 303, Bismarck, ND 58503-0585.

If the applicant under this subsection is a special education teacher, the plan of study will need to be completed in two years and the teaching alternative flexibility endorsement will only be renewed once.

2. The applicant will:

- a. Be provided by the school during the first year intensive supervision or structured mentoring to become highly qualified in the additional subjects; and
- b. Have three years, or two years if the applicant is a special education teacher, to complete all requirements which includes all content preparation, pedagogy, and field experiences to become highly qualified in all areas of instruction.

The teaching alternative flexibility endorsement will be valid for one year and can be renewed twice, or once if the applicant is a special education teacher, provided the individual demonstrates successful completion of one-third, or one-half if the applicant is a special education teacher, of the total course of study prior to each renewal.

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

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.

- 1. **Early childhood special education endorsement.** 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 early childhood or elementary education.
- b. Complete a minimum of ~~twenty-four~~ two semester hours primarily at the graduate level in the following core coursework: ~~exceptional children and youth; assessment of preschool children with disabilities; child development; home and school relations or parents, the school, and community; characteristics of preschool children with disabilities; methods and materials in education of preschool children with disabilities; an additional course in education of preschool children with disabilities; and a practicum working with preschool children with disabilities.~~ Children with exceptional learning needs, assessment of students with disabilities/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/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/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 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; introduction to the area of emotional disturbance, which includes psychopathology of childhood and adolescence, methods of teaching children with emotional disturbance, developmental psychology, behavior management, assessment, and test interpretation of children and youth with disabilities, methods and materials in specific learning disabilities; interdisciplinary and community resources and consultation skills; family or home school relations; guidance or educational alternatives; and a practicum working with children with emotional disabilities.~~ 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/introduction of emotional disturbance, methods and materials of emotional disturbance, transition, inclusive settings, and assistive technology. A two semester hour practicum/internship in emotional disturbance must also be completed. Secondary prepared teachers must also complete methods in elementary reading and elementary math.
- 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. ~~To qualify for the emotional disturbance plan on file, the applicant must have:~~

- ~~(1) Documented two years of successful teaching in general education with a letter from the administrator.~~
 - ~~(2) Have completed eight semester hours of coursework in the area of the emotional disturbance special education endorsement as outlined in subdivision b to be eligible for the plan on file (formerly tutor in training).~~
 - ~~(3) Documented supervision by an emotional disturbance special education teacher.~~
- e. 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 ~~emotional disturbance~~ elementary students with emotional disturbance;
 - (3) Teach or provide direct instruction to middle or high school ~~emotional disturbance~~ students with emotional disturbance that are alternately assessed; or
 - (4) Consult kindergarten through grade twelve ~~emotional disturbance~~ 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 ~~emotional disturbance~~ middle level students with emotional disturbance in the specific area of licensure;
 - (3) Teach or provide direct instruction to elementary, middle, or high school ~~emotional disturbance~~ students with emotional disturbance that are alternately assessed; or
 - (4) Consult kindergarten through grade twelve ~~emotional disturbance~~ 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 ~~emotional disturbance~~ 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 ~~emotional disturbance~~ students with emotional disturbance who are alternately assessed; or
- (4) Consult kindergarten through grade twelve ~~emotional disturbance~~ students with emotional disturbance.

3. **Mental retardation special education endorsement.** The applicant wishing to apply for the mental retardation special education endorsement must:

- a. Hold a valid North Dakota educator's professional regular license in 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, mental hygiene or psychology of adjustment or personality theory or abnormal psychology, methods and materials in mental retardation, practicum in mental retardation, characteristics or assessment of specific learning disabilities, transition to adult life, and music or art methods, corrective reading, behavior management, or consultation and collaboration.~~ 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 mental retardation must also be completed, including characteristics/introduction of mental retardation, methods and materials of mental retardation, transition, mental hygiene or psychology of adjustment or personality theory or abnormal psychology, and corrective reading. A two semester hour practicum/internship in mental retardation must also be completed.

Secondary prepared teachers must also complete methods in elementary reading and elementary math.

c. A plan on file (formerly tutor in training) for the mental retardation special education endorsement may be requested by the administrator and must be completed within three years of assignment to teach mentally handicapped 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 mental retardation 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 mental retardation special education teacher, outlining how the endorsement will be completed within the three-year period. ~~To qualify for the mental retardation plan on file, the applicant must have:~~

- ~~(1) Documented two years of successful teaching in general education with a letter from the administrator.~~
- ~~(2) Have completed eight semester hours of coursework in the area of the mental retardation special education endorsement as outlined in subdivision b to be eligible for the plan on file (formerly tutor in training).~~
- ~~(3) Documented supervision by a mental retardation special education teacher.~~

d. Elementary licensed grade one through eight or grades one through six teacher with a special education endorsement in mental retardation, the teacher would be qualified to:

- (1) Teach in an elementary classroom.
- (2) Teach or provide direct instruction to all ~~mental retardation~~ elementary students with mental retardation (developmental/cognitive disabilities).
- (3) Teach or provide direct instruction to middle or high school ~~mental retardation~~ students with mental

retardation (developmental/cognitive disabilities who are alternately assessed.

- (4) Consult kindergarten through grade twelve ~~mental retardation~~ students with mental retardation (developmental/cognitive disabilities.
- e. Middle level licensed grades five through eight in English, science, mathematics or social studies with a special education endorsement in mental retardation, the teacher would be qualified to:
 - (1) Teach in a middle level classroom in specific area of licensure.
 - (2) Teach or provide direct instruction to ~~mental retardation~~ middle level students with mental retardation (developmental/cognitive disabilities in the specific area of licensure.
 - (3) Teach or provide direct instruction to middle school or high school ~~mental retardation~~ students with mental retardation (developmental/cognitive disabilities who are alternately assessed.
 - (4) Consult kindergarten through grade twelve ~~mental retardation—~~students with mental retardation (developmental/cognitive 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 mental retardation, 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 ~~mental retardation~~ secondary level students with mental retardation (developmental/cognitive 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 ~~mental retardation—~~students with mental retardation (developmental/cognitive disabilities who are alternately assessed.

