

LCB File No. R023-00

NOTICE OF INTENT TO ACT UPON A REGULATION

**Notice of Hearing for the Adoption of Regulations
of the Nevada State Board of Education/Nevada State Board for Occupational Education**

The Nevada State Board of Education/Nevada State Board for Occupational Education will hold a public hearing on **Saturday, April 29, 2000** at the **University of Nevada, Las Vegas Campus, Bennett Center, Multi-Purpose Room, 4505 South Maryland Parkway, Las Vegas, Nevada.**

The time for the public hearing has been scheduled as follows:

10:00 a.m. **Public Hearing and Possible Board Adoption of Proposed Revisions to Regulation Language, NAC 391, Teacher Education Programs (Second of two public hearings)**

The purpose of the hearing is to receive comments from all interested persons regarding regulations that pertain to Chapter 391 of the Nevada Administrative Code.

The purpose of the proposed regulation language is to address the requirements of Assembly Bill 122, passed by the 1997 Nevada State Legislature requiring a review of state regulation every ten years. The substance of the proposed revisions is to establish the criteria for public and private postsecondary education institutions' teacher education programs to reflect the standards of the National Council for the Accreditation of Teacher Education (NCATE) and Interstate New Teacher Assessment and Support Coalition (INTASC).

There is no anticipated economic effect of the regulation on the business that the agency.

There are no known adverse effects. The beneficial, immediate and long term effects will be in high quality teacher education program standards.

There is no anticipated economic effect on the public. There is no estimated cost for enforcement to the regulating agency.

There is no duplication or overlap of federal, state or local government agencies. The proposed

regulations do not establish any new fees nor increase an existing fee of the regulating agency.

Persons wishing to comment upon the proposed action of the Nevada State Board of Education/Nevada State Board for Occupational Education may appear at the scheduled public hearing or may address their comments, data, views or arguments, in written form to the Nevada Department of Education, 700 East Fifth Street, Carson City, Nevada 89701-5096. Written submissions must be received by Department of Education **on or before Monday, April 24, 2000**. The following statement applies for hearings noticed above for possible Board adoption: If no person who is directly affected by the proposed action appears to request time to make an oral presentation, the Nevada State Board of Education/Nevada State Board for Occupational Education may proceed immediately to act upon any written submissions.

A copy of this notice and the proposed regulation will be on file at the Nevada State Library and Archives, 100 Stewart Street, Carson City, Nevada, for inspection by members of the public during business hours. Additional copies of the notice and the proposed new regulation will be available at the Nevada Department of Education, 700 East Fifth Street, Carson City, 89701-5096, and in all counties at the main public library, for inspection and copying by members of the public during business hours. This notice and the text of the proposed regulation are also available at the State of Nevada Register of Administrative Regulations which is prepared and published monthly by the Legislative Counsel Bureau pursuant to NRS 233b.0653, and on the Internet at <http://www.leg.state.nv.us>. Copies of this notice and the proposed regulation will also be mailed to members of the public upon request. A reasonable fee may be charged for copies if it is deemed necessary.

Upon adoption of any regulation, the agency, if requested to do so by an interested person, either before adoption or within 30 days thereafter, will issue a concise statement of the principal reasons for and against its adoption and incorporate therein its reasons for overruling the consideration urged against its adoption.

This notice has been filed at the following locations: The offices of the Nevada Department of Education in Carson City and Las Vegas, at the 17 Nevada School District Superintendents' Offices, the 17 county main public libraries, and at the Nevada State Library and Archives.

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3/28/00

**NEVADA STATE BOARD OF EDUCATION
NEVADA STATE BOARD FOR OCCUPATIONAL EDUCATION**

RULES FOR PUBLIC TESTIMONY

1. In accordance with NRS 233B.060, the Board, before adopting, amending or repealing any permanent or temporary regulations shall give at least 30 days of notice.
2. The Board will endeavor to hold public hearings on its intended action in two separate locations. The Board does reserve the right to hold only one hearing. A public hearing held by video telecommunication, allowing access at two separate locations, will be considered as two hearings. Also, under NRS 233B.060, the Board has the authority to promulgate emergency regulations which expire and then must go through the regular public hearing process.
3. All persons wishing to submit written testimony for a public hearing of the Board should do so at least five (5) working days before the scheduled public hearing.
4. Written submissions should be sent to the Board Secretary, State Board of Education, Department of Education, 700 East Fifth Street, Carson City, Nevada 89701-5096. All materials will be duplicated for distribution to the Board members.
5. Persons wishing to give oral testimony at the public hearing should sign in at the meeting on the cards provided and submit the card to the Board secretary.
6. Each person giving oral testimony is asked to provide a single page abstract of comments, if possible.
7. The Board President, at the time of the public hearing, may ask a person to condense their testimony so that all persons wishing to speak will have the opportunity. Time limits on testimony may be placed at the discretion of the Board President.

