

CHAPTER 8700
BOARD OF TEACHING
LICENSURE

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8700.0502 PROVISIONAL LICENSES; TEACHING IN UNLICENSED SUBJECTS OR FIELDS.

Subpart 1. Authority to issue provisional licenses; scope of rule. The Board of Teaching may issue provisional licenses that permit a teacher to teach in related subjects or fields for which the teacher is not currently licensed. This part applies only to those subjects or fields for which provisional licensure is not specifically authorized by license rules.

Subp. 2. Criteria for issuance. The Board of Teaching shall issue provisional licenses authorized by subpart 1 if it finds that the following conditions are met:

A. the superintendent of schools of the employing school district requests a provisional license under this part and Minnesota Statutes, section 125.05, subdivision 6;

B. the superintendent of schools of the employing school district verifies in writing that:

(1) no teacher holding a teaching license in a subject or field for which a provisional license is requested has applied for the vacant position which has been advertised at least statewide, and found to be acceptable for employment; and

(2) no teacher holding a teaching license in the subject or field for which a provisional license is requested has been placed on unrequested leave by the school district and wishes to resume teaching in that subject or field; and

C. the teacher for whom the request is made holds a current Minnesota license granted by the Board of Teaching valid for teaching in another subject or field; and

D. the teacher for whom the provisional license is requested has completed a minimum of 15 quarter credits of the approved licensure program in the subject or field for which a provisional license is requested and has been recommended for provisional licensure by the college or university maintaining the approved program.

Subp. 3. Application procedure. The applicant must submit a completed endorsement application containing the verification required in subpart 2, official transcripts, and the required processing fee.

Subp. 4. Duration of provisional license. A provisional license issued under this part is valid for no more than two school years and is nonrenewable.

Statutory Authority: *MS s 125.05 subds 1,6; 125.185 subd 4*

History: *12 SR 412*

8700.0900 CONTINUING LICENSE.

[For text of subps 1 to 3, see M.R. 1987]

Subp. 4. Renewal of continuing license. A license renewal period begins on July 1 of the year of expiration. Applications for renewal are accepted for processing by the department of education after January 1 of the year of expiration. Pursuant to procedures specified in parts 8700.0900 to 8700.2300, a valid continuing license shall be renewed for a subsequent period of five years when an applicant presents evidence of having been granted 125 clock hours by the local continuing education/relicensure committee during the five year period immediately preceding the date on which the required renewal is to be made effective.

Subp. 5. Transition from renewal units to clock hours. Renewal units that have been granted by local continuing education/relicensure committees shall be allocated toward clock hours for renewal. For every one renewal unit granted by the local continuing/relicensure committee for experiences completed before August 31, 1987, one clock hour of continuing education shall be granted. Persons who have been granted 120 renewal units by a local continuing education/relicensure committee before August 31, 1987, shall be permitted to renew their license for one five year period based on completion of the renewal unit requirement.

Statutory Authority: *MS s 125.05 subds 1,6; 125.185 subd 4*

History: *12 SR 412*

8700.1000 CLOCK HOURS.

Subpart 1. Definition. "Clock hour" means an hour of actual instruction, supervised group activities, or planned individual professional development.

Subp. 2. Allocation of clock hours. In each five year relicensure period, a minimum of 90 clock hours of the required 125 clock hours of continuing education must be earned from among the categories in subpart 3, items A to D. At least 45 of the 90 clock hours must be earned in programs that are consistent with local continuing education committee goals if the programs are locally available. A maximum of 35 clock hours may be earned from among the categories in subpart 3, items E to G.

Subp. 3. Categories for allocation. Categories for which clock hours shall be granted by the local committee, and for which clock hours may be granted to applicants, are listed in items A to G. Verification of completion of experiences must be submitted by the applicant to the local committee. Clock hours must be earned in two or more of the categories listed in items A to G:

A. relevant course work completed at accredited colleges and universities;

B. educational workshops, conferences, institutes, seminars, or lectures in areas appropriate to licenses held;

C. staff development activities, in service meetings, and in service courses;

D. building, district, regional, state, national, or international curriculum development;

E. professional service in the following areas:

(1) supervision of clinical experiences of persons enrolled in teacher licensure programs;

(2) membership on national, state, and local committees involved with licensure, teacher education, or professional standards;

(3) participation in national, regional, or state accreditation;

F. leadership experiences in the following areas:

(1) development of new or broader skills and sensitivities to the school, community, or profession;

(2) publication of professional articles in a professional journal in an appropriate field;

(3) volunteer work in professional organizations related to the areas of licensure held; and

G. opportunities to enhance knowledge and understanding of diverse educational settings in the following areas:

(1) experiences with students of another age, ability, culture, or socioeconomic level;

(2) systematic, purposeful observation during visits to schools and to related business and industry;

(3) travel for purposes of improving instructional capabilities related to the field of licensure;

(4) work experience in business or industry appropriate to the field of licensure.