- (4) Consult kindergarten through grade twelve mental retardation students with mental retardation (developmental/cognitive 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 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, characteristics of specific learning disabilities, assessment and interpretation of children with disabilities, methods and materials in specific learning disabilities, developmental psychology or language development and disorders, behavior management, corrective reading, and practicum working with children with specific learning disabilities.~~ 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/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/internship in specific learning disabilities must also be completed. Secondary prepared teachers must also complete methods in elementary reading and elementary math.
- 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. ~~To qualify for the specific learning disabilities plan on file, the applicant must have:~~

- ~~(1) Documented two years of successful teaching in general education with a letter from the administrator.~~
- ~~(2) Have completed eight semester hours of coursework in the area of the specific learning disabilities special education endorsement as outlined in subdivision b to be eligible for the plan on file (formerly tutor in training).~~
- ~~(3) Documented supervision by a specific learning disabilities special education teacher.~~

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 specific learning disabilities elementary students with specific learning disabilities.
- (3) Teach or provide direct instruction to middle or high school ~~specific learning disabilities~~ students with specific learning disabilities who are alternately assessed.
- (4) Consult kindergarten through grade twelve ~~specific learning disabilities~~ 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 all ~~specific learning disabilities~~ 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 ~~specific learning disabilities~~ students with specific learning disabilities that are alternately assessed.
 - (4) Consult kindergarten through grade twelve ~~specific learning disabilities~~ 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 ~~specific learning disabilities~~ 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 ~~specific learning disabilities~~ students with specific learning disabilities who are alternately assessed.
 - (4) Consult kindergarten through grade twelve ~~specific learning disabilities~~ 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 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; transition to adult life; assessment, program planning, and special needs students; introduction to learning and behavior problems; practicum in school problems; or special education; inclusive methods; behavior management for special needs students; collaborative relationships; special education law; assistive technology; and advanced assessment.~~ 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/introduction of specific learning disabilities, mental retardation, and emotional disturbance; methods and materials of mental retardation, specific learning disabilities, and emotional disturbance; transition, inclusive settings, corrective reading methods, and assistive technology. Separate practicum/internship in each of specific learning disabilities, mental retardation, and emotional disturbance must also be completed. Secondary prepared teachers must also complete methods in elementary reading and elementary math.

~~Each candidate for an endorsement must also fulfill each of the following areas within the thirty semester hours in this subdivision:~~

- ~~(1) Specific learning disabilities — advanced methods of specific learning disabilities and practicum of specific learning disabilities, which must be taken after other qualifications are completed.~~
 - ~~(2) Emotional disturbance — advanced methods of emotional disturbance and practicum of emotional disturbance, which must be taken after other qualifications are completed.~~
 - ~~(3) Mental retardation — advanced methods of mental retardation and practicum of mental retardation, which must be taken after other qualifications are completed.~~
- 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. ~~To qualify for the strategist plan on file, the applicant must have:~~

- ~~(1) Documented two years of successful teaching in general education with a letter from the administrator.~~
- ~~(2) Have completed eight semester hours of coursework in the area of the special education strategist endorsement as outlined in subdivision b to be eligible for the plan on file (formerly tutor in training).~~
- ~~(3) Documented supervision by a special education strategist teacher.~~

e. Elementary licensed grades one through eight or grades one through six teacher with a special education strategist endorsement in mental retardation, specific learning disabilities, and emotional disturbance:

- (1) Teach in an elementary classroom.
- (2) Teach or provide direct instruction to all ~~mental retardation, emotional disturbance, or specific learning disabilities~~ elementary students with mental retardation (developmental/cognitive disabilities), emotional disturbance, or specific learning disabilities.
- (3) Teach or provide direct instruction to middle or high school ~~mental retardation, emotional disturbance, or specific learning disabilities~~ students with mental retardation (developmental/cognitive disabilities), emotional disturbance, or specific learning disabilities. that are alternately assessed.
- (4) Consult kindergarten through grade twelve ~~mental retardation, emotional disturbance, or specific learning disabilities~~ students with mental retardation

(developmental/cognitive disabilities), emotional disturbance, or specific learning disabilities.

f. _ Middle level licensed grades five through eight teacher with a special education strategist endorsement in mental retardation, specific learning disabilities, and emotional disturbance:

- (1) Teach in an elementary or middle level classroom.
- (2) Teach or provide direct instruction to all ~~mental retardation, emotional disturbance, or specific learning disabilities~~ elementary or middle level students with mental retardation (developmental/cognitive disabilities), emotional disturbance, or specific learning disabilities.
- (3) Teach or provide direct instruction to elementary, middle, or high school ~~mental retardation, emotional disturbance, or specific learning disabilities~~ students with mental retardation (developmental/cognitive disabilities), emotional disturbance, or specific learning disabilities who are alternately assessed.
- (4) Consult kindergarten through grade twelve ~~mental retardation, emotional disturbance, or specific learning disabilities~~ students with mental retardation (developmental/cognitive 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 mental retardation, 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 ~~mental retardation, emotional disturbance, or specific learning disabilities~~ elementary students with mental retardation (developmental/cognitive disabilities), emotional disturbance, or specific learning disabilities.
- (3) Teach or provide direct instruction in the specific area of licensure to middle or high school ~~mental retardation, emotional disturbance, or specific~~

~~learning disabilities students with mental retardation (developmental/cognitive disabilities), emotional disturbance, or specific learning disabilities who are alternately assessed.~~

- (4) Consult kindergarten through grade twelve mental retardation, ~~emotional disturbance, or specific learning disabilities~~ students with mental retardation (developmental/cognitive 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 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 ~~nine~~ seventeen semester hours at the graduate level in the following coursework: children with exceptional learning needs, assessment, consultation and collaboration, characteristics/introduction of education of gifted students, methods and materials of gifted education curriculum, and student teaching two semester hours in gifted education practicum/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, regular North Dakota educator's professional 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, regular North Dakota educator's professional regular license in 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: ~~education of the exceptional~~