Adopted 3/21/93

PROPOSED REGULATION OF THE STATE BOARD EDUCATION

Proposed Regulation of the Nevada State Board of Education

Explanation: Matter in italics is new. Mater in brackets [] is to be omitted.

AUTHORITY: NRS 391.037 & NRS 391.038

Section 1: NAC 391 is amended by the addition of the following language:

Section 2: *A program for preparing a student to teach in Nevada must meet the following standards in addition to any requirements in NAC 391.557 and 391.558, recommendation by the Department of Education and approval by the State Board of Education:*

- 1. For the purpose of this regulation a unit is defined as the institution, college, school, department, or other administrative body within the institution including alternative routes to licensure programs primarily responsible for the initial and advanced preparation of teachers and other professional school personnel.*
- 2. A Unit Assessment Plan consisting of the institution's written presentation on the following components as they relate to the preparation of educational personnel: the Conceptual Framework; Candidate Knowledge, Skills and Dispositions; Program Assessment and Unit Evaluation; Field Experiences and Clinical*

Practice; Diversity; Faculty Performance and Development; and Unit Governance and Resources shall be submitted no later than sixty days before the proposed review; and prepared according to the guidelines of section IV.

- 3. Documentation must indicate where in the education program and specifically how the Nevada K-12 content and performance standards are addressed.*
- 4. Those units which seek initial or continuing National Council on the Accreditation of Teacher Education (NCATE) accreditation may submit the initial accreditation or continuing accreditation report together with the curriculum review from the Specialty Professional Associations and documentation in subsection 1.*

Section 3: This regulation is to take effect on July 1, 2000. Units with current state program approval are required to submit the Unit Assessment Plan by January 1, 2003, with the first review occurring during the year of the regular five-year review. Units may elect to use this regulation prior to January 1, 2003.

Section 4: The Department of Education is to develop and distribute guidelines to assist programs in developing the Unit Assessment Plan and to provide technical assistance with regard to the program approval process.

Section 5: The State Board of Education may require a review pursuant to NAC 391.558 prior

to the regular five-year review if:

- 1. The Unit's program completer pass rate on state required specialty area and pedagogy competency testing falls below 90 per cent before January 1, 2003 and 95 percent after January 1, 2003 for years the department collects these data; or*
- 2. The Unit's program completer school district success rate falls below 90 percent before January 1, 2003 and 95 percent after January 1, 2003 for years the department collects these data.*
- 3. Pass rates will be calculated only when ten program completers in the cohort have taken a given test within the completed area of specialization or;*
- 4. The State Board of Education requests a review prior to the regular five-year review.*

Section 6: NAC 391.600-391.684 language to be deleted on January 1, 2003, as follows:

~~[NAC 391.600—Preparation of person to be administrator of program.—A program for preparing a person to be an administrator of a program must meet the following standards:~~

- ~~—1. The program must require a student to:
 - ~~—(a) Have a master's degree;~~
 - ~~—(b) Hold a special license; and~~
 - ~~—(c) Have 3 years of experience in a program area.~~~~
- ~~—2. The program must require a student to demonstrate knowledge of the role of the school in society, including the need to apply the resources of the school to recognized social concerns.~~
- ~~—3. The program must require a student to demonstrate:
 - ~~—(a) Knowledge of a broad range of learning experiences and of the interrelationships involved in learning;~~
 - ~~—(b) Knowledge of administrative and supervisory skills, including evaluation of personnel;~~
 - ~~—(c) Knowledge and skills related to group dynamics;~~
 - ~~—(d) Knowledge of the rights, responsibilities and ethics inherent in professional service;~~
 - ~~—(e) Knowledge and skills pertaining to relations between the school and community;~~
 - ~~—(f) Knowledge of the interrelationships among various disciplines;~~
 - ~~—(g) Knowledge of school law;~~
 - ~~—(h) Competence in research and development related to school programs and administration; and~~
 - ~~—(i) Knowledge of school finance.~~~~
- ~~—4. The program must require a student to demonstrate competence in human relations, including selection and continuing development of personnel.~~

~~—5.—The program must emphasize the role of an administrator.]~~

~~[NAC 391.602—Preparation of person to be school principal.—A program for preparing a person to be a school principal must meet the following standards:~~