Subp. 4. **Maximum allocation.** The local committee shall grant clock hours and allow accumulation of clock hours under parts 8700.0900 to 8700.2300. Maximum clock hour allocations must be made under items A to C:

A. Relevant course work must be rated at 15 clock hours for each quarter credit earned, and 20 clock hours for each semester credit earned.

B. Subpart 3, items B to D, must be rated up to one clock hour for each hour of participation by the local continuing education/relicensure committee, in accordance with the local guidelines established under part 8700.1100.

C. Subpart 3, items E to G, must be rated at one clock hour for every three hours of participation by the local continuing education/relicensure committee in accordance with the local guidelines established under part 8700.1100.

(1) Supervision of clinical experiences of persons enrolled in teacher licensure programs for one quarter or one semester equals ten clock hours. No more than 30 clock hours may be granted in a five year relicensure period for supervision.

(2) One week of travel for purposes of improving instructional capabilities equals ten clock hours. No more than 30 clock hours may be granted in a five year relicensure period for travel.

Subp. 5. **Experience for clock hour credit.** Experiences for clock hour credit must aid the applicant in maintaining and improving general, academic, or professional qualifications. Except for subpart 3, item G, subitem (1), teaching experiences for which licensure is required shall not qualify for clock hour credit.

Subp. 6. **Period for earning clock hours.** An applicant requesting renewal of a license to teach must earn a minimum of 125 clock hours during each five year licensure period from July 1 of the year of issuance to June 30 of the year of expiration. An applicant may not bank clock hours for purposes of relicensure.

Subp. 7. **Evaluation of further education.** In cases where local school board policies require further education on a periodic basis, such education shall be evaluated in the same manner as other experiences and may apply as clock hours.

Subp. 8. **Renewal of license for two or more areas.** An applicant who seeks renewal of a continuing license for two or more areas should allocate at least 30 clock hours to each of the licensure areas for a total of no fewer than 125 clock hours, with priority given to work in areas where the candidate is employed during the licensure period. Those candidates possessing administrative licensure may allocate clock hours for the renewal of teaching licensure in this same manner.

Statutory Authority: *MS s 125.05 subds 1,6; 125.185 subd 4*

History: *12 SR 412*

8700.1100 LOCAL COMMITTEES FOR CONTINUING EDUCATION AND RELICENSURE.

[For text of subps 1 to 6, see M.R. 1987]

Subp. 7. **Duties.** The duties of the local committee are as follows:

A. Set procedures for its own operation:

(1) Establish written guidelines which set time, place, and procedures for local committee meetings; set procedures for local committee operations, including a procedure for emergency approval during periods when the committee is not regularly meeting; and determine clock hours to be allocated for each category enumerated in part 8700.1000, subpart 3 in accordance with the maximum clock hour allocations stipulated in part 8700.1100, subpart 4;

(2) Make the guidelines available to persons interested in or affected by decisions of the local committee, together with a list of the current local committee membership; and

(3) Hold a hearing annually to allow the teachers in the district to review proposed or revised guidelines established by the local committee. It is recommended that this hearing be held in the fall.

A working draft of local guidelines and proposed revisions shall be made available prior to the local hearing.

The local committee shall schedule the hearing at a time and place which is convenient for those interested in or affected by the guidelines to be able to attend.

Adequate and proper notice shall be given to all such persons within the district.

All local committee members should be present at the hearing.

The hearing shall continue until all persons who wish to speak have had an opportunity to do so.

Although input received at the hearing is not binding, the local committee is encouraged to modify its guidelines, insofar as modifications are consistent with parts 8700.0900 to 8700.2300, if the information received during the hearing indicates that changes are necessary or desirable.