~~student; method in the education of the visually impaired; introduction to orientation and mobility of the visually impaired; communication with visually impaired students; educational and medical implications of visual impairment; student teaching of the visually impaired; and education of the exceptional student or a composite of courses related to exceptionalities other than visual handicaps. 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/introduction of visual impairment disabilities, methods and materials of visual impairment disabilities, assessment of students with visual impairment, orientation and mobility, communication/media with students with visual impairment, and Braille instruction. Two semester hour practicum/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 ~~visually impaired~~ elementary students with visual impairment.
 - (3) Teach or provide direct instruction to middle or high school ~~visually impaired~~ students with visual impairment that are alternately assessed.
 - (4) Consult kindergarten through grade twelve ~~visually impaired~~ students with visual impairment.
- d. Middle level licensed grades five through eight in English, science, mathematics, or social studies 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 ~~visually impaired~~ middle level students with visual impairment in the specific area of licensure.
 - (3) Teach or provide direct instruction to elementary, middle, or high school ~~visually impaired~~ students with visual impairment who are alternately assessed.
 - (4) Consult kindergarten through grade twelve ~~visually impaired~~ 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 ~~visually impaired~~ 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 ~~visually impaired~~ students with visual impairment who are alternately assessed.

- (4) Consult kindergarten through grade twelve visually impaired 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 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: theory and methods of teaching speech to children who are hearing-impaired (including deafness) (four semester hours); theory and methods of teaching language to children who are hearing-impaired (including deafness) (four semester hours); methods of teaching reading and academic subjects to children who are hearing-impaired (including deafness) (four semester hours); sign language (two semester hours); history, guidance, and education of the hearing-impaired (including deafness) (two semester hours); auditory and speech mechanisms (two semester hours); auditory assessment and training (two semester hours); observation and student teaching (eight semester hours); child growth and development (two semester hours); and psychology or education of exceptional children (two semester hours). 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, audiogy and oral rehabilitation, sign language. A two semester hour practicum/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 ~~hearing-impaired~~ elementary students with hearing impairment.
 - (3) Teach or provide direct instruction to middle or high school ~~hearing-impaired~~ students with hearing impairment who are alternately assessed.
 - (4) Consult kindergarten through grade twelve ~~hearing-impaired~~ students with hearing impairment.
- c. Middle level licensed grades five through eight in English, science, mathematics, or social studies 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 ~~hearing-impaired~~ middle level students with hearing impairment in the specific area of licensure.
 - (3) Teach or provide direct instruction to elementary, middle, or high school ~~hearing-impaired~~ students with hearing impairment who are alternately assessed.
 - (4) Consult kindergarten through grade twelve ~~hearing-impaired~~ 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 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 ~~hearing-impaired~~ 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 ~~hearing-impaired~~ students with hearing impairment who are alternately assessed.
 - (4) Consult kindergarten through grade twelve ~~hearing-impaired~~ 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 elementary, middle or secondary education.
 - (2) Hold a special education endorsement in either specific learning disabilities or mental retardation.
 - (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 mental retardation 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 mental retardation and methods and materials for mental retardation.

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.

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

**CHAPTER 67.1-02-04
ALTERNATIVE ACCESS LICENSES**

Section	
67.1-02-04-01	Alternative Access Licenses for Teacher Shortages
67.1-02-04-02	Interim Licenses for Substitute Teachers
67.1-02-04-03	Interim School Counselor
67.1-02-04-04	Forty-Day Provisional Licenses
67.1-02-04-05	Out-of-State Reciprocal Licensure
67.1-02-04-06	Trade, Industry, Technical, and Health Occupations Interim License
67.1-02-04-07	Clinical Practice Option
67.1-02-04-08	Out-of-State Highly Qualified License

67.1-02-04-01. Alternative access licenses for teacher shortages. Alternative access licenses will be issued under the following conditions:

1. Consideration for alternative access licenses will not be granted until after August first in any year.
2. Alternative access licenses may be issued only in areas where documented shortages of regularly licensed teachers exist as determined by the education standards and practices board. Shortage areas must be determined by the education standards and practices board based upon the ratio of regularly licensed teachers in the state who are qualified for the position to the number of schools with open positions requesting alternative access licensure. In cases where near shortages exist, the board must give additional consideration to whether the hiring school has made a diligent effort to attract and hire regularly licensed teachers.
3. The request for an alternative access license must be initiated by a school. The school board or administration must make the request in writing to the education standards and practices board for consideration of an alternative access license, indicating intent to offer a contract if licensure can be arranged. The request must document that a diligent effort has been made to employ a regularly licensed teacher to fill the position. Documentation of a diligent effort to employ qualified personnel should include information on how and how long the position was advertised, whether schools of education have been contacted in search of applicants, how many qualified applicants applied, how many applicants were interviewed, whether increases in salary or other incentives were offered in an attempt to attract qualified applicants, and whether these incentives are comparable to those offered by other schools of similar size and means.
4. The candidate must write a letter indicating willingness to accept the position if offered and complete all of the application requirements and fees prior to receiving the alternative access license.

5. Complete official transcripts of all college work must be sent to the education standards and practices board.
6. The applicant must have proficiency and hold minimum qualifications of a content area bachelor's degree in the content area to be assigned. If an applicant already qualifies for teacher licensure in another content area, alternative access licensure may not be used to teach in a new content area while obtaining new content area requirements.
7. Renewal of alternative access licenses will be reviewed each year and will depend upon the supply of and demand for teachers as evidenced by documented efforts to obtain a licensed person for the position. The alternate access license will be issued only once to complete all testing requirements for regular licensure.
8. Renewal of the alternative access license, if permitted, is contingent upon presentation of at least one-third completion of the requirements for regular licensure as stated in section 67.1-02-02-02 and the North Dakota standards for teacher education program.
9. The fee for the alternative access license is one hundred fifty dollars for each year the license is issued.
10. Alternative access licensure is to address documented shortage areas only. Alternative access licensure may not be issued to applicants who have failed to meet the deadlines or conditions of their regular licensure renewal.
11. Initial applicants for alternative access licensure must also submit to the fingerprint background check as stated in subsection 9 of section 67.1-02-02-02.
12. Upon completion of all of the requirements for regular licensure stated in section 67.1-02-02-02, an individual holding an alternative access license may apply for a regular two-year initial license and begin accruing the eighteen months of successful teaching time required to move into the five-year cycle according to sections 67.1-02-02-02 and 67.1-02-02-04.

