

# MICROFILM DIVIDER

OMB/RECORDS MANAGEMENT DIVISION  
SFN 2053 (2/85) 5M



ROLL NUMBER

DESCRIPTION

2375

2005 SENATE EDUCATION

SB 2375

2005 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2375

Senate Education Committee

Conference Committee

Hearing Date 02/02/05

Tape Number	Side A	Side B	Meter #
1	x		1498-end
1		x	0-658
Committee Clerk Signature <i>Patty Wilkins</i>			

**Minutes : Relating to special education teachers.**

**Senator Freborg :** Call the meeting to ordure on **SB 2375**

**Testimony in favor of this bill :**

**Representative Carlson :** Introduced the bill, deals with the certification of special education teachers. I will tell you right up front that I do have special interest in this b/c my daughter teaches special ed in MN. Over the yrs, five to be exact she has taught special ed. She would like to come back to ND but there are some things that are standing in the way of her coming back the certifications are different. She received a degree from Moorhead State University, in special education. **Rep. Carlson** handed out the credentials of his daughter. This bill would allow her to come and teach in ND. If you would look at the sheet I handed out, she has two degrees and a double certification in special learning disabilities and an emotional behavioral disorders. Two credentials when she graduated from that school. She has done the student teaching and my point is, why are our credentials different? Last yr. she was nominated for teacher of the yr. by her

school in MN, and yet her credentials are not sufficient to teach in our state, and she would like to move home. In fact she has had several discussions with districts in the Red River Valley about coming back to teach, but b/c of lack of credential and I forget the terminology, she can come back and work and subject to getting further education, which I think is unnecessary I think she is highly qualified and skill in special learning disabilities which would allow her, if that's all they would want her to teach, that is the field she would teach in or emotional behavioral disorders. She teaches in the intercity in St. Paul, I am not sure you would find a much tougher area in the world to teach education. She honestly would make 15,000.00 dollars more than in ND, but she would like to come home where her roots are. Being the good father that I am, I said that I need to be convinced that the skills that she has and the training that she has received is not sufficient to teach the kids in ND, that is why the bill is before you.

**Senator Seymour :** I know that you equated the practice with student teaching, that is not an equation in any Higher Ed situation, so how did you come up with that. A practice is not student teaching.

**Rep. Carlson :** That's what they call it on the sheets, she has spent time in the classrooms in ND with special education teachers working in those class rooms. Now I don't care what you call it, but she was student teaching in ND.

**Senator Seymour :** That is not student teaching.

**Rep. Carlson :** It is not, no.

**Senator Seymour :** It is like apples and oranges.

**Rep. Carlson :** I am not sure I agree with that.

**Senator Seymour :** You better go research that a little bit.

**Rep. Carlson :** That's your opinion sir, and I don't agree with that.

**Senator Freborg :** Do you wish to speak again Senator Seymour ?

**Senator Seymour :** No

**Rep. Carlson :** I appreciate the time to come a discuss this with you and I think it is an area that needs to be looked at and I understand that NCLB has created other problem in specialties. I just attached a letter that was in the Forum last week about a guy that was thinking of coming back from California to teach in ND. He was highly qualified, and I believe that that was caused by NCLB that he didn't meet the qualifications. His degree was different than what they had specified what he wanted to teach in, that I put in b/c I was interested that we need to make it possible for people that are qualified who want to come back to our state have the opportunity.

**Senator G. Lee :** Your daughter, I am assuming would be highly qualified in MN for NCLB?

**Rep. Carlson :** I am assuming, she meets all their requirements for teaching special education, she must also stay within her two areas of specialty, which I am assuming no different than they would do here. I have been out of teaching for along time. She is within her area of expertise, she teaches special learning disabilities to Junior High School kids. I assume she meets the NCLB requirement, as she has not had to further any of her education to meet the requirements for teaching.

**Senator Flakoll :** I hate to drag your daughter specifically into this, but do you have anything in written follow-up in terms of respect to the denial?

**Rep. Carlson :** I could probably get that for you. She was approached by the Fargo Public School, she could have taught there with further education. Part of it does have to do with having

an elementary teaching degrees to go with the special ed degree. I am sure they will explain this to you.

**Senator Taylor :** I am inclined to support this for one reason, b/c it looks like your daughter will come back and visit with her father about 45 credits of liberal studies.

**Rep. Carlson :** My daughter has chosen the right path.

**Testimony in Opposition of the bill.**

**Janet Welk :** Executive Director of Education Standard and Practices Board.

**See attached : written testimony**

**(meter 2270 beginning of testimony)**

**(meter 3010 end of testimony)**

**Senator Taylor :** Explain again a little bit more on the restricted license. It would restrict her to what?

**Janet Welk :** We would give them a restricted license but then it limits the person. Bob can address this b/c it is credentialing.

**Senator G. Lee :** Are our requirements for these kinds of teachers special ed teachers, only different than MN or are ours a cut above everyone else.

**Janet Welk :** I have not done a national search with regards to special ed. Every state sets their own standards based on their need. I know we are different than MN, with regard to the re-authorization of idea in December, I would expect that they will be changing their process as well. I don't know they will develop a house for existing teachers as Rep. Carlson's daughter, we are different and different than SD.

**Senator G. Lee :** Are you saying that MN is going to change at least entry level requirements for special ed and that they will need an elementary teaching certificate as well?

**Janet Welk :** I wouldn't say that b/c I don't predict what other states are doing, if that teacher is going to be the class room teacher, the teacher of credit they will have to meet the re-authorization of idea as well, I am not sure how MN will put their system together to do that. We have a lot of highly qualified people but until they are monitored is hard to say.

**Senator G. Lee :** If she were to apply for reciprocity and get her restricted licenses she wouldn't be able to be the principle teacher in classroom of elementary students, she would need to be restricted to a group of special needs students. Is that my understanding?

**Janet Welk :** The problem is that in ND we include our special ed children into the classroom. I doubt that we have many classrooms just for special ed. and Bob will be able to help with that as well. We want our special needs students to be in the classroom with regular classroom with other students.

**Senator G. Lee :** So someone like this with a restricted license, certainly their job opportunities would be very minimal within the state b/c their just isn't those kinds of options that we would offer.

**Janet Welk :** Yes, that is right and they are getting more limited as we speak.

**Senator G. Lee :** So the reciprocity and restricted license isn't of much value.

**Janet Welk :** That is right.

**Senator Flakoll :** On your testimony on the reference to the multicultural education classes, could you provide us with 8 copies of the Assistant Attorney Generals letter please.

**Janet Welk :** It was just an e-mail, but I would get his authority before I do that. I believe that it is a general mandate that they don't provide testimony.