~~—1.—The program must require a student to:~~

~~—(a) Have a master’s degree;~~

~~—(b) Hold a teaching license; and~~

~~—(c) Have 3 years of teaching experience at the kindergarten to 12th grade level.~~

~~—2.—The program must require a student to demonstrate knowledge of the role of the school in society, including the need to apply the resources of the school to recognized social concerns.~~

~~—3.—The program must require a student to demonstrate:~~

~~—(a) Knowledge of a broad range of learning experiences and of the interrelationships involved in learning;~~

~~—(b) Knowledge of administrative and supervisory skills, including evaluation of personnel;~~

~~—(c) Knowledge of the rights, responsibilities and ethics inherent in professional service;~~

~~—(d) Knowledge and skills pertaining to relations between the school and community;~~

~~—(e) Knowledge of the interrelationships among the various disciplines;~~

~~—(f) Knowledge of school law;~~

~~—(g) Competence in research and development related to school programs and administration; and~~

~~—(h) Knowledge of school finance.~~

~~—4.—The program must require a student to demonstrate competence in human relations, including selection and continuing development of personnel and group dynamics.~~

~~—5.—The program must require a student to demonstrate knowledge of learning theory and its application to the improvement of instruction and curriculum.]~~

~~[NAC 391.604—Preparation of person to be school counselor.—A program for preparing a person to be a school counselor must meet the following standards:~~

~~—1.—The program must require a student to demonstrate knowledge of the principles and techniques used in comprehensive school guidance and counseling programs at all grade levels.~~

~~—2.—The program must require a student to demonstrate competence in structuring and managing comprehensive school guidance and counseling programs at all grade levels.~~

~~—3.—The program must require a student to demonstrate knowledge of:~~

~~—(a) Social and cultural foundations in education; and~~

~~—(b) Issues of equity for persons of different sexes.~~

~~—4.—The program must require a student to demonstrate knowledge of the psychological, sociological and physiological aspects of human development.~~

~~—5.—The program must require a student to demonstrate knowledge of life style and career development.~~

~~—6.—The program must require a student to demonstrate competence as an advocate of a child in counseling and educating parents.~~

~~—7.—The program must require a student to demonstrate knowledge of learning theory.~~

~~—8.—The program must require a student to demonstrate knowledge of school guidance and counseling programs for exceptional pupils.~~

~~—9.—The program must require a student to demonstrate competence in the techniques of assessment.~~

~~—10.—The program must require a student to demonstrate knowledge of the theory and practice of individual and group guidance.~~

~~—11.—The program must require a student to demonstrate knowledge of the theory and practice of individual and group counseling.~~

~~—12.—The program must require a student to demonstrate knowledge of contemporary issues in school guidance and counseling.~~

- ~~—13.— The program must require a student to demonstrate knowledge of the theory and practice of consultation.~~
- ~~—14.— The program must require a student to demonstrate knowledge of the resources of a school and community.~~
- ~~—15.— The program must require a student to demonstrate knowledge of the code of ethics and legal principles in school guidance and counseling.~~
- ~~—16.— The program must require a student to demonstrate competence in research, measurement and evaluation.~~
- ~~—17.— The program must require a student to demonstrate competence in computer literacy.~~
- ~~—18.— The program must require a student to demonstrate knowledge of the information systems employed in school guidance and counseling programs.]~~

~~[NAC 391.606—Preparation of student to be school social worker.—A program for preparing a student to be a school social worker must meet the following standards:~~