[For text of subp 7, item B, see M.R. 1987]

C. Forward to the Board of Teaching the following information in accordance with due dates set forth in this rule:

(1) Prior to November 1 of each year, verification of the current membership of the local committee.

(2) Prior to November 1, 1980, and every five years thereafter, a copy of the published local committee guidelines. At such time that substantial changes are made in local guidelines, a revised copy of these guidelines shall be forwarded to the Board of Teaching.

(3) During February of each year, any recommendations for modifications in parts 8700.0900 to 8700.2300, based upon an evaluation of procedures and criteria or granting clock hours.

[For text of subp 7, items D and E, see M.R. 1987]

Statutory Authority: *MS s 125.05 subds 1,6; 125.185 subd 4*

History: *12 SR 412*

8700.1300 TRANSFER OF CLOCK HOURS.

If a licensed person employed by one school district becomes employed by a different district during a renewal period, clock hours already earned and granted during that renewal period shall forthwith be transferred to the local

committee for the new district. Such clock hours shall be accepted by that committee.

Statutory Authority: *MS s 125.05 subds 1,6; 125.185 subd 4*

History: *12 SR 412*

8700.1400 GRANTOR OF CLOCK HOURS.

Clock hours shall be granted by the committee of the district where the applicant was employed at the time that the experience was completed.

Persons who have not been employed by a school district for a period of time will be granted clock hours in either of the following ways: by the local committee of the district where the applicant was last employed, or by the local committee of the district where the applicant currently resides, if accepted by the local committee.

Statutory Authority: *MS s 125.05 subds 1,6; 125.185 subd 4*

History: *12 SR 412*

8700.2200 RIGHT OF APPEAL.

Subpart 1. Appeal to local committee. When an applicant has not been granted the requested number of clock hours by a local continuing education/relicensure committee, an appeal may be made to the local committee. An applicant must appeal to the local committee within 20 working days after notification of the decision of the local committee. Failure to file a written request with the local committee for an appeal within 20 working days constitutes a waiver of the individual's right to appeal.

[For text of subp 2, see M.R. 1987]

Subp. 3. Nonendorsement of application by local committee. In cases where the applicant has not been granted the required number of clock hours for relicensure, local committees shall not endorse the application for renewal of the continuing license.

Subp. 4. Appellant's duty to inform manager of licensing loss. In the event that the clock hours under appeal result in loss of licensure, it shall be the responsibility of the appellant to inform the manager of licensing of such loss of licensure. The manager of licensing shall extend the previous continuing license until all avenues of administrative appeal have been exhausted.

Statutory Authority: *MS s 125.05 subds 1,6; 125.185 subd 4*

History: *12 SR 412*

8700.3110 FAMILY EDUCATION/PARENT EDUCATOR.

Subpart 1. Definition. The parent educator is licensed to teach parents and/or parent child interaction as well as plan and coordinate the instructional program that addresses the intellectual, emotional, cultural, social, and physical needs of parents and children in a family education program.

Subp. 2. Licensure requirements. A candidate recommended for licensure as a parent educator in a family education program must:

A. hold a baccalaureate degree; and

B. satisfactorily complete a preparation program leading to licensure as a parent educator approved by the board of teaching, consisting of a minimum of 24 quarter hours or the equivalent.

Subp. 3. Program requirements. A program leading to licensure as a parent educator must provide candidates recommended for licensure with the knowledge, skills, and understandings set forth in items A to D:

A. a minimum of six quarter hours or the equivalent in child development, which must include infant, toddler, and preschool development;

B. a minimum of six quarter hours or the equivalent in family development, which must include parent child relations, parenting skills, family systems, and family structure and function;

C. a minimum of nine quarter hours in adult education, which must include parent education curriculum and methods which also address special needs children and families, group facilitation/process/dynamics, and adult learning methods and materials; and

D. a minimum of three quarter hours of practicum, student teaching, internship, or experience in adult education.

Subp. 4. Program approval for institutions. An institution applying to the board of teaching for approval of its family education/parent educator preparation program shall comply with part 8700.7700.

Subp. 5. Continuing licensure. A continuing license must be issued and renewed according to rules of the Board of Teaching governing continuing education/relicensure.

Subp. 6. Effective date. This part is effective July 1, 1989, for all applicants for entrance licensure as a parent educator in a family education program.