**Senator Freborg :** Has anyone from another state applied for a licenser and received it without restriction.

**Janet Welk :** Not with this type of qualification, it is always a restricted special ed license.

**Senator Freborg :** Not special ed, in any area, have they ever applied from another state and received licenser, other than a restricted.

**Janet Welk :** Yes, I issue about 300 out of state license every yr.

**Senator Freborg :** With no restrictions

**Janet Welk :** They have to meet our standards, as you may remember in 1999 we passed the interim reciprocal law, which gives teachers four years, they get a license immediately but they have four yrs to meet our standards. If you consider that a restriction, b/c they are not restricted, they act as a regular teacher, they may have to take an additional course in earth science or English or something like that.

**Senator Freborg :** My point is that no one from another state has ever come here and received a license with no restriction or no requirements.

**Janet Welk :** That is not correct, we do issue licenses without any restrictions if they meet our standards. We have issued them, I can't tell you how many, but we do issue them. If we review their transcripts and they meet our standards they are given an initial license. I can tell you most of the licenses that require additional course work are the elementary education licenses, they usually require more course work b/c their standards we thought were quite high. Our standards

in Science, Geography, is usually a little higher, and b/c we require all of our elementary teachers to have a college algebra class. This isn't as prevalent as the Geography and Earth/Space Science. I have never collected #'s on how many do I issue that have to go back and get a class.

**Senator Flakoll :** You said they receive an initial license is that different than a license?

**Janet Welk :** I have different names for my licenses, b/c of the law that was passed in 1999 I call one license an interim reciprocal license that's a license that is issued to a teacher from another state that needs another course or maybe needs to take the test. Whatever it takes to meet ND standards. If they have met all of them they get an initial license, I have different names b/c there is different criteria.

**Senator Flakoll :** Any rough estimates on what % of those apply maybe receive an initial license without any restrictions or requirements passed a license teacher in ND?

**Janet Welk :** Naturally every teacher that graduates from ND gets an initial license, so most of my license that I issue are initial. It's just that those coming in from other states based on the law that we passed, based on the reciprocity contract that we also signed that we accept all regular licenses from other states, but they do need to meet our standards. That is not unique to ND, just a brief history in reciprocity, we have teachers that go to Idaho and have to take additional course work as well as MN. Each state has their own criteria. One of my board members has taught in Colorado and had to take additional course work. That is the way it is in education throughout the nation.

**Senator Flakoll :** I was actually looking for out of state teachers who were wishing to come to ND. Do you have any rough estimate of % might receive initial license with no other restrictions applied?

**Janet Welk :** As I stated earlier, I don't keep track of those #'s

**Senator Flakoll :** 10 % or 50 %

**Janet Welk :** I will not even guess. B/C I don't keep track and I won't pull it out of the air.

**Senator Freborg :** We know it isn't 100%

**Janet Welk :** That is correct, if it is a Biology major or a Math major for the most part they a lot times meet our standards, it is the elementary teachers that have been prepared probably earlier than ten yrs ago. They don't meet the standards that are needed.

**Senator G. Lee :** To my understanding then how long a teacher has had teaching experience in another state you go back to the original core curriculum to see if they have had geography, even though they have been a successful teacher for a # of years. That credit doesn't follow them in terms of coming back to ND?

**Janet Welk :** If they have taken the course work? If they have not they must meet our standards, if I were to move to SD or MN they would look at my preparation, all of what leads up to today, if I don't meet their standards. If we have a teacher that comes in and we do have some, that come in and have not kept up with their reeducation process. To give them a license, we have to treat them fairly we cannot discriminate, a license is based on a one standard for all. If we start accepting a lower standard from one state VS another state, every license is going to be based on one standard in ND. It is just that we give out of state people time to meet that standard.

**Senator G. Lee :** Don't teachers take a similar exam elementary teachers now need to take an exam similar?

**Janet Welk :** The only exam that we require to date in ND is the basic skills exams. Which is an example of K-12 education. This has nothing to do with their teacher education, that exam we

will require in 2006. We learned from the Federal Government that we may have to begin requiring that in the Fall of 05-06.

**Senator G. Lee :** Once the exam is in place, taking an elementary teacher if I pass that exam, isn't that saying that I am a qualified teacher, regardless if I am missing that geography class.

**Janet Welk :** That's right.

**Senator G. Lee :** Wouldn't that then work as a reciprocity agreement between states in that recognizing qualification of teachers based on that exam rather than course work that may or may not have been taken a # of yrs ago.

**Janet Welk :** If every state has the same test, life would be good. There are states that make their own tests, California, Texas, Massachusetts. Smaller states use an ETS test. Practice 1 is the basic skills test. Practice two are the various content tests. Each state needs to validate the test they will use for their teachers. The problem is there are five test in Biology, 4 tests in elementary, and we don't test in Ag as that is not a core area, and there is only one test. If you pass the Ag test you may go to any state. In ND we require one test for elementary and other states require a different test b/c we have to look at all four tests and align the tests to our standards.

**Senator Flakoll :** Recent NCLB discussions, we have teachers that have been teaching 20 plus in an area, are we saying that they are not qualified now, that is one of the things that I believe that ESPB is saying as reasons for that they are highly qualified b/c they have been doing it for 25 yrs. On the other hand it appears we are saying with this bill, that is good and fine but yet if you have done it out of state it doesn't count.

**Janet Welk :** We say they are highly qualified b/c they have a major in elementary education, I went back 45 yrs and documented the content knowledge that our teachers have had with that elementary major from every institution in ND. So we know very well that our teachers were highly qualified. Actually based on three things, not their experience, because we all know that a teacher can be a first yr teacher for twenty yrs and be a very poor teacher. We are basing that information on the fact that they have a bachelor degree, a major in elementary education, covering the four content area and a valid ND teachers license.

**Bob Rutten :** Director of Special Education for the DPI

**See Attached : Written testimony**

**Senator Flakoll :** MN has some pretty good test scores, ND has some pretty good test scores their accountability measures they get a C+ and we get a D+. We have strong areas and they do as well, we are no better and no worse, we are just different?

**Bob Rutten :** I understand what you are saying, we get comments from the local special education administrators in the schools. They bring to our attention a difference in the training of students of other states as opposed to those who train at the UND or Minot State or U-Mary, b/c of that difference in how they are prepared with that general education foundation. It seems to us to make sense that's the direction that congress is certainly wanting states to be going, not make special education so different but keep it close to that general education expectation, that curriculum, those master teachers who do know how to teach math and science. I think the thought is that if that is to continue if we were more uniformed nation wide, that we would see higher scores and higher achievement levels for all the kids. It is confusing of how we compare one state to another and those measures. I am not sure if I can fully address all the issues.

**Senator Flakoll :** If you are a professor in Higher Education as you can go where, to most locations. Are there efforts or will there be to try from state to state or regional approach to have some alignment so that they can coincide with each other.