History: Effective July 1, 1995; amended effective October 1, 1998; October 16, 1998-April 14, 1999; June 1, 1999; March 1, 2000; 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, 15.1-13-11, 15.1-13-14

67.1-02-04-02. Interim licenses for substitute teachers. Interim licensure may be granted for substitute teachers who meet the initial requirements as outlined in subsections 1 through 6 and subsection 10 of section 67.1-02-04-01 when a shortage of regularly licensed substitutes exists. The applicant must complete all of the application requirements and fees prior to receiving the interim substitute license. The

interim license fee for substitute teachers is forty dollars for one year. Renewal is contingent upon continued request from the school employing the substitute. Individuals who hold an interim substitute licensure and wish to accept a full-time or part-time contract must do so under the reentry requirements in sections 67.1-02-02-04 and 67.1-02-02-09, including reeducation hours. The interim license is valid, regular for a minimum of one year and will expire on the applicant's birthdate.

History: Effective October 16, 1998-April 14, 1999; 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, 15.1-13-11

67.1-02-04-03. Interim school counselor. School counselor monitoring under the seven-year option provided in North Dakota Century Code section 15.1-13-23, which took effect August 1, 1997, will be conducted as follows:

1. An applicant wishing to apply under the seven-year option provided in North Dakota Century Code section 15.1-13-23 must first contact the guidance and counseling office at the department of public instruction to confirm that the counseling degree the applicant currently holds is eligible. The department of public instruction counseling office will forward a letter confirming its decision to the education standards and practices board.
2. Eligible counselors entering through the seven-year program must complete all of the application requirements, fee, and be fingerprinted at the beginning of the process and clear the background check under section 67.1-02-02-02 in the same manner as other initial licensure applicants.
3. An applicant must show documentation that the applicant has been formally admitted both:
 - a. To a college or university with a state-approved teacher education program; and
 - b. To the approved teacher education program at that institution.
4. Once formally admitted, an applicant must file with the education standards and practices board:
 - a. The applicant's approved teacher education program plan; and
 - b. A timeline showing how the applicant will complete at least one-seventh of that program each year.
5. A counselor entering through the seven-year option must complete the requirements within seven years of the counselor's first entrance into the program. A counselor in this program must submit an annual progress report to the education standards and practices board with transcripts

verifying that the counselor has completed the agreed-upon one-seventh of the program requirements.

6. The applicant entering under the seven-year program must receive a letter of approval granting the applicant permission for employment while working toward full licensure and must make a satisfactory annual progress report to the education standards and practices board.
7. An applicant cannot be employed or permitted to perform the duties of a licensed school counselor until the education standards and practices board formally approves the applicant's program and timeline and issues the letter.
8. Individuals performing the duties of a school counselor under an education standards and practices board letter of approval must be under the supervision of a licensed teacher since they do not yet hold a regular teaching license.

History: Effective March 1, 2000; amended effective August 1, 2002.

General Authority: NDCC 15.1-13-09, 15.1-13-10, 15.1-13-23

Law Implemented: NDCC 15.1-13-10, 15.1-13-14, 15.1-13-23

67.1-02-04-04. Forty-day provisional licenses. Provisional licenses will be issued for a period of forty days under the following conditions:

1. Consideration for provisional licenses will not be granted until after August fifteenth in any year.
2. Provisional licenses can only be issued to those individuals who have met all of the other requirements for a license except:
 - a. For the final clearance of the bureau of criminal investigation and the federal bureau of investigation; or
 - b. Pending the receipt of official transcripts or other original, signed, or certified documents; or
 - c. The awarding of the degree and the official transcripts as documented by the institution of higher education registrar.
3. The school wishing to hire the individual has submitted to the education standards and practices board a letter of need and intent to hire.
4. The individual has submitted the completed application packet and a letter to the education standards and practices board indicating no criminal background and the intent to accept the position.
5. The provisional license is issued for forty days but may be renewed at the discretion of the education standards and practices board and continued request of the school.

6. There is a one-time fee for the provisional license of twenty-five dollars.
7. Once the criminal background investigation has been completed and all official transcripts or other original, signed, or certified documents received, the education standards and practices board may issue the license for which the individual is qualified with its respective fees and conditions.

History: Effective March 1, 2000; amended effective 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, 15.1-13-11, 15.1-13-13, 15.1-13-14

67.1-02-04-05. Out-of state reciprocal licensure. North Dakota has conditional reciprocity with other states. To receive out-of-state reciprocal licensure, an applicant must first hold a valid, regular, current regular teaching certificate or license from another state, province, or similar jurisdiction or have completed a state-approved teacher education program and submit a completed application packet.

1. **Out-of-state reciprocal entrance requirements.** Those who apply to the education standards and practices board, meet the minimum reciprocity requirements, and submit a satisfactory plan for completing the remaining North Dakota requirements will be issued a two-year out-of-state reciprocal license which has a fee of seventy dollars. The minimum reciprocity qualifications are:
 - a. A four-year bachelor's degree that includes a major that meets the issuing jurisdiction's requirements in elementary education, middle level education, or a content area taught in public high school;
 - b. Completion of a professional education sequence from a state-approved teacher education program, including supervised student teaching;
 - c. Fingerprint background check as required of all initial applicants; and
 - d. Submission and education standards and practices board approval of a plan to complete all remaining requirements for full North Dakota licensure as stated in section 67.1-02-02-02. That plan will include the successful completion of the praxis II content test in the transcribed major area of early childhood, elementary, middle level, or the core academic areas. The praxis II test must be completed within the first two-year license period.
2. **Remaining North Dakota requirements.** An applicant will be notified of remaining requirements for full North Dakota licensure by the education standards and practices board. All out-of-state applicants shall submit transcripts for review by the same criteria as North Dakota applicants. The

applicant must provide official copies of transcripts from all the institutions of higher education the applicant has attended. The nonrefundable fee for the transcript review process is one hundred seventy-five dollars.