- ~~—1.— The program must require a student to demonstrate knowledge of the role and function of the school social worker, including developing relationships with other professional school personnel and community organizations and agencies.~~
- ~~—2.— The program must require a student to demonstrate knowledge of:~~
 - ~~—(a) Social and emotional assessment;~~
 - ~~—(b) Counseling and consultation;~~
 - ~~—(c) Psychological, sociological and physiological aspects of development;~~
 - ~~—(d) Social casework;~~
 - ~~—(e) Social group work and social, cultural and sexual equity;~~
 - ~~—(f) Family dynamics;~~
 - ~~—(g) Cooperation and communication among staff; and~~
 - ~~—(h) Community resources and social work agencies.~~
- ~~—3.— The program must require a student to demonstrate knowledge of:~~
 - ~~—(a) School curriculum;~~
 - ~~—(b) Educational supervision;~~
 - ~~—(c) Educational law and the statutes relating to child welfare; and~~
 - ~~—(d) The relationship between the school and the community.~~
- ~~—4.— The program must require a student to demonstrate knowledge of the growth and development of children.~~
- ~~—5.— The program must require a student to demonstrate knowledge of:~~
 - ~~—(a) The cause and effects of stress;~~
 - ~~—(b) Exceptionality;~~
 - ~~—(c) Disability;~~
 - ~~—(d) Disease;~~
 - ~~—(e) Deprivation;~~
 - ~~—(f) Neglect; and~~
 - ~~—(g) The abuse of substances.~~
- ~~—6.— The program must require a student to participate in a supervised practicum of social work, including:~~
 - ~~—(a) Observation of a school social worker interviewing and working with pupils, families, and personnel;~~
 - ~~—(b) The practice of school social work; and~~
 - ~~—(c) Self-evaluation through review and analysis of the practicum experience.~~
- ~~—7.— The program must require a student to demonstrate competence in conducting and interpreting research that is applied to problems of the community, family and individual pupils.~~
- ~~—8.— The program must require a student to:~~
 - ~~—(a) Demonstrate knowledge of the role of the school as a major institution of our society;~~
 - ~~—(b) Demonstrate knowledge of the role of the social worker; and~~
 - ~~—(c) Demonstrate competence in:~~
 - ~~—(1) Organizational development;~~

- ~~— (2) Management and resolution of conflict; and~~
- ~~— (3) The analysis of systems.]~~

~~[NAC 391.608 — Preparation of student to be school psychologist. — A program for preparing a school psychologist must meet the following standards:~~

- ~~— 1. The program must require a student to demonstrate knowledge of:~~
 - ~~— (a) The organization, administration and operation of schools;~~
 - ~~— (b) The roles of the personnel employed in schools; and~~
 - ~~— (c) The development of curriculum.~~
- ~~— 2. The program must require a student to demonstrate competence in psychological and psychoeducational assessments.~~
- ~~— 3. The program must require a student to demonstrate competence in the techniques of individual and group intervention and remediation, including consulting, behavioral management, counseling and primary prevention.~~
- ~~— 4. The program must require a student to demonstrate knowledge of the ethical and legal issues that are related to school psychology.~~
- ~~— 5. The program must require a student to demonstrate competence in interpersonal relations, communications and consultation with pupils, parents and professional personnel.~~
- ~~— 6. The program must require a student to demonstrate knowledge of:~~
 - ~~— (a) The relationship between the community and school;~~
 - ~~— (b) Educational programs that are multicultural; and~~
 - ~~— (c) Assessment.~~
- ~~— 7. The program must require a student to demonstrate knowledge of:~~
 - ~~— (a) Tests and measurement; and~~
 - ~~— (b) Affective and cognitive processes.~~
- ~~— 8. The program must require a student to demonstrate knowledge of:~~
 - ~~— (a) Personality;~~
 - ~~— (b) Developmental psychology;~~
 - ~~— (c) Behavior theory; and~~
 - ~~— (d) Abnormal behavior.]~~

~~[NAC 391.610 — Preparation of student to teach pupils who are handicapped in speech and language. — A program for preparing a student to receive an endorsement to teach pupils who are handicapped in speech and language must meet the following standards:~~

- ~~— 1. The program must provide a student with direct, supervised experience teaching pupils who are handicapped in speech and language.~~
- ~~— 2. The program must require a student to demonstrate competence in knowledge of audiology.~~
- ~~— 3. The program must require a student to demonstrate knowledge of methods for the correction of speech and language disorders in the operation of clinics and school programs.~~
- ~~— 4. The program must require a student to demonstrate knowledge of speech and language development.~~
- ~~— 5. The program must require a student to demonstrate knowledge of the science of speech and voice.~~
- ~~— 6. The program must require a student to demonstrate knowledge of phonetics.~~
- ~~— 7. The program must require a student to demonstrate knowledge of the general issues concerning pupils who have handicaps.~~
- ~~— 8. The program must require a student to demonstrate knowledge of a related area of behavioral science.~~
- ~~— 9. The program must require a student to demonstrate competence in working with parents of pupils in special education programs.~~
- ~~— 10. The program must require a student to demonstrate knowledge of speech pathology, including disorders of articulation and language.]~~

~~[NAC 391.612—Preparation of student to teach pupils who have mild or moderate learning disabilities, emotional handicaps or mental handicaps.—A program for preparing a student to receive an endorsement to teach pupils who are classified as having mild or moderate learning disabilities, emotional handicaps or mental handicaps must meet the following standards:~~