**Bob Rutten :** You are thinking like we are thinking b/c we are dealing with these frustrations. These are some of the same conversations we have been having. I belong to a small state population that work on special ed issues. A # of our neighbors, Wyoming, Montana, I raised that issues that SD, Wyo. Mont. were not interested in our higher standard. Now at the changing landscape of Federal level, they are calling it depression, the difference in training across the country. What they are seeing, is a move toward standards based preparation of University students. The programs in our own state, U-Mary, UND, Minot State, they are based on high level of standards that are acceptable nation wide. I think that is the key, once we have more people graduating from Universities who have accepted national higher standards, we will see more reciprocity. This makes sense to me in the end.

**Senator Flakoll :** Are there national test that are currently on the horizon that may allow some of those that we feel are the upper echelon to take a national test that would allow them to be in multiple states?

**Bob Rutten :** I am not aware of that. I was going to look at Janet too b/c of the practices that she referred to. I don't think this is address the issue that you are getting at.

**Senator Freborg :** Closed the hearing on **SB 2375**

No further discussion

Hearing None, Clerk took roll: Vote    Yea    Nay    Absent

2005 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB2375

Senate Education Committee

Conference Committee

Hearing Date 02/07/05

Tape Number	Side A	Side B	Meter #
1		x	3780-4280
2	x		1838-2544
Committee Clerk Signature <i>Patty Wilkerson</i>			

**Minutes : Relating to special education teachers.**

**Senator Freborg :** Call the meeting to order on **SB 2375**

**Senator Freborg :** Senator Taylor are you ready for this bill or do you need time to get amendments ready for this afternoon.

**Senator Taylor :** I am ready.

**Senator Freborg :** Were you not going to waive that amendment or not?

**Senator Taylor :** What council suggested was that it was a one word change and Dirk could remember it for us.

**Senator Flakoll :** That one might be amended.

**Senator Freborg :** What did you say about being amended Senator Flakoll or were you talking to yourself?

**Senator Flakoll :** If we could hold off for consideration till this afternoon.

**Senator Freborg :** We may be short of time this afternoon and then lay it over until tomorrow.

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Senate Education Committee

Bill/Resolution Number SB 2375

Hearing Date 02/07/05

**Senator Flakoll :** We do have six days yet.

**Senator Freborg :** We can do that all right?

**Senator Flakoll :** Six days and 5 bills and resolutions right?

**Senator Freborg :** 4 bills and one resolution to get out. We could easily do that this week.

**Senator Freborg :** 2364 Senator Flakoll? Is this going to take some time?

**Senator Flakoll :** Yeah! I had a lot of support for this but would like to get it even better.

**Senator Freborg :** Doesn't seem there is much else we can do. We could discuss 4025 but would like to hold that until tomorrow, b/c all we have tomorrow is committee work. Perhaps we can adjourn Senator Flakoll I know you would like the time so that you will have everything ready for this afternoon and tomorrow morning. Senator Taylor you are ready with your amendments, anyone else considering amendments? Try to have these drafted and ready so that when we get to the bill we can vote on it.

**Senator Freborg :** adjourned the meeting.

**Senator Freborg :** opened meeting to hear **SB 2375**

**Senator Flakoll :** Explained the amendments, they are hog house amendments, or they are intended to be hothouse amendments that would essentially hothouse the bill and then insert education practice board with the state of MN and so on Mr. Chairman.

**Senator Freborg :** We do know what you are going to do.

**Senator Flakoll** moved the amendments as explained

**Senator G. Lee** second the motion

**Senator Flakoll** said the genesis of this is that we can work out some mutual agreement, that the transference from one state to another more seamless to see if something can be worked out.

**Senator Freborg :** Was there reason why you just picked MN?

**Senator Flakoll :** Yes, b/c I think that is the state we have the most to and fro list. I believe there is more activity between to them as opposed to SD, trying to biting off the elephant one bite at a time. Both MN and ND have high standards in terms of credentials as indicated in testimony, they have a lot of good things and we have a lot of good things, we just sometimes have different things we are towards. This would maybe hope to codify those.

**Senator Freborg** the motion is for a Do Pass on the Flakoll amendments to SB 2375 do you all know what he is doing now?

**Senator Seymour :** It wasn't clear the way it fit in the current verbiage, is that all clear now?

**Senator Flakoll :** No these do not fit. It is the intent that we can read in the proposed amendments and before it goes anymore if we adopt this, we will take a look at the new version which this will b/c the bill. If you don't understand what will happen then we will not vote on it.

**Senator Seymour :** I do understand

**Senator Freborg :** If this should pass we will review the amendments before they go anywhere.

Hearing no other discussion roll call was taken: **vote, 6-0-0**

**Senator Freborg** are you comfortable acting on the bill and holding it?

**Senator Flakoll :** I move a Do Pass as amended, **on SB 2375**

**Senator G. Lee** second the motion

Hearing no other discussion roll call was taken: **vote, 6-0-0**

**Senator Flakoll** will carry the bill.

**Senator Freborg** we will hold this bill until we review the amendments.

**Senator Freborg** closed the hearing on **SB 2375**

2005 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2375

Senate Education Committee

Conference Committee

Hearing Date 02/09/05

Tape Number	Side A	Side B	Meter #
1	x		50-150
Committee Clerk Signature <i>Patty Wilkins</i>			

**Minutes : Relating to special education teachers.**

**Senator Freborg :** Call the meeting to order on SB 2375

**Senator Freborg** asked all the committee members to look at the amendments and said the amendments were the bill. Everyone was to approve this before we let the bill go to the floor.

This had been voted on but they hadn't seen the amendments in bill form.

**Senator Freborg :** OK, we will let the bill go.

**Committee went onto other business**

No further discussion

PROPOSED AMENDMENT TO SENATE BILL NO. 2375

Page 1, line 12 after "section" insert ". ESPB shall enter discussions with officials from the State of Minnesota to develop a unified system of credential qualifications between the states. ESPB shall report their progress, findings, and pending action to the Sixtieth Legislative Assembly"

Renumber accordingly

Date: 2/7/05  
Roll Call Vote #: 1

**2005 SENATE STANDING COMMITTEE ROLL CALL VOTES**  
**BILL/RESOLUTION NO. 2375**

Senate SENATE EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number \_\_\_\_\_

Action Taken Do Pass Flakoll Amendments

Motion Made By Flakoll Seconded By Sen. Lee

Senators	Yes	No	Senators	Yes	No
CH- SENATOR FREBORG	✓		SENATOR SEYMOUR	✓	
V-CH- SENATOR G. LEE	✓		SENATOR TAYLOR	✓	
SENATOR ERBELE	✓				
SENATOR FLAKOLL	✓				

Total (Yes) 6 No 0

Absent \_\_\_\_\_

Floor Assignment \_\_\_\_\_

If the vote is on an amendment, briefly indicate intent:



**REPORT OF STANDING COMMITTEE**

**SB 2375: Education Committee (Sen. Freborg, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends DO PASS (6 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). SB 2375 was placed on the Sixth order on the calendar.**

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act relating to a unified system of credential qualifications between North Dakota and Minnesota.

**BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

**SECTION 1. Educational standards and practices board - Unified credential system.** The educational standards and practices board shall enter discussions with officials from the state of Minnesota to develop a unified system of credential qualifications between the states. The board shall report its progress, findings, and any pending action to the sixtieth legislative assembly."

Renumber accordingly

2005 HOUSE EDUCATION

SB 2375

2005 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2375

House Education Committee

Conference Committee

Hearing Date **8 March 2005**

Tape Number	Side A	Side B	Meter #
1	X		50 - 800
Committee Clerk Signature <i>Jan Prindle</i>			

Minutes:

**Chairman Kelsch opened the hearing of SB 2375.**

**Rep. Alan H. Carlson, District 41,** introduced the bill. The bill as it started out deals with special education and I put it in for very selfish reasons. My daughter is a certified special ed teacher in MN and has numerous times displayed an interest to come back to the state of ND. As I look at the certification she would not, even though she is considered highly qualified in the state of ND, be considered qualified in the state of ND. Our law says she needs a teaching degree as well as a special ed degree. The bill started out being strictly special education. The bill has changed to the one you see in front of you. The argument is if the practicum she had was that equivalent to student teaching or is it not. Some felt it was. Some felt it wasn't. The point is that our law said she needed a teaching degree as well as a special ed degree. The Senate Committee dealt with the bill and turned it into a way of looking at a unified system of credentials between ND and MN because we have many cross border teachers. Teachers from

our rural areas are going to MN rural schools because they have a higher salary level. Discussion there was that the Educational Practices Board will enter into discussion with the state of MN to develop a unified system of credential qualifications. Although this is not what I was looking for when I started, I think it is a positive step in the right direction. The reality is my daughter went to school in Moorhead and is not qualified to teach in Fargo. The system needs some work and I hope this is the vehicle that will work for that because I think it's necessary. I hope that something comes from it and I would like to see this Committee pass it.

**Rep. Herbel:** Rep. Carlson, do you know if you are qualified in ND doesn't mean you're qualified in MN either? Is that correct?

**Carlson:** I can only speak to the special ed side of it. I'm not sure about the other disciplines and I think that's why it's a good idea to broaden this and make it a bigger issue than just special education. There could be other areas where that does not apply.

**Rep. Herbel:** I know a number of years ago, maybe 10 -12 years ago, my daughter taught in Grand Forks and went to Alexandria MN and was not considered qualified and had to go to Moorhead to pick up courses in order to pick up courses to teach in Alexandria. I don't know if there were any changes made since. It makes sense if you are highly qualified you should be qualified in both places.

**Carlson:** It makes sense to study this one. I would think it would be one of the topics they would pick in the interim.

**Rep. Sitte:** When I taught in MN they gave me two years to catch up to get their certificate. Could she teach at all in ND is there any leeway such as two years to get the credentials.

**Carlson:** There is some type of a waiver you can apply for. The requirement still exists that you have to get that second degree to teach in elementary education. ,

**Rep. Wall:** She did student teach as part of her degree?

**Carlson:** They call it a practicum and that was where the point of discussion came in--is a practicum for three credits the same as student teaching? I can't argue that point. I student taught and that was a long time ago. I don't know how many credits I got for it. We argued over words and we weren't getting to the meat of what it was all about to be qualified to teach in this state.

**Rep. Mueller:** We identify MN and certainly that may be the hotbed of the issue. Would you have a problem with expanding to all of the bordering states?

**Carlson:** I have absolutely no trouble with that. I don't know how much cross difference there is between a special ed degree in SD and ND. The study reads to be a bigger discipline than just one area.

**Rep. Hawken:** It is pretty silly and we get real turf oriented. Moorhead State is part of the Tri-College. Maybe there's a way to bring the degree through NDSU. I think this has become a turf issue and we're not looking at what the qualifications are and I do believe this is an excellent bill. It's been here before in different forms. The wording is good "to enter into discussions" not just to study.

**Chairman Kelsch closed the hearing of SB 1275. She appointed a study committee of Rep. Hawken, Rep Norland, and Rep. Mueller to look at including all ND bordering states in the bill. She asked them to bring Janet Welk into their discussion.**

2005 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2375

House Education Committee

Conference Committee

Hearing Date 14 March 2005

Tape Number	Side A	Side B	Meter #
2	X		350 - 1850
Committee Clerk Signature			

Minutes:

**Chairman Kelsch opened discussion of SB 2375.** Rep. Hawken has an amendment to this bill.

**Rep. Hawken:** The only change would be on line 2 it would say "with officials from surrounding states" to develop unified systems. Or, we should be more specific and say bordering states instead of Minnesota. On line one you would make the same change.

**Chairman Kelsch:** Should it be with "states bordering ND?"

**Rep. Sitte:** In checking on this last week, I think we say both license and credential. It doesn't matter where you get it, they're equally important. Say "to develop a system of reciprocity for licensing and credentials."

**Rep. Hawken:** For the Committee's information, ESPB is in the process of passing an administrative rule that will recognize "highly qualified" teachers from our bordering states. It is my understanding that because of the new IDEA federal law, our special education people from ND are currently working with MN and they will very soon have that elementary

Page 2  
House Education Committee  
Bill/Resolution Number **SB 2375**  
Hearing Date **14 Mar 05**

component and/or secondary because they will be required by federal law to do that. What will happen with or without this legislation is our states will be moving closer together in both licensing and credentialing. We took this bill out of the special ed realm where it was originally

**Rep. Haas:** Would it make sense to add DPI to cooperatively work on this with the ESPB?

**Intern Spitzer** created the amendment from the discussion. **(Attached.)**

**Rep. Sitte:** I move the amendment.

**Rep. Hawken:** I second.

A voice vote was taken. **Amendment carried.**

**Rep. Mueller:** I move **Do Pass as Amended.**

**Rep. Johnson:** I second.

A roll call vote was taken.