- a. The transcript review fee may be deferred for the two-year substitute license. The fee is due upon application for the initial license and signing a North Dakota teaching contract.
 - b. The school district where the applicant will be a substitute must apply in writing for the deferment.
3. **Renewals.** The out-of-state reciprocal license is valid for two years and is renewable once, provided adequate progress toward completing the remaining requirements is documented and approved by the education standards and practices board. The interim reciprocal license will expire on the applicant's birth date.

History: Effective March 1, 2000; amended effective 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; 15.1-13-11; 15.1-13-14; 15.1-13-20; 15.1-13-21

67.1-02-04-06. Trade, industry, technical, and health occupations interim license. Applicants entering the profession of teaching in the areas of trade, industry, technical, and health occupations in compliance with the standards prescribed by the state-board of career and technical education under North Dakota Century Code section 15-20.1-03 are issued restricted trade, industry, technical, and health occupations interim licensure by the education standards and practices board under North Dakota Century Code section 15.1-13-10. Applicants for the initial trade, industry, technical, and health occupations interim license pay the thirty dollar initial application fee and a seventy dollar fee for the first two-year license, and must also submit to a fingerprint screening for criminal records in accordance with North Dakota Century Code section 15.1-13-14.

The trade, industry, technical, and health occupations interim license is renewable upon satisfactory completion of reeducation requirements prescribed and verified by the state board of career and technical education, submission of a completed application for renewal, positive recommendations, and payment of the license fee. Subsequent two-year or five-year renewal licenses will be issued in accordance with the renewal requirements in section 67.1-02-02-04. An applicant issued a restricted trade, industry, technical, and health occupations license may teach or substitute teach only in that licensed area and may move into a regular teaching license by completing the requirements for regular licensure under section 67.1-02-02-02.

The trade, industry, technical, and health occupations endorsement is required for those educators teaching occupational intent programs grades nine through twelve that meet the career and technical education standards or industry standards, or both.

A review of past coursework and experience will be conducted and a program of studies needed for completion will be established. Reeducation for the trade, industry, technical, and health occupations endorsement must be completed prior to or within two years of assignment.

The applicant must request the endorsement form from the department of career and technical education, complete it, and return it with the official documentation, and review fee of seventy-five dollars.

History: Effective August 1, 2002; amended effective July 1, 2004.

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

67.1-02-04-07. Clinical practice option. Applicants who have entered the profession of teaching through alternative access licensure under section 67.1-02-04-01, elementary, middle, or secondary endorsement under chapter 67.1-02-03, or trade, industry, technical, and health occupations interim licensure under section 67.1-02-04-06 and are seeking to complete the requirements for regular licensure under section 67.1-02-02-02 may meet the student teaching requirement through a supervised clinical practice option meeting the following conditions:

1. The applicant requesting the clinical practice option must hold a valid regular license, alternative access license or trade, industry, technical, and health occupations interim license and be employed under contract by an approved school during the clinical practice. The clinical practice option is not intended to be used by applicants who are not under contract and would not need release time from those contracts to complete a regular student teaching experience.
2. The clinical practice option must be approved by the education standards and practices board before it begins as part of the applicant's program of study toward regular licensure and must be conducted under the supervision of a state-approved college of teacher education. Criteria and evaluations for successful completion of the clinical experience must parallel and meet or exceed those the college of teacher education applies to student teaching experiences and the clinical practice must be at the appropriate grade levels for the licensure sought.
3. The school employing the applicant and the applicant must submit letters to the education standards and practices board requesting the clinical practice option and verifying their support of the agreement.
4. The clinical practice option must require a minimum of ten weeks of close supervision, (five weeks of close supervision if the applicant has already been prepared as a teacher), which includes an equitable combination of daily meetings with or observations of the applicant at the beginning of the experience, by an onsite teacher meeting the qualifications for cooperating teachers under section 67.1-02-01-02 and by the school building principal or other supervisor responsible for evaluations of teachers

under North Dakota Century Code sections 15.1-15-01 and 15.1-15-04 and must include onsite visits by college supervisors which meet or exceed the requirements for student teacher supervision under section 67.1-02-01-03.

5. The clinical practice option includes mentoring of the applicant for at least one school year (one semester if the applicant has already been prepared as a teacher) by the onsite cooperating teacher and may also include mentoring by an offsite content area specialist. The mentoring occurs outside of the applicant's regular teaching assignment time and meets or exceeds the contact that would occur in a ten-week, full-time student teaching experience.
6. Upon completion of the clinical practice option, documentation of evaluations and transcripts verifying successful completion of the clinical practice will be provided through the college of teacher education to the education standards and practices board.
7. Applicants holding valid alternative access licensure under section 67.1-02-04-01 or trade, industry, technical, and health occupations interim licensure under section 67.1-02-04-06 who have successfully completed all of the other requirements for regular two-year initial licensure under section 67.1-02-02-02, except for ten weeks of supervised student teaching, may use the successful clinical practice meeting the conditions of this section to fulfill the student teaching requirement.

History: Effective August 1, 2002; amended effective 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

67.1-02-04-08. Out-of-state highly qualified license. North Dakota educator licensure for out-of-state applicants 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 of a four-year bachelor's degree from a state-approved teacher education program in a North Dakota-recognized program area major, including a student teaching experience, documentation of a valid regular professional educator's license, content tests, submission of all fees for initial licensure pursuant to section 67.1-02-02-02, and documentation of meeting the issuing jurisdiction's requirements for the highly qualified teacher requirements of the No Child Left Behind Act of 2001 as provided by the United States department of education's monitoring process.