- ~~—1.—The program must require a student to demonstrate knowledge of human growth and development.~~
- ~~—2.—The program must require a student to demonstrate knowledge of the methodology for teaching general reading and mathematics.~~
- ~~—3.—The program must require a student to demonstrate:~~
 - ~~—(a) Competence in mainstreaming exceptional pupils; and~~
 - ~~—(b) Knowledge of the legal aspects of special education.~~
- ~~—4.—The program must require a student to demonstrate knowledge of the cognitive, adaptive and behavioral characteristics of pupils who have mild or moderate learning disabilities, emotional handicaps or mental handicaps.~~
- ~~—5.—The program must require a student to demonstrate knowledge of:~~
 - ~~—(a) Methods of assessment; and~~
 - ~~—(b) Instructional planning for pupils who have mild or moderate learning disabilities, emotional handicaps or mental handicaps.~~
- ~~—6.—The program must require a student to demonstrate knowledge of the social learning theories that encourage the management of learning and behavior and the environmental adaptation of pupils with mild or moderate learning disabilities, emotional handicaps or mental handicaps.~~
- ~~—7.—The program must require a student to demonstrate knowledge of curricula for pupils with mild or moderate learning disabilities, emotional handicaps or mental handicaps.~~
- ~~—8.—The program must require a student to demonstrate competence using instructional strategies that are appropriate for pupils with mild or moderate learning disabilities, emotional handicaps or mental handicaps.~~
- ~~—9.—The program must provide a student with supervised teaching experience.~~
- ~~—10.—The program must require a student to demonstrate:~~
 - ~~—(a) Competence in counseling; and~~
 - ~~—(b) Knowledge of the affective development of the handicapped.~~
- ~~—11.—The program must require a student to demonstrate competence in working with parents, teachers and interdisciplinary teams.~~
- ~~—12.—The program must require a student to demonstrate competence in programming career or occupational education for pupils with mild or moderate learning disabilities, emotional handicaps or mental handicaps.]~~

~~[NAC 391.614—Preparation of student to teach pupils who have moderate or severe learning disabilities.—A program for preparing a student to receive an endorsement to teach pupils who have moderate or severe learning disabilities must meet the following standards:~~

- ~~—1.—The program must require a student to demonstrate knowledge of and competence in the standards required by NAC 391.612.~~
- ~~—2.—The program must require a student to demonstrate knowledge of:~~
 - ~~—(a) Methods of assessment; and~~
 - ~~—(b) Instructional planning for pupils who have moderate or severe learning disabilities.~~
- ~~—3.—The program must require a student to demonstrate competence in advanced instructional strategies and methods for teaching pupils who have moderate or severe learning disabilities.~~
- ~~—4.—The program must require a student to demonstrate knowledge of curricula for pupils who have moderate or severe learning disabilities.~~
- ~~—5.—The program must require a student to demonstrate competence in counseling pupils who have moderate or severe learning disabilities.~~
- ~~—6.—The program must require a student to demonstrate competence in programming career and occupational education for pupils who have moderate or severe learning disabilities.~~
- ~~—7.—The program must:~~

- ~~—(a) Provide a student with direct, supervised experience teaching or in the field with pupils who have moderate or severe learning disabilities; or~~
- ~~—(b) Require a student to have 1 year of experience as a full-time teacher of pupils who have moderate or severe learning disabilities.]~~

~~[NAC 391.616—Preparation of student to teach pupils who are moderately or severely emotionally handicapped.—A program for preparing a student to receive an endorsement to teach pupils who are moderately or severely emotionally handicapped must meet the following standards:~~

- ~~—1.—The program must require a student to demonstrate knowledge of and competence in the standards required by NAC 391.612.~~
- ~~—2.—The program must require a student to demonstrate knowledge of:~~
 - ~~—(a) Methods of assessment; and~~
 - ~~—(b) Instructional planning for pupils who are moderately or severely emotionally handicapped.~~
- ~~—3.—The program must require a student to demonstrate knowledge of the theories of management of the classroom for pupils who are moderately or severely emotionally handicapped.~~
- ~~—4.—The program must require a student to demonstrate competence in counseling and affective skills for use with pupils who are moderately or severely emotionally handicapped.~~
- ~~—5.—The program must require a student to demonstrate competence in advanced instructional strategies and methods for teaching pupils who are moderately or severely emotionally handicapped.~~
- ~~—6.—The program must require a student to demonstrate competence in programming career or occupational education for pupils who are moderately or severely emotionally handicapped.~~
- ~~—7.—The program must:~~
 - ~~—(a) Provide a student with direct, supervised experience teaching or in the field with pupils who are moderately or severely emotionally handicapped; or~~
 - ~~—(b) Require a student to have 1 year of experience as a full-time teacher of pupils who are moderately or severely emotionally handicapped.]~~