**Yes: 13 No: 0 Absent: 1 (Solberg)**

**Discussion closed.**

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL 2375

Page 1, line 1, after "of" insert "licensure and" and after "credential" insert "and/or reciprocity"

Page 1, line 2, replace "Minnesota" with "states bordering North Dakota"

Page 1, line 5, after "board" insert "in cooperation with the Department of Public Instruction"

Page 1, line 6, replace "the state of Minnesota" with "states bordering North Dakota", after "of" insert "licensure and", and after "credential" insert "and/or reciprocity"

Renumber accordingly

*Qualifications*

Date: 17 Nov 05  
Roll Call Vote #: 1

**2005 HOUSE STANDING COMMITTEE ROLL CALL VOTES**  
**BILL/RESOLUTION NO. 2375**

House Education Committee

Check here for Conference Committee

Legislative Council Amendment Number \_\_\_\_\_

Action Taken Amend per attached

Motion Made By Sitte Seconded By Hawken

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch			Rep. Hanson		
Vice Chairman Johnson			Rep. Hunskor		
Rep. Haas			Rep. Mueller		
Rep. Hawken			Rep. Solberg		
Rep. Herbel					
Rep. Horter					
Rep. Meier					
Rep. Norland					
Rep. Sitte					
Rep. Wall					

Total (Yes) \_\_\_\_\_ No \_\_\_\_\_

Absent \_\_\_\_\_

Floor Assignment \_\_\_\_\_

If the vote is on an amendment, briefly indicate intent:

Date: 14 Mar 05  
 Roll Call Vote #: 2

**2005 HOUSE STANDING COMMITTEE ROLL CALL VOTES**  
**BILL/RESOLUTION NO. 2375**

House Education Committee

Check here for Conference Committee

Legislative Council Amendment Number \_\_\_\_\_

Include DPI \_\_\_\_\_

Action Taken chg "Dm" to "states bordering ND"

Motion Made By Mueller Seconded By Johnson

*Pass as amend*

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch	✓		Rep. Hanson	✓	
Vice Chairman Johnson	✓		Rep. Hunskor	✓	
Rep. Haas	✓		Rep. Mueller	✓	
Rep. Hawken	✓		Rep. Solberg	0	
Rep. Herbel	✓				
Rep. Horter	✓				
Rep. Meier	✓				
Rep. Norland	✓				
Rep. Sitte	✓				
Rep. Wall	✓				

Total (Yes) 13 No 0

Absent 1 (Solberg)

Floor Assignment Hawken

If the vote is on an amendment, briefly indicate intent:

*Attached*

**REPORT OF STANDING COMMITTEE**

**SB 2375, as engrossed: Education Committee (Rep. R. Kelsch, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends DO PASS (13 YEAS, 0 NAYS, 1 ABSENT AND NOT VOTING). Engrossed SB 2375 was placed on the Sixth order on the calendar.**

Page 1, line 1, after "of" insert "licensure and" and after "qualifications" insert "or reciprocity"

Page 1, line 2, replace "Minnesota" with "each state bordering North Dakota"

Page 1, line 5, after "board" insert ", in cooperation with the department of public instruction,"

Page 1, line 6, replace "the state of Minnesota" with "each state bordering North Dakota", after the second "of" insert "licensure and", and after "qualifications" insert "or reciprocity"

Renumber accordingly

2005 TESTIMONY

SB 2375

**TESTIMONY ON SB 2375**  
**SENATE EDUCATION COMMITTEE**  
**February 2, 2005**  
**By Robert Rutten, Director of Special Education**  
**328-2277**  
**Department of Public Instruction**

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Chairman Freborg and members of the committee:

My name is Robert Rutten and I am the Director of Special Education for the Department of Public Instruction.

There are several points of clarification I would like to make regarding this proposal.

The first is that North Dakota has historically required a foundation in general education for special educators who teach in our state. The rationale for this is that special education is meant to be a support for general education. The programs at North Dakota's universities that prepare special education teachers include a general education base. This foundation in what non-disabled kids are expected to learn and what general education teachers are expected to teach is meant to ensure that special education teachers have expectations for students who have disabilities that are age and grade level appropriate.

SB 2375 would require the North Dakota Education Standards & Practices Board (ESPB) to issue licenses to "any individual licensed to teach by the Minnesota board of teaching and permitted to teach special education in the elementary and secondary schools of Minnesota upon application to the board." Minnesota does not require that its special education teachers

have a foundation in general education. This bill would require the ESPB to issue them a license and DPI to issue them a credential in special education even though they may not meet the same standards that we have for other special education teachers in North Dakota.

Before going into more detail, I would like to provide some basic information about special education licensure and credentialing in North Dakota. As you know, the ESPB issues educator's professional licenses and the Department of Public Instruction issues credentials. In the area of Mental Retardation (MR), teachers with undergraduate degrees can obtain either a teaching license from ESPB, or if they also have a general education major along with special education at the undergraduate level, they can receive the MR credential. Either way, these teachers are qualified to work with students who have mental retardation. The difference is that the license issued by ESPB is "restricted." This means the person cannot teach content area subjects because they do not have training in general education. A person who does have a general education license, plus special education credentials can provide direct instruction in the subject areas they are qualified to teach.

In the areas of Specific Learning Disability (SLD) and Emotional Disturbance (ED), however, North Dakota has a requirement that training in these areas must be taken at the graduate level. In addition, teachers in the areas of SLD and ED must hold a license based on a major in general education. Students with SLD and ED typically participate in the majority of the general education curriculum, so a foundation in this training is critical.

There is an exception to this requirement. For students completing a four-year undergraduate degree in both general education plus special

education from a university such as Minnesota State University-Moorhead (MSUM), two additional graduate level courses taken after completion of the four-year degree are required in order to obtain ND credentials in either SLD or ED. These graduate courses must include an advanced seminar in the credential area and a practicum in the credential area. Any North Dakota Special education local director who hires a person with the undergraduate degree may request a one-year letter of approval so the person can teach while earning these two additional courses. The one-year letter of approval is issued at the request of the local special education director.

For example, if the Fargo Public School District wishes to employ a graduate of the University of Minnesota-Moorhead who has the general education and special education degree to teach students with learning disabilities, they may hire that person. During that teacher's year of employment in North Dakota she/he would need to successfully complete those two additional graduate courses. It is our understanding that in the past Minnesota State University-Moorhead has allowed students in this situation to be employed while completing this graduate-level practicum experience. This option for all out-of-state undergraduate teacher training programs has been in place since the late 1970's.