If the issuing jurisdiction has the same test code requirements of the praxis II content test, the applicant will be required to meet North Dakota cut score.

If the out-of-state applicant has not met the highly qualified teacher requirements of the issuing jurisdiction for the No Child Left Behind Act of 2001 as documented by the United States department of education's monitoring process, that applicant will have to meet the requirements pursuant to this section through a transcript review analysis and all requirements pursuant to subsections 1, 2, and 3 of section 67.1-02-04-05.

The out-of-state highly qualified license will be renewed pursuant to section 67.1-02-02-04.

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

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, 15.1-13-14, 15.1-13-25, 15.1-13-26

CHAPTER 67.1-02-05 LICENSURE POLICIES

Section	—
67.1-02-05-01	Reciprocity of Suspensions and Revocations
67.1-02-05-02	Experience
67.1-02-05-03	Reserve Officers Training Corps Instructors
67.1-02-05-04	Endorsements, Added Degrees, and Restrictions
67.1-02-05-05	Foreign Transcripts and Special Needs
67.1-02-05-06	Levels of Licensure

67.1-02-05-01. Reciprocity of suspensions and revocations. North Dakota will have reciprocity for suspensions and revocations with other states during the suspension time and will determine acceptance of applicants case by case based on applicable North Dakota laws and denial procedures under section 67.1-02-02-06.

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

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

Law Implemented: NDCC 15.1-13-10, 15.1-13-25

67.1-02-05-02. Experience. Teaching experience in approved kindergarten, elementary, middle level, secondary, and postsecondary teacher education programs and employment with the education standards and practices board, department of public instruction, or state board for vocational and technical education will be granted as experience for license renewal.

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

67.1-02-05-03. Reserve officers training corps instructors. Reserve officers training corps instructors must submit verification to the education standards and practices board that they meet the military requirements for junior ROTC instructors, submit to the initial licensure background check, and pay all relevant fees. An individual meeting these requirements shall receive a license with a restriction to that area.

History: Effective July 1, 1995; amended effective October 1, 1998; June 1, 1999; March 1, 2000.

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

67.1-02-05-04. Endorsements, added degrees, and restrictions. The North Dakota educator's professional license is issued as described in section 67.1-02-02-02. This license qualifies the holder for regular classroom teaching or for functioning in areas with the proper endorsements and restrictions as assigned. Degrees and endorsements in content areas of elementary, middle level, or secondary schools, educational pedagogy, or educational leadership must be obtained through regional or state-approved teacher education programs and meet North Dakota program approval

standards for the content area.

1. **Endorsements.** An individual holding a valid North Dakota teaching license may request endorsements in early childhood, kindergarten, elementary, middle school, bilingual, secondary, or content area minor equivalency endorsements or any other endorsement issued by the education standards and practices board. Specific requirements appear in chapter 67.1-02-03, regarding reeducation. A one-time, nonrefundable review fee of seventy-five dollars must accompany the request to add an endorsement.
2. **New degrees.** A newly acquired major, minor, or new degree may be added between renewal periods by submitting official transcripts, a complete application form including part six, completed by the college or university, and paying the regular renewal fee for those renewing two-year licenses or five-year licenses. An additional two-year or five-year extension, respectively, is added to the license expiration date at the time of the addition of the new major, minor, or degree.
3. **Added qualifications on life certificates.** An individual who holds a life certificate under section 67.1-02-02-01 may add degrees or endorsements to the education standards and practices board licensure records by submitting official transcripts and paying the review fee pursuant to subsection 2. An official duplicate of the life certificate showing the added degree will be issued to the life certificate holder at the time of the addition.

Official duplicate copies of lost life certificates or renewable licenses will be provided at a cost to the holder of twenty dollars.

4. **Restricted licenses.** Programs that include a specialized rather than a regular professional education core are issued initial two-year licenses that restrict the holder to teaching in that specialty area. Applicants must submit the completed application form, original transcripts, fees, and fingerprint cards to the education standards and practices board prior to licensure.

a. Restricted licenses are issued to applicants with master's degrees in:

- (1) School psychology. The prekindergarten through grade twelve school psychology restricted license will be issued to those applicants who have

(a) obtained a master's degree in school psychology from a national association of school psychology-accredited institution or

(b) achieved the National Certification of School Psychologist (NCSP) certification. To qualify for the NCSP license, the candidate must have successfully met the standards for training and field placement programs in school psychology, standards for the credentialing of school psychologist,

standards for the provision of school psychological services, and principles of professional ethnics.

(2) Speech-language pathology. The prekindergarten through grade twelve speech-language pathology restricted license will be issued to those applicants who have a master's degree in speech-language pathology or communication disorders, one hundred hours of school-based practicum, and have graduated from a program accredited by the council on academic accreditation of the American speech and hearing association. Applications for renewal of the bachelor level speech-language pathology license will be denied after July 1, 2010.

(3) School Counseling. The prekindergarten through grade twelve professional school counseling restricted license will be issued to those applicants who have professional education coursework in educational psychology; instructional planning, methods, and assessment; classroom management; and school based field experience or practicum and completed one of the following masters programs from an state approved counselor education program:

- a) a master's degree in school counseling, or
- b) a master's degree in counseling with emphasis in school counseling, or
- c) a master's degree and graduate coursework equivalent to a master's degree in school counseling, or
- d) a master's degree in counseling and a program of study from an approved school counselor education program to complete the coursework requirements for the equivalent of a master's degree in school counseling, educational coursework in educational psychology, instructional planning, methods, and assessment, classroom management, and the school based field experience or practicum within four years. Two 2-year licenses will be issued to those applicants while the requirements are being completed.

b. Restricted licenses are issued to applicants with baccalaureate degrees in the following areas who do not also meet qualifications for regular early childhood, elementary, middle level, secondary, or kindergarten through grade twelve licenses as stated in section 67.1-02-02-02:

(1) Mental retardation education. The mental retardation prekindergarten through grade twelve restricted license will be issued to those people qualifying for a valid North Dakota teaching license in special education who hold a bachelor of

science degree major in mental retardation. The applicant will only provide consultative services.