~~[NAC 391.618—Preparation of student to teach pupils who are severely or profoundly mentally handicapped.—A program for preparing a student to receive an endorsement to teach pupils who are severely or profoundly mentally handicapped must meet the following standards:~~

- ~~—1.—The program must require a student to demonstrate knowledge of and competence in the standards required by NAC 391.612.~~
- ~~—2.—The program must require a student to demonstrate knowledge of the characteristics of pupils who are severely or profoundly mentally handicapped.~~
- ~~—3.—The program must require a student to demonstrate knowledge of curricula for pupils who are severely or profoundly mentally handicapped.~~
- ~~—4.—The program must require a student to demonstrate knowledge of instructional strategies and methods that are appropriate for teaching pupils who are severely or profoundly mentally handicapped.~~
- ~~—5.—The program must require a student to demonstrate knowledge of:~~
 - ~~—(a) Methods of assessment; and~~
 - ~~—(b) Instructional planning for pupils who are severely or profoundly mentally handicapped.~~
- ~~—6.—The program must require a student to demonstrate knowledge of techniques of behavioral management for pupils who are severely or profoundly mentally handicapped.~~
- ~~—7.—The program must require a student to demonstrate knowledge of the disorders affecting the communication of pupils who are severely or profoundly mentally handicapped.~~
- ~~—8.—The program must require a student to demonstrate knowledge of the medical issues related to pupils who are severely or profoundly mentally handicapped.~~
- ~~—9.—The program must require a student to demonstrate knowledge of physical education and the recreational skills that are adapted for use with pupils who are severely or profoundly mentally handicapped.~~
- ~~—10.—The program must:~~
 - ~~—(a) Provide a student with direct, supervised experience teaching or in the field with pupils who are severely or profoundly mentally handicapped; or~~

~~—(b) Require a student to have 1 year of experience as a full-time teacher of pupils who are severely or profoundly mentally handicapped.]~~

~~[NAC 391.620—Preparation of student to teach handicapped pupils who are less than 7 years of age.—A program for preparing a student to receive an endorsement to teach handicapped pupils who are less than 7 years of age must meet the following standards:~~

- ~~—1. The program must require a student to demonstrate knowledge of:
 - ~~—(a) Methods of assessment; and~~
 - ~~—(b) Instructional planning for children with handicaps who are less than 7 years of age.~~~~
- ~~—2. The program must require a student to demonstrate knowledge of the general issues concerning early childhood special education.~~
- ~~—3. The program must require a student to demonstrate competence in the use of instructional strategies or curricula that are appropriate for handicapped children who are less than 7 years of age.~~
- ~~—4. The program must require a student to demonstrate competence in working with families of handicapped children who are less than 7 years of age.~~
- ~~—5. The program must:
 - ~~—(a) Provide students with direct, supervised teaching experience with handicapped children who are less than 7 years of age; or~~
 - ~~—(b) Require each student to have 1 year of experience as a full-time teacher of handicapped children who are less than 7 years of age.]~~~~

~~[NAC 391.622—Preparation of student to teach special physical education to handicapped pupils.—A program for preparing a student to receive an endorsement to teach special physical education to handicapped pupils must meet the following standards:~~

- ~~—1. The program must require a student to demonstrate knowledge of the general issues related to physical education that is adapted to handicapped pupils.~~
- ~~—2. The program must require a student to demonstrate knowledge of:
 - ~~—(a) Methods of assessment; and~~
 - ~~—(b) Instructional planning in adaptive physical education for pupils with handicaps.~~~~
- ~~—3. The program must require a student to demonstrate knowledge of curricula for teaching pupils with adaptive physical education needs.~~
- ~~—4. The program must require a student to demonstrate knowledge of instructional strategies that are appropriate for teaching handicapped pupils.]~~

~~[NAC 391.624—Preparation of student to teach agricultural education.—A program for preparing a student to teach agricultural education must meet the following standards:~~