Several documents on file in our office indicate that communication with Minnesota State University-Moorhead clarify the exception for teachers who complete a training program at the undergraduate level. The following is a quote from a 1992 letter sent from DPI to a professor of special education at MSUM:

*The intent of these courses is twofold; provide an in-depth study of issues practical to the work setting and to provide an enhanced experience related to the work setting; both to advance the professional work skills of the student. ...Keeping in mind North*

*Dakota's requirements, and that professionals do benefit from additional coursework at the graduate level geared to practical experience, we propose the following for students graduating from Moorhead State with undergraduate training in SED or SLD. If they choose to continue to work with Moorhead State to meet North Dakota credential requirements, the University could offer two courses simultaneously, an on-the-job practicum that includes weekly university supervision and an advanced seminar course that addresses issues identified through the practicum experience. Such a combination would be of great practical value to the student and would meet North Dakota requirements.*

In 1998, the following article was included in the MSUM student newsletter "Special Educator":

#### **Special Education Licensure in North Dakota**

*Students should be aware that the undergraduate major in Special Education, with licensure in specific areas, does not lead to licensure in North Dakota. North Dakota requires a "general education" degree to be licensed in the areas of Learning Disabilities or Emotional/Behavior Disorder. Licensure in the Mental Impairment areas may be obtained without a general education degree.*

*North Dakota also requires that courses for the Learning Disabilities and Emotional/Behavior Disorders license be taken at the graduate level. The Department of Public Instruction in Bismarck however, allows students trained at Moorhead State to become licensed in these areas upon completion of two graduate courses. For more information regarding this issue see Linda Svobodny, Chair, Special Education Department.*

Over the past few years our staff has worked with Dr. Linda Svobodny, Chair of the Special Education Department at MSUM. In a cooperative effort, a brief document describing the differences in licensure and credentialing was developed to be distributed to MSUM students who intended to seek employment in North Dakota schools. It is our

understanding that this information is still being provided to MSUM students.

North Dakota's long-standing requirement for special education teachers to have this foundation in general education is definitely what is being promoted by Congress and the U.S. Department of Education through the No Child Left Behind Act and the Individuals with Disabilities Education Act.

While we have shortages of teachers in some areas of special education, these are not considered to be severe shortages when compared with national figures. When the data are examined regarding the current number of unfilled special education teaching positions in our state, we see that in this school year there are 4 unfilled positions for teachers of the emotionally disturbed and 4 unfilled positions for teachers of students with specific learning disabilities.

For many years DPI has provided traineeship funding from federal funding sources to support tuition costs for general education teachers who return to college to obtain special education credentials. During the current school year, approximately 30 teachers in ND are receiving these funds. DPI has also obtained federal discretionary grant funds to support special education teacher training programs at the ND universities.

The previous IDEA reauthorization in June, 1997 placed greater emphasis on the involvement and progress of each child with a disability in the general education curriculum, including addressing the unique needs that arise out of the child's disability. Guidance issued by DPI following the 1997 reauthorization by Congress read:

*The core concepts in the IEP section of IDEA '97 represent a renewed and clarified emphasis...and a stronger focus on the child's*

*participation and progress in the general education curriculum. The provisions promote greater access by children with disabilities to the general education curriculum and inclusion in educational reforms. When a child has been identified as eligible for special education, the connection between the child's specially designed instruction and his/her opportunity to experience and benefit from the general education curriculum needs to be strengthened. While this direction has been implied in the past, it is made explicit in the 1997 amendments to the law.*

Congress, through the most recent reauthorization of IDEA that occurred on December 3, 2004, makes this direction even stronger through its highly qualified special education teacher provisions. Because our current requirements make North Dakota special education teachers stronger educators, and because there is clear evidence of the intent of Congress and the U.S. Department of Education regarding the qualifications of special educators, it seems that caution should be exercised before we consider this significant change.

Yesterday I spoke with the director of special education for the state of Minnesota, Dr. Norena Hale. In light of new federal requirements for special education teachers Dr. Hale said that "it's premature (for ND) to adopt Minnesota's standard at this time." In fact, she stated to me yesterday that she believes their state education agency may have to begin requiring general education training for special educators. Dr. Hale said, "I would be careful with such a proposal (SB 2375) because Minnesota is going to have to strengthen its core content areas."



## **Education Standards and Practices Board**

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Testimony on SB 2375  
by  
Janet Placek Welk, Executive Director

Good morning, Senator Freborg and members of the Senate Education Committee. For the record, I am Janet Welk, Executive Director of the Education Standards and Practices Board and wish to testify in opposition to Senate Bill 2375.

Senate Bill 2375 as the Assistant Attorney General that provides legal counsel to our board has indicated, "has a ton of problems." His comments include: "Not withstanding any other law" means there are no criteria than a Minnesota teaching license is necessary. A license could not be denied based on the grounds set forth in NDCC 15.1-13-25, NDCC 15.1-13-26, or ND Administrative Code 67.1-02-02-06. The background check allowed by the bill is not much use if you can't deny the license based on the information received in the check. The bill does not require that the Minnesota license be in good standing." He further questions, "Is this fair to teachers who meet ND standards? How do Native Americans and other minorities feel about the fact that these teachers may not be required

to take multicultural education classes pursuant to ND Administrative Code 67.1-02-02-07? On what basis does this bill discriminate against teachers from other states than Minnesota? Would teachers wishing to teach in ND get licensed in Minnesota to avoid ND's requirements?"

As I'm sure you are aware, North Dakota has received the US Department of Education's monitoring report for the highly qualified teachers and improving teacher quality state grants (ESEA Title II, Part A). Excerpts from this federal report are:

**Finding 3:** The State's existing procedures and guidance do not reflect the need for middle and secondary school special education teachers who are new to the profession, and who provide direct instruction in core academic subjects, to demonstrate subject-matter competency.

**Citation:** §1119(a)(2) of the ESEA requires all teachers of core academic subjects to be highly qualified by the end of the 2005-06 school year. Recent amendments to the Individuals With Disabilities Education Act (IDEA), which the President signed into law on December 3, 2004, affirm that these requirements apply to special education teachers (while providing some flexibility for special education teachers of multiple subjects and who teach to alternate achievement standards for students with significant cognitive disabilities).

**Further Action Required:** The NDDPI must ensure that all special education teachers new to the profession who provide direct instruction in core academic subjects must be highly qualified, no later than the end of the 2005-06 school year, in each of the core academic subjects he/she teaches. However, teachers hired in LEAs that are eligible for SRSA must be highly qualified in one subject and have three additional years to become highly qualified in the additional core academic subjects they teach.

(Note: The new IDEA amendments provide that:

(1) Special education teachers teaching to alternate achievement standards for students with significant cognitive disabilities must meet the requirements of a highly qualified special education teacher at the elementary level. In the case of a special education teacher teaching above the elementary school level, the teacher must have subject-matter knowledge appropriate to the level of instruction being provided, as determined by the State, to effectively teach those standards.

(2) New special education teachers teaching multiple subjects who meet the highly qualified standard in at least one core subject area (mathematics, English language arts and science) have two years from the date of employment to use the State's HOUSSE to show subject-matter competence in other subjects.

(3) Special education teachers who are not new to the profession and teach multiple subjects can use a State's HOUSSE procedures to demonstrate subject-matter competence in the core academic subjects.)<sup>1</sup>

Recommendation: The State may want to consider the same recommendation we offer in our discussion of Finding 1 of A.I.5, above, with respect to special education teachers who (1) when hired after the beginning of the 2002-03 school year were new to the profession, and (2) the ESEA required (and the IDEA still requires) to have demonstrated subject-matter competency before beginning to teach.