- (2) Hearing-impaired education. The hearing-impaired prekindergarten through grade twelve restricted license will be issued to those applicants who have a bachelor of science degree major in education of the deaf with thirty-two hours of hearing-impaired qualifying coursework. The applicant will only provide consultative services.
- (3) Visually impaired education. The visually impaired prekindergarten through grade twelve restricted license will be issued to those applicants who have a bachelor of science degree with a major in visually impaired and twenty-one through twenty-three semester hours in qualifying visually impaired coursework. The applicant will only provide consultative services.
- (4) Early childhood special education. The early childhood special education restricted license birth through grade three will be issued to those applicants who have a baccalaureate degree in early childhood special education. The applicant will only provide consultative services.
- (5) All other special education categories require regular elementary and secondary qualifications.
- (6) Career and technical education. The trade, industry, technical, and health occupations restricted license will be issued to applicants holding a baccalaureate level degree in career and technical education if that degree does not include the general education or regular professional education core as required for regular licensure under section 67.1-02-02-02, and is restricted to teaching in grades seven through grade twelve.
- (7) Reserve officers training corps. The reserve officers training corps license will be issued pursuant to section 67.1-02-05-03.
- (8) Native American language instruction. The Native American language restricted license will be issued to those applicants holding a baccalaureate level degree in Native American language if that degree does not include the general education or regular professional education core as required for regular licensure under section 67.1-02-02-02.

c. Restricted licenses are issued to those nondegreed applicants in:

- (1) Career and technical education. Restricted licenses are issued for trade, industry, technical, and health occupations in accordance with section 67.1-02-04-06 and are restricted – to teaching in grades nine through twelve.
 - (2) North Dakota American Indian language instructors as pursuant to North Dakota Century Code section 15.1-13-22.
- d. Teachers with restricted licenses may teach or substitute teach only in the restricted specified area.

5. National board certification.

- a. Definitions:
- (1) “Board” means the education standards and practices board.
 - (2) “Certification” means national board certification as provided by the national board.
 - (3) “National Board” means the national board for professional teaching standards.
- b. Board duties. Based upon receiving state dollars, the board shall:
- (1) Inform teachers of the national board certification program and the scholarships and services the national board provides to teachers seeking certification.
 - (2) Collect and review in the order received scholarship applications from individuals who are licensed to teach by the board or approved to teach by the board.
 - (3)
 - (a) Approve no more than seventeen state-funded applications per year;
 - (b) During each year of the biennium, reserve three of the available scholarships until October first for individuals teaching at low-performing schools. At that time, the three slots, if not filled, become available to other applicants.
 - (c) Require the recipient to serve during the school year as a full-time classroom teacher in a public or nonpublic school; and

- (d) Require the recipient to participate in mentoring developed and implemented in the employing school or district.
- (4) Ensure that all scholarship recipients receive adequate information regarding level of commitment required to acquire certification.
- (5) If any individual who receives a scholarship under this section does not complete the certification process within the time allotted by the board, the individual must reimburse the state an amount equal to one-half of the amount awarded to the individual as a scholarship.
- (6) Recertification process. Collect and review in the order received scholarship applications for national board recertification from individuals who are licensed to teach by the board or approved to teach by the board and:
 - (a) Approve no more than three scholarship applications per year under this subsection;
 - (b) Require each recipient for a scholarship under this subsection serve during the school year as a full-time classroom teacher in a public or nonpublic school in this state; and
 - (c) If available, require each recipient to participate for a scholarship under this subsection to participate in mentoring programs developed and implemented in the employing school or school district.
- c. The board shall pay to any individual who received national board certification before July 1, 2007, one thousand dollars for each year the individual has maintained and continues to maintain national board certification, provided the individual continues to be employed by a school district in this state. An individual may not receive more than four thousand dollars under this subsection.
- d. At the conclusion of each school year after the individual received national board certification, the board shall pay to an individual an additional one thousand state dollars for the life of the national board certificate if:
 - (1) The individual was employed during the school year as a full-time classroom teacher by a school district in this state.
 - (2) If available, require the participant for a scholarship under this section to participate in any efforts of the employing

school district to develop and implement teacher mentoring programs.

- (3) –The payment provided for in this subsection is available beginning with the 2007-08 school year.

e. As a prerequisite, the applicant must:

- (1) Have acquired a baccalaureate degree from a state-approved or accredited teacher education program;
- (2) Hold a valid North Dakota educator's professional license;
- (3) Have successfully completed three years of teaching at one or more elementary, middle, or secondary schools in North Dakota; and
- (4) Currently be a North Dakota kindergarten through grade twelve public or nonpublic classroom instructor.

f. The applicant may apply:

- (1) For the guide to national board certification which includes the application process by contacting the education standards and practices board; and
- (2) For one-half of the application fee by submitting the completed application to the education standards and practices board by December first. Based upon availability of state funds, applications will be accepted and funded on a first-come, first-served basis. One-half of the application fee will be matched with federal dollars.

g. Upon documented successful completion:

- (1) The national board for professional teaching standards certification may be added between renewal periods for a fee as pursuant to the five-year renewal fee in section 67.1-02-02-04; and
- (2) Additional years equivalent to the number of years left of national certification is also added to the license expiration date at the time of the addition of national board for professional teaching standards certification.

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 15.1-13-08, 15.1-13-10, 15.1-13-11, 15.1-13-12.1, 15.1-13-22, 15.1-18-02, 15.1-18-03; S.L. 2001, ch. 173, § 16

67.1-02-05-05. Foreign transcripts and special needs. The content of the laws and rules for teacher licensure may be fulfilled by providing the required documentation through a third party, private foreign educational credential evaluation service that is a member of the national association of credential evaluation services, authorized by the candidate through a signed, official verification provided to the education standards and practices board in cases where foreign transcripts or adaptations for special needs are involved.