- ~~—1. The program must provide a student with:
 - ~~—(a) Experience on a farm; or~~
 - ~~—(b) Other experience related to agriculture.~~~~
- ~~—2. The program must require a student to demonstrate competence in the biological, physical and applied sciences that relate to practical solutions of agricultural problems.~~
- ~~—3. The program must require a student to demonstrate knowledge of:
 - ~~—(a) Plant science and technology;~~
 - ~~—(b) Animal science and technology;~~
 - ~~—(c) Agricultural business management and technology; and~~
 - ~~—(d) Agricultural mechanics, science and technology.~~~~
- ~~—4. The program must require a student to demonstrate competence in one or more of the following occupational areas:
 - ~~—(a) Agricultural production and marketing;~~
 - ~~—(b) Communications in agriculture;~~
 - ~~—(c) Agricultural products;~~
 - ~~—(d) Ornamental horticulture;~~
 - ~~—(e) Agricultural resources;~~
 - ~~—(f) Natural resource management;~~~~

- ~~—(g) Environmental development; or~~
- ~~—(h) Forestry.~~
- ~~—5. The program must require a student to establish or participate in an agricultural youth organization, including:~~
 - ~~—(a) Demonstrating competence in initiating cooperative effort in a group; and~~
 - ~~—(b) Demonstrating knowledge of speech and parliamentary procedure.~~
- ~~—6. The program must require a student to demonstrate competence in the use of occupational skills by working with pupils and adults on a project or in a program related to agricultural instruction.~~
- ~~—7. The program must include instruction related to occupational education in:~~
 - ~~—(a) History;~~
 - ~~—(b) Philosophy;~~
 - ~~—(c) The purpose of the program;~~
 - ~~—(d) Local, state and federal administration;~~
 - ~~—(e) The needs of the exceptional student;~~
 - ~~—(f) Competency based instruction;~~
 - ~~—(g) Secondary to postsecondary program articulation; and~~
 - ~~—(h) Partnerships in business and industry.]~~

~~[NAC 391.626 — Preparation of student to teach art.—A program for preparing a student to teach art must meet the following standards:~~

- ~~—1. The program must require a student to demonstrate knowledge, understanding and appreciation of art in contemporary and past cultures.~~
- ~~—2. The program must require a student to demonstrate competence in describing, analyzing, interpreting and evaluating works of art.~~
- ~~—3. The program must require a student to demonstrate knowledge of:~~
 - ~~—(a) Aesthetics;~~
 - ~~—(b) The philosophical aspects of art; and~~
 - ~~—(c) The contributions of art to the individual and society.~~
- ~~—4. The program must require a student to demonstrate competence in:~~
 - ~~—(a) Creating original art in a variety of media, such as ceramics, drawing, painting, printmaking, sculpture, design, photography, commercial art, leather and clay; and~~
 - ~~—(b) The techniques of display.~~
- ~~—5. The program must require a student to demonstrate knowledge of the influence of technology in the visual arts.~~
- ~~—6. The program must require a student to demonstrate knowledge of and competence in safety procedures.]~~

~~[NAC 391.628 — Preparation of student to teach biological science.—A program for preparing a student to teach biological science must meet the following standards:~~

- ~~—1. The program must require a student to demonstrate knowledge of biology, botany, chemistry and zoology at the advanced level.~~
- ~~—2. The program must require a student to demonstrate knowledge of physiology and environmental or ecological science.~~
- ~~—3. The program must require a student to have experience and demonstrate competence in:~~
 - ~~—(a) Investigating scientific phenomena;~~
 - ~~—(b) Interpreting the findings; and~~
 - ~~—(c) Communicating the findings to others.~~
- ~~—4. The program must require a student to demonstrate knowledge of:~~
 - ~~—(a) The history and philosophy of science; and~~
 - ~~—(b) The interrelationships among the sciences.~~
- ~~—5. The program must require a student to demonstrate knowledge of the ethical, human, technological and environmental implications of the various disciplines of science.~~

- ~~—6.— The program must require a student to demonstrate competence in scientific investigation by applying mathematics and statistics and using computers.~~
- ~~—7.— The program must require a student to demonstrate competence in conducting experiments in the laboratory and activities in the field.~~
- ~~—8.— The program must require a student to demonstrate knowledge of and competence in:~~
 - ~~—(a) Health and safety procedures;~~
 - ~~—(b) The disposal of waste materials; and~~
 - ~~—(c) The care of instruments and laboratory equipment.]~~

~~[NAC 391.630—Preparation of student to teach biology.—A program for preparing a student to teach biology must meet the following standards:~~