And lastly, the Education Standards and Practices Board does have reciprocity with Minnesota, but Minnesota does not have reciprocity with any other state. Prior to the reauthorization of IDEA on December 3, 2004, when a teacher graduating from an approved

teacher education program in Minnesota applied for a North Dakota license with a special education major only, they received a restricted special education license for grades K-12. That license is then used as a basis for the special education credential issued by the Department of Public Instruction. This credential is the authority for teaching in the schools of North Dakota. The Education Standards and Practices Board and the Department of Public Instruction's Special Education Division have met to begin discussions on how we are going to help our ND special educators meet the highly qualified requirements by the federal deadline.

Thank you for the opportunity to testify and I would be happy to answer any questions at this time.

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<sup>1</sup> Note: Effective at the beginning of the 2005-06 school year, the IDEA amendments also require a highly qualified special education teacher to have full State certification as a special education teacher.

## Specific Learning Disabilities License Requirements

Liberal studies 45 cr.

### Related Requirements (15 cr.)

These courses may be used to satisfy Liberal Studies requirements.

Psy 113	General Psychology	3 cr.
Psy 202	Developmental Psychology	3 cr.
Spch 100	Speech Communication	3 cr.
MCS 233	Education in Multicultural America	3 cr.
Math 303	Foundations of Number Systems	3 cr.

### Education Core Requirements (21 cr.)

#### Professional Education (12 cr.)

Ed 205	Introduction/Technology Education	2 cr.
Ed 205E	Early Field Experience	1 cr.
Ed 294	Educational Psychology	3 cr.
Ed 310	Educational Foundations	3 cr.
SpEd 320	Educational Services for Individuals with Exceptionalities	3 cr.

#### Special Education Core (9 cr.)

SpEd 443	Consultation/Collaboration	3 cr.
SpEd 471	Behavior and Environmental Management	3 cr.
SpEd 494	Legal/Social Foundations of SpEd	3 cr.

### Learning Disabilities License Requirements (45 cr.)

#### General Education (10 cr.)

EECE 341	Reading/Language Arts A	3 cr.
Ed 343	Curricular Issues	3 cr.
Ed 367	Practicum: General Education	1 cr.
Math 306	Mathematics for SpEd	3 cr.

#### Major Requirements Learning Disabilities (35 cr.)

SpEd 413	Instructional Strategies	3 cr.
SpEd 445	Remedial and Corrective Reading	3 cr.
SpEd 451B	Student Teaching: Learning Disabilities	10 cr.
SpEd 461	Learning Disabilities	3 cr.
SpEd 463	Assessment Strategies	3 cr.
SpEd 463L	Assessment Lab	1 cr.
SpEd 464	Educational Planning and Adaptation	3 cr.
SpEd 467A	Secondary Practicum: Mild Disabilities	3 cr.
SpEd 470	Transition Planning	3 cr.
SpEd 475	Informal Assessment Strategies: LD	3 cr.

\*Graduation requires 128 credit hours.

## Physical and Health Disabilities License Requirements

### Liberal Studies

49 cr.

#### Related Requirements (15 cr.)

These courses may be used to satisfy Liberal Studies requirements.

Psy 113	General Psychology	3 cr.
Psy 202	Developmental Psychology	3 cr.
Spch 100	Speech Communication	3 cr.
MCS 233	Education in Multicultural America	3 cr.
Math 303	Foundations of Number Systems	3 cr.

#### Education Core Requirements (21 cr.)

##### Professional Education (12 cr.)

Ed 205	Introduction/Technology Education	2 cr.
Ed 205E	Early Field Experience	1 cr.
Ed 294	Educational Psychology	3 cr.
Ed 310	Educational Foundations	3 cr.
SpEd 320	Educational Services for Individuals with Exceptionalities	3 cr.

##### Special Education Core (9 cr.)

SpEd 443	Consultation/ Collaboration	3 cr.
SpEd 471	Behavior and Environmental Management	3 cr.
SpEd 494	Legal/Social Foundations of SpEd	3 cr.

#### Physical and Health Disabilities License Requirements (51 cr.)

##### General Education (10 cr.)

EECE 341	Reading/Language Arts A	3 cr.
Ed 343	Curricular Issues	3 cr.
Ed 367	Practicum: General Education	1 cr.
Math 306	Mathematics for SpEd	3 cr.

##### Major Requirements Physical and Health Disabilities (41 cr.)

SpEd 413	Instructional Strategies	3 cr.
SpEd 417	Educating Students with Severe Disabilities	3 cr.
SpEd 419	Biomedical Aspects of Students with Disabilities	3 cr.
SpEd 423	Young Children with Disabilities & Their Families	3 cr.
SpEd 445	Remedial and Corrective Reading	3 cr.
SpEd 447	Physical and Health Disabilities	3 cr.
SpEd 451P	Student Teaching: P/HD	10 cr.
SpEd 459	Communication Planning: Severe Disabilities	3 cr.
SpEd 463	Assessment Strategies	3 cr.
SpEd 463L	Assessment Lab	1 cr.
SpEd 467P	Practicum: P/HD	3 cr.
SpEd 470	Transition Planning	3 cr.

\*Graduation requires 120 credit hours.

11/02

## **Emotional/Behavioral Disorders License Requirements**

**Liberal Studies** **45 cr.**

### **Related Requirements (15 cr.)**

These courses may be used to satisfy Liberal Studies requirements.

Psy 113	General Psychology	3 cr.
Psy 202	Developmental Psychology	3 cr.
Spch 100	Speech Communication	3 cr.
MCS 233	Education in Multicultural America	3 cr.
Math 303	Foundations of Number Systems	3 cr.

### **Education Core Requirements (31 cr.)**

#### **Professional Education (12 cr.)**

Ed 205	Introduction/Technology Education	2 cr.
Ed 205E	Early Field Experience	1 cr.
Ed 294	Educational Psychology	3 cr.
Ed 310	Educational Foundations	3 cr.
SpEd 320	Educational Services for Individuals with Exceptionalities	3 cr.

#### **Special Education Core (9 cr.)**

SpEd 443	Consultation/Collaboration	3 cr.
SpEd 471	Behavior and Environmental Management	3 cr.
SpEd 494	Legal/Social Foundations of SpEd	3 cr.

### **Emotional/Behavioral Disorders License Requirements (45 cr.)**

#### **General Education (10 cr.)**

EECE 341	Reading/Language Arts A	3 cr.
Ed 343	Curricular Issues	3 cr.
Ed 367	Practicum: General Education	2 cr.
Math 306	Mathematics for SpEd	3 cr.