History: Effective July 1, 1995; amended effective October 1, 1998; March 1, 2000; July 1, 2008.

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

Law Implemented: NDCC 15.1-13-10

67.1-02-05-06. Levels of licensure. North Dakota professional educator's licenses are categorized into three levels, based upon educational preparation and employment experience, as follows:

1. Level I indicates that the license holder still has educational or employment requirements to meet before receiving the regular level II license, or that they are not currently maintaining contracted employment. The licenses in this category include the initial license, provisional license, interim emergency license, interim reciprocal license, reentry license, and the two-year renewal or substitute license with less than eighteen months of contracted teaching experience. Life certificates as described in section 67.1-02-02-01 will appear as level I licenses since they do not report their status through renewals.
2. Level II indicates that the licenseholder has met all of the educational and employment requirements in sections 67.1-02-02-02, 67.1-02-02-04, and 67.1-02-02-07 for a regular five-year North Dakota educators' professional license.
3. Level III indicates that the licenseholder either:
 - a. Meets all of the requirements for level II regular five-year licensure and has earned advanced degrees beyond the bachelor's level (masters, specialist, or doctoral); or
 - b. Holds national board for professional teaching standards advanced licensure as stated in subsection 5 of section 67.1-02-05-04.

History: Effective August 1, 2002.

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

Law implemented: NDCC 15.1-13-10

**ARTICLE 67.1-03
EDUCATOR'S CODE OF ETHICS**

Chapter
67.1-03-01 Educator's Code of Ethics

**CHAPTER 67.1-03-01
CODE OF PROFESSIONAL CONDUCT FOR EDUCATORS**

Section
67.1-03-01-01 Preamble
67.1-03-01-02 Principle I - Commitment to the Student
67.1-03-01-03 Principle II - Commitment to the Profession
67.1-03-01-04 Principle III - Commitment to the Community

67.1-03-01-01. Preamble. The educator recognizes that education preserves and promotes the principles of democracy. The educator shares with all other citizens the responsibility for the development of educational policy. The educator acts on the belief that the quality of the services of the education profession directly influences the nation and its citizens. The educator promotes the worth and dignity of each human being and strives to help each student realize the student's potential as a worthy, effective member of society. The educator, therefore, works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. The educator measures success by the progress each student makes toward the realization of his/her potential as an effective citizen. The educator regards the employment agreement as a solemn pledge to be executed both in spirit and in fact in a manner consistent with the highest ideals of professional service. The educator accepts the responsibility to practice the profession according to the highest ethical standards. The educator strives to raise professional standards to improve service and achieve conditions which attract highly qualified persons to the profession.

The following code of professional conduct of the education standards and practices board governs all members of the teaching profession. A violation of this section constitutes grounds for disciplinary action which include the issuance of a warning or reprimand or both, suspension or revocation of the license of the affected educator, or other appropriate disciplinary action.

History: Effective July 1, 1995; amended effective August 1, 2002.

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.

67.1-03-01-02. Principle I - commitment to the student. In fulfilling obligations to students, the North Dakota educator:

1. Shall not, without just cause, deny the student access to varying points of view;
2. Shall not intentionally suppress or distort subject matter relevant to a student's academic program;

3. Shall protect the student from conditions detrimental to learning or to physiological or psychological well-being;
4. Shall not engage in physical abuse of a student or sexual conduct with a student and shall report to the education standards and practices board knowledge of such an act by an educator;
5. Shall not harass, discriminate against, or grant a discriminatory advantage to a student on the grounds of race, color, creed, sex, national origin, marital status, political or religious beliefs, physical or mental conditions, family, social, or cultural background, or sexual orientation; shall make reasonable effort to assure that a student is protected from harassment or discrimination on these grounds; and may not engage in a course of conduct that would encourage a reasonable student to develop a prejudice on these grounds;
6. Shall not use professional relationships with a student for personal advantage or gain;
7. Shall disclose confidential information about individuals, in accordance with state and federal laws, only when a compelling professional purpose is served or when required by law; and,
8. Shall accord just and equitable treatment to all students as they exercise their educational rights and responsibilities.

History: Effective July 1, 1995; amended effective August 1, 2002.

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

67.1-03-01-03. Principle II - commitment to the profession. In fulfilling obligations to the profession, the North Dakota educator:

1. Shall accord just and equitable treatment of all members of the profession in the exercise of their professional rights and responsibilities;
2. Shall not, on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, physical condition, family, social or cultural background, or sexual orientation, deny to a colleague a professional benefit, advantage, or participation in any professional organization, nor discriminate in employment practice, assignment, or evaluation of personnel;
3. Shall not sexually harass a fellow employee;
4. Shall withhold and safeguard information acquired about colleagues in the course of employment, unless disclosure serves a compelling professional purpose;

5. Shall present complete and accurate information on the application for licensure and employment;
6. Shall present complete and accurate information on any document in connection with professional responsibilities;
7. Shall present evaluations of and recommendations for colleagues fairly, accurately, and professionally;
8. Shall cooperate with the education standards and practices board in inquiries and hearings and shall not file false complaints or shall not seek reprisal against any individuals involved with the complaint;
9. Shall not knowingly distort, withhold or misrepresent information regarding a position from an applicant or misrepresent an assignment or conditions of employment;
10. Shall not breach a professional employment contract;
11. Shall not knowingly assign professional duties for which a professional educator's license is required;
12. Shall not accept a gratuity, gift, or favor that might influence or appear to influence professional judgement, nor offer a gratuity, gift, or favor to obtain special advantage; and
13. Shall exhibit professional conduct in safeguarding and maintaining the confidentiality of test materials and information.

History: Effective July 1, 1995; amended effective August 1, 2002.

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

Section 67.1-03-01-04. Principle III - Commitment to the community. In fulfilling these obligations to the public, the North Dakota educator:

1. Shall distinguish between personal views and the views of the employing educational agency;
2. Shall not distort or misrepresent the facts concerning educational matters; and,
3. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.

History: Effective July 1, 1995; amended effective August 1, 2002.

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