Statutory Authority: *MS s 125.05 subs 1,6; 125.185 subd 4*

History: *12 SR 412*

8700.3120 FAMILY EDUCATION/EARLY CHILDHOOD FAMILY EDUCATOR.

Subpart 1. Definition. The early childhood family educator is licensed to teach parents and/or children as well as plan and coordinate the instructional program which addresses the intellectual, emotional, cultural, social, and physical needs of parents and children in a family education program.

Subp. 2. Licensure requirements. A candidate recommended for licensure as an early childhood family educator in a family education program must:

A. hold a baccalaureate degree; and

B. satisfactorily complete a preparation program leading to licensure as an early childhood family educator approved by the board of teaching, consisting of a minimum of 36 quarter hours or the equivalent.

Subp. 3. Program requirements. A program leading to licensure as an early childhood family educator must provide candidates recommended for licensure with the knowledge, skills, and understandings set forth in items A to E:

A. a minimum of six quarter hours or the equivalent in child development, which must include infant, toddler, and preschool development;

B. a minimum of six quarter hours or the equivalent in family development, which must include parent child relations, parenting skills, family systems, and family structure and function;

C. a minimum of nine quarter hours in adult education, which must include parent education curriculum and methods which also address special needs children and families, group facilitation/process/dynamics, and adult learning methods and materials;

D. a minimum of nine quarter hours in early childhood education, which must include theory, curriculum, classroom management, learning environment, teacher child relations, home school relations, and the young child with special needs; and

E. a minimum of six quarter hours of practicum, student teaching, internship, or equivalent experience in early childhood education and adult education, or with both children and adults in early childhood family education.

Subp. 4. Program approval for institutions. An institution applying to the board of teaching for approval of its family education/early childhood family educator preparation program shall comply with part 8700.7700.

Subp. 5. Continuing licensure. A continuing license must be issued and renewed according to rules of the board of teaching governing continuing education/relicensure.

Subp. 6. Effective date. This part is effective July 1, 1989, for all applicants for entrance licensure as an early childhood family educator in a family education program.

Statutory Authority: *MS s 125.05 subds 1,6; 125.185 subd 4*

History: *12 SR 412*

8700.5900 [Repealed, 12 SR 412]

8700.6600 [Repealed, 12 SR 412]

8700.7010 MEDIA GENERALIST.

Subpart 1. Definition. A media generalist is one who is qualified to work at a specialized professional level in both print and nonprint areas (library science, audiovisual education, and other emerging instructional technologies) in an elementary or secondary school or in a school district.

Subp. 2. Licensure requirements. A candidate recommended for licensure as a media generalist must:

A. hold a baccalaureate degree;

B. hold a valid Minnesota license as an elementary or secondary classroom teacher; and

C. satisfactorily complete a preparation program leading to licensure as a media generalist approved by the board of teaching, consisting of a minimum of 39 quarter hours or the equivalent.

Subp. 3. Program requirements. A program leading to licensure as a media generalist must provide a candidate recommended for licensure with the abilities set forth in items A to G.

A. The program must provide the candidate with the abilities with respect to philosophy of media service listed in this item:

(1) to develop a philosophy of media service and be able to communicate it;

(2) to state the need for media programs;

(3) to describe how media programs function in the school;

(4) to relate the role of the media program to curriculum development;

(5) to place the development of media services into a historical and research perspective;

(6) to determine philosophical impact on policies and procedures;

(7) to identify levels of service and ways that they interact;

(8) to discover factors that influence media service and determine their impact;

(9) to analyze a diversity of literature and existing media programs in terms of their philosophy and service;

(10) to examine the relationship of media programs to curriculum development, learning theory, and emerging technology; and

(11) to develop an appreciation for the necessity of lifelong learning and continuing education in the profession.

B. The program must provide the candidate with the abilities with respect to administration of media programs listed in this item:

(1) to assess and appraise user needs and interests, existing resources, and projected changes;

(2) to formulate written policies, objectives, and plans for the media programs;

(3) to implement policies, objectives, and plans for the present and future media program;

(4) to plan and conduct training of students and staff in operation of equipment;

(5) to research and evaluate the impact of the media programs and report to appropriate school officials and agencies;

(6) to provide leadership in curriculum development;

(7) to coordinate fiscal resources with program objectives through budget development for the media center and fiscal planning for the district;

(8) to manage the technical functions of the media program, including acquisition, processing, maintenance, and inventory of materials and equipment;

(9) to establish and supervise internal and external delivery systems for materials, equipment, and services;

(10) to identify personnel needs of the media program and manage personnel through the development and implementation of effective management policies;

(11) to design and implement an effective public relations program within the building, the district, and the community;

(12) to consult and participate in the planning of the media center facility and the design of facilities to use educational technology throughout the school setting; and

(13) to synthesize and convey to media center personnel and users recent educational, technological, and legal developments and trends which affect media programs.