#### **Major Requirements Emotional/Behavioral Disorders (35 cr.)**

SpEd 413	Instructional Strategies	3 cr.
SpEd 445	Remedial and Corrective Reading	3 cr.
SpEd 451C	Student Teaching: E/BD	10 cr.
SpEd 463	Assessment Strategies	3 cr.
SpEd 463L	Assessment Lab	1 cr.
SpEd 464	Educational Planning and Adaptation	3 cr.
SpEd 467A	Secondary Practicum: Mild Disabilities	3 cr.
SpEd 470	Transition Planning	3 cr.
SpEd 471	Emotional/Behavioral Disorders	3 cr.
SpEd 478	Educational Interventions: E/BD	3 cr.

\*Graduation requires 128 credit hours.

## Early Childhood Special Education License Requirements

### Liberal Studies

45 cr.

### Related Requirements (15 cr.)

These courses may be used to satisfy Liberal Studies requirements.

Psy 113	General Psychology	3 cr.
Psy 202	Developmental Psychology	3 cr.
Spch 100	Speech Communication	3 cr.
MCS 233	Education in Multicultural America	3 cr.
Math 303	Foundations of Number Systems	3 cr.

### Education Core Requirements (21 cr.)

#### Professional Education (12 cr.)

Ed 205	Introduction/Technology Education	2 cr.
Ed 205E	Early Field Experience	1 cr.
Ed 294	Educational Psychology	3 cr.
Ed 310	Educational Foundations	3 cr.
SpEd 320	Educational Services for Individuals with Exceptionalities	3 cr.

#### Special Education Core (9 cr.)

SpEd 443	Consultation/Collaboration	3 cr.
SpEd 471	Behavior and Environmental Management	3 cr.
SpEd 494	Legal/Social Foundations of SpEd	3 cr.

### Early Childhood Special Education License Requirements (46 cr.)

#### General Education (11 cr.)

EECE 291	Foundations of Literacy	3 cr.
EECE 234	Play and Development	3 cr.
EECE 467K	Practicum: Pre-Primary	2 cr.
EECE 433	Preschool-K Curriculum	3 cr.

#### Major Requirements Early Childhood Special Education (35 cr.)

SpEd 417	Educating Students with Severe Disabilities	3 cr.
SpEd 419	Biomedical Aspects of Students with Disabilities	3 cr.
SpEd 423	Young Children with Disability and Their Families	3 cr.
SpEd 424	Assessment in ECSE	3 cr.
SpEd 426	Infant Strategies	3 cr.
SpEd 427	Instructional Strategies: Preschool	3 cr.
SpEd 451E	Student Teaching: ECSE	10 cr.
SpEd 459	Communication Planning: Severe Disabilities	3 cr.
SpEd 467E	Practicum: ECSE Preschool	2 cr.
SpEd 467I	Practicum: Infant/Interagency Services	2 cr.

\*Graduation requires 128 credit hours.

**Developmental Disabilities License Requirements**

**Liberal Studies** 45 cr.

**Related Requirements (15 cr.)**

These courses may be used to satisfy Liberal Studies requirements.

Psy 113	General Psychology	3 cr.
Psy 202	Developmental Psychology	3 cr.
Spch 100	Speech Communication	3 cr.
MCS 233	Education in Multicultural America	3 cr.
Math 303	Foundations of Number Systems	3 cr.

**Education Core Requirements (21 cr.)**

**Professional Education (12 cr.)**

Ed 205	Introduction/Technology Education	2 cr.
Ed 205E	Early Field Experience	1 cr.
Ed 294	Educational Psychology	3 cr.
Ed 310	Educational Foundations	3 cr.
SpEd 320	Educational Services for Individuals with Exceptionalities	3 cr.

**Special Education Core (9 cr.)**

SpEd 443	Consultation/Collaboration	3 cr.
SpEd 471	Behavior and Environmental Management	3 cr.
SpEd 494	Legal/Social Foundations of SpEd	3 cr.

**Developmental Disabilities Licensure Requirements (48 cr.)**

**General Education (10 cr.)**

EECE 341	Reading/Language Arts A	3 cr.
Ed 343	Curricular Issues	3 cr.
Ed 367	Practicum: General Education	1 cr.
Math 306	Mathematics for SpEd	3 cr.

**Major Requirements Developmental Disabilities (38 cr.)**

SpEd 413	Instructional Strategies	3 cr.
SpEd 417	Educating Students with Severe Disabilities	3 cr.
SpEd 419	Biomedical Aspects of Students with Disabilities	3 cr.
SpEd 445	Remedial and Corrective Reading	3 cr.
SpEd 451D	Student Teaching: Developmental Disabilities	10 cr.
SpEd 456	Functional Curriculum	3 cr.
SpEd 459	Communication Planning: Severe Disabilities	3 cr.
SpEd 463	Assessment Strategies	3 cr.
SpEd 463L	Assessment Lab	1 cr.
SpEd 467D	Practicum: Developmental Disabilities	3 cr.
SpEd 470	Transition Planning	3 cr.

\*Graduation requires 128 credit hours.

11/02

Post-it® Fax Note	7671	Date	11-05	# of pages	5
To	Debra Carlson	From	Bruce		
Co./Dept.		Co	MSUM		
Phone #		Phone #			
Fax #	243-7430	Fax #	477-2547		

John S. Postovit letter: Won't be returning to North Dakota

The Forum - 01/31/2005

It seems that every time I visit Fargo, the news carries some item about the North Dakota "population crisis," and efforts to get natives to return to the state. Well, I'm one of those natives who lives out-of-state and I'm writing about my failed effort to return.

I have been teaching high school math and physics for almost 12 years in one of the best high schools in California. I am also the head of our math department. I earned my teaching credential and master's degree at Stanford University. To earn this credential, I had to prove my ability in math by passing a series of national tests, sold by the same company which sells the tests used in North Dakota.

Some time back, I decided that I really wanted to move back to North Dakota, wanted it enough to accept the 50 percent pay cut that the move would entail. I applied to the state of North Dakota for a reciprocal teaching credential, a complex and expensive process.

After eight months of wrangling with the state, the state's Education Standards and Practices Board determined that I'm not fit to teach in North Dakota. Why? Because I lack a degree in math. Coming from out of state, my experience in teaching math counts for nothing. No matter that I earned a bachelor's degree in physics at the University of North Dakota, a degree that entails learning far more math than the average college graduate. They will certify me to teach physics, and then only if I return to college to take four more education classes. A credential in physics is useless, as few schools can afford to employ a person who can teach only physics.

Under conditions like these, I doubt you'll have many teachers moving back to North Dakota. You can count me out.

John S. Postovit

Seaside, Calif.

1/31/2005