C. The program must provide the candidate with the abilities with respect to media collection development and organization listed in this item:

(1) to apply a critical knowledge of a wide variety of media resources to the process of collection development;

(2) to select media resources for curricular, informational, and recreational purposes for the educational program;

(3) to use selection and evaluation review sources for collection development and reassessment;

(4) to assess students' interests, goals, and abilities in order to provide reading, listening, and viewing guidance;

(5) to participate in curriculum design and development;

(6) to assist faculty to identify and apply appropriate selection criteria;

(7) to develop selection and copyright policies and apply the principles of intellectual freedom in the educational program;

(8) to interpret media collection development to faculty, administration, and the public; and

(9) to organize information through knowledge of classification and subject headings in order to make resources accessible to users.

D. The program must provide the candidate with the abilities with respect to delivery systems for instruction listed in this item:

(1) to determine media and technology appropriate for educational programs;

(2) to analyze the school's curriculum and implement a media program to support it;

(3) to provide reference service through knowledge of reference and bibliographic sources;

(4) to use reference sources, print and nonprint, to meet information needs of students, faculty, and administration;

(5) to provide reading, listening, and viewing guidance;

(6) to work with faculty in planning effective experiences for students in the use of the services, materials, and equipment of the media center;

(7) to plan and conduct a staff development program;

(8) to disseminate information to faculty regarding instructional media, new developments, techniques, and research findings;

(9) to expand the resources of the media center by knowledge and utilization of external networking opportunities;

(10) to participate in curriculum development through expertise in instructional technology and research;

(11) to work with programmed materials, information storage and retrieval systems, computer assisted instruction, telecommunications, and other emerging trends;

(12) to plan and conduct sequential programs of instruction in the location and use of resources and equipment, and critical evaluation and appreciation of them;

(13) to design learning experiences systematically to meet specific instructional objectives; and

(14) to teach students research methods and skills as a foundation for lifelong learning.

E. The program must provide the candidate with the abilities with respect to design and production of learning materials listed in this item:

(1) to apply knowledge of the background, research, and development of educational communications to the design of media;

(2) to recognize the levels, formats, and types of media required in designing materials to meet stated curricular objectives;

(3) to use electronic and nonelectronic media production skills; and

(4) to identify emerging technologies and the skills which will be needed for their use.

F. The program must provide the candidate with the abilities with respect to emerging technology and trends in education listed in this item:

(1) to recognize the importance of technological advancement to the educational process;

(2) to apply an understanding of the basic concepts, terminology, and applications of emerging technology;

(3) to recognize curricular implications that result from emerging technology and educational trends;

(4) to provide leadership in incorporating innovations into education;

(5) to identify sources of information related to technological advancements; and

(6) to provide technical advice and service for educational access to technology.

G. The program must provide the candidate with a practicum, or field experience, that must include at least 200 clock hours in a media generalist position including some experience at both the elementary and secondary levels under the supervision of a licensed media generalist or media supervisor. During the field experience, the candidate shall demonstrate how to apply the abilities in items A to F.

Subp. 4. Program approval for institutions. An institution applying to the board of teaching for approval of its media generalist preparation program shall comply with part 8700.7700.

Subp. 5. Continuing licensure. A continuing license must be issued and renewed according to rules of the board of teaching governing continuing education/relicensure.

Subp. 6. Effective date. This part is effective July 1, 1990, for all applicants for entrance licensure as a media generalist.

Statutory Authority: *MS s 125.05 subds 1,6; 125.185 subd 4*

History: *12 SR 412*

8700.7600 APPROVAL OF MINNESOTA INSTITUTIONS TO PREPARE PERSONS FOR TEACHER LICENSURE.

[For text of subps 1 to 6, see M.R. 1987]

Subp. 7. Written evaluation report; decision of board. The written report of findings and the recommendation of the evaluators shall be forwarded to the institution and to the Board of Teaching. Within 30 days from the mailing date of the evaluators' report, the institution may submit to the Board of Teaching additional information or arguments in support of its request. Based upon the written report prepared by the institution, and the written report of findings and the recommendation of the evaluators, the Board of Teaching shall:

[For text of subp 7, items A to C, see M.R. 1987]

D. disapprove the institution, state the reasons for disapproval, and, if needed, stipulate a termination date which shall accommodate persons currently enrolled in teacher licensure programs. The Board of Teaching shall disapprove institutions that do not meet the requirements in subpart 5.

Subp. 8. Conditional approval. If an institution is conditionally approved to prepare persons for teacher licensure, the Board of Teaching shall reconsider the approval status of the institution upon verification by the executive secretary of the Board of Teaching that the stated conditions are met. If stated conditions are not met within the established time lines, conditional approval shall be withdrawn and the institution shall be disapproved.

[For text of subps 9 and 10, see M.R. 1987]

Statutory Authority: *MS s 125.05 subd 1; 125.185 subd 4*

History: *12 SR 2747*

8700.7700 APPROVAL OF TEACHER LICENSURE PROGRAMS IN MINNESOTA INSTITUTIONS APPROVED TO PREPARE TEACHERS.

[For text of subps 1 to 5, see M.R. 1987]

Subp. 6. Decision of board. Based upon appraisal of the program description prepared by the institution and the written report of the auditors, the Board of Teaching shall:

[For text of subp 6, items A to C, see M.R. 1987]

D. disapprove the teacher licensure program, state the reasons for disapproval, and, if needed, stipulate a termination date which will accommodate persons currently enrolled in said program. The Board of Teaching shall disapprove any teacher licensure program that does not meet the requirements in subparts 2 and 3, or if the requirements for entrance into or completion of the teacher licensure program substantially change the requirements set forth in licensure rules.

Subp. 7. Conditional approval. If a teacher licensure program is conditionally approved, the Board of Teaching shall reconsider the approval status of the teacher licensure program upon verification by the executive secretary of the Board of Teaching that the stated conditions are met. If stated conditions are not met within the established time lines, conditional approval shall be withdrawn and the program shall be disapproved.

[For text of subp 8, see M.R. 1987]

Subp. 8a. Approval of experimental teacher licensure programs. Institutions that have been approved by the Board of Teaching to prepare persons for teacher licensure may request approval of experimental teacher licensure programs that vary from Board of Teaching rules. The Board of Teaching shall approve requests from institutions for experimental proposals for exemption from Board of Teaching rules when a determination has been made that all of the criteria listed in subpart 8b have been met.

Subp. 8b. Criteria for exemptions. An institution applying for an exemption from a Board of Teaching rule shall submit a proposal for each exemption that sets forth:

A. a statement of goals and objectives;

B. a description of the proposed program, that includes:

(1) evidence that the proposed program will serve as a model for possible replication;

(2) evidence that the proposed program reflects current research in teacher education;

(3) evidence that the proposed program has an ongoing research and development component;

(4) evidence that the proposed program has been designed so that it is significantly different in content and delivery from the currently approved program;

(5) evidence that the proposed program provides opportunities for persons enrolled in the program to know and apply current research on educational effectiveness;

(6) evidence that the proposed program provides opportunities for persons enrolled in the program to have regular and systematic field experiences in schools that demonstrate knowledge and use of current research on educational effectiveness;

(7) evidence that the proposed program has been collaboratively designed, implemented, and evaluated to ensure that elementary and secondary teachers participate as partners with teacher education faculty in the preparation of teachers;

(8) evidence that the proposed program provides opportunities for teacher education faculty to enhance effective teaching behaviors through staff development opportunities and that faculty are enabled and supported in the change process; and

(9) evidence that the academic knowledge component of the program is completed in an area of licensure;

C. a description of the annual evaluation procedures to be used to demonstrate attainment of the goals and objectives; and

D. an identification of the Board of Teaching rule from which the institution seeks exemption.

Subp. 8c. Five year review of experimental teacher licensure programs. The Board of Teaching shall approve, disapprove, or modify continuation of the experimental program approved under subparts 8a and 8b within five years.

[For text of subps 9 to 11, see M.R. 1987]

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Statutory Authority: *MS s 125.05 subd 1; 125.185 subd 4*

History: *12 SR 2747*