- ~~—1.— The program must require a student to have experience and demonstrate competence in:~~
 - ~~—(a) Conducting experiments in the laboratory and activities in the field using a diversity of living materials;~~
 - ~~—(b) Identifying biological phenomena as they appear in microorganisms, plants and animals; and~~
 - ~~—(c) Describing the characteristics of living organisms.~~
- ~~—2.— The program must require a student to demonstrate knowledge of chemistry and environmental science.~~
- ~~—3.— The program must require a student to have experience and demonstrate competence in:~~
 - ~~—(a) Investigating scientific phenomena;~~
 - ~~—(b) Interpreting the findings; and~~
 - ~~—(c) Communicating the findings to others.~~
- ~~—4.— The program must require a student to demonstrate knowledge of:~~
 - ~~—(a) The history and philosophy of science; and~~
 - ~~—(b) The interrelationships among the sciences.~~
- ~~—5.— The program must require a student to demonstrate knowledge of the ethical, human, technological and environmental implications of the various disciplines of science.~~
- ~~—6.— The program must require a student to demonstrate competence in scientific investigation by applying mathematics and statistics and using computers.~~
- ~~—7.— The program must require a student to demonstrate knowledge of and competence in:~~
 - ~~—(a) Health and safety procedures;~~
 - ~~—(b) The disposal of waste materials; and~~
 - ~~—(c) The care of instruments and laboratory equipment.]~~

~~[NAC 391.632—Preparation of student to teach business education.—A program for preparing a student to teach business education must meet the following standards:~~

- ~~—1.— The program must require a student to demonstrate:~~
 - ~~—(a) Knowledge of the concepts of information processing; and~~
 - ~~—(b) Competence in planning for the use and management of laboratory facilities and equipment and operating and maintaining office equipment.~~
- ~~—2.— The program must require a student to demonstrate competence in identifying career opportunities in business and office occupations.~~
- ~~—3.— The program must provide extensive preparation for a student in at least one of the following areas:~~
 - ~~—(a) Accounting;~~
 - ~~—(b) Administrative services; or~~
 - ~~—(c) Business.~~
- ~~—4.— The program must provide an opportunity for the student to develop specialized competency in one or more of the following areas:~~
 - ~~—(a) Within accounting:~~
 - ~~—(1) Basic accounting procedures;~~
 - ~~—(2) Information processing;~~
 - ~~—(3) Keyboarding;~~
 - ~~—(4) Business concepts;~~

- ~~— (5) Business procedures;~~
- ~~— (6) Business mathematics; or~~
- ~~— (7) Business communications.~~
- ~~— (b) Within administrative services:~~
 - ~~— (1) Keyboarding;~~
 - ~~— (2) Information processing;~~
 - ~~— (3) Computer applications;~~
 - ~~— (4) Office management;~~
 - ~~— (5) Business communications;~~
 - ~~— (6) Business mathematics; or~~
 - ~~— (7) Business concepts.~~
- ~~— (c) Within business:~~
 - ~~— (1) The free enterprise system;~~
 - ~~— (2) Business concepts;~~
 - ~~— (3) Computer applications;~~
 - ~~— (4) Business mathematics; or~~
 - ~~— (5) Business communications.~~
- ~~— 5. The program must provide work experience related to the area of specialty.~~
- ~~— 6. The program must require the student to demonstrate competence in the skills necessary for establishing an organization for business students as a means of teaching leadership skills through the study and practice of speech, parliamentary procedures and cooperative efforts of the group.~~
- ~~— 7. The program must provide experiences designed to develop knowledge of the functions, goals and objectives of state, regional and national professional associations for business education.~~
- ~~— 8. The program must provide instruction related to occupational education in:~~
 - ~~— (a) History;~~
 - ~~— (b) Philosophy;~~
 - ~~— (c) The purpose of the program;~~
 - ~~— (d) Local, state and federal administration;~~
 - ~~— (e) The needs of the exceptional student;~~
 - ~~— (f) Competency based instruction;~~
 - ~~— (g) Secondary to postsecondary program articulation; and~~
 - ~~— (h) Partnerships in business and industry.]~~

[NAC 391.634 — Preparation of student to teach chemistry. — A program for preparing a student to teach chemistry must meet the following standards:

- ~~— 1. The program must require a student to demonstrate knowledge of the fundamental principles of chemistry.~~
- ~~— 2. The program must require a student to demonstrate knowledge of organic, inorganic, physical and analytical chemistry, and biochemistry.~~
- ~~— 3. The program must require a student to have experience and demonstrate competence in:~~
 - ~~— (a) Conducting experiments in the laboratory and activities in the field;~~
 - ~~— (b) Investigating scientific phenomena;~~
 - ~~— (c) Interpreting findings; and~~
 - ~~— (d) Communicating findings to others.~~
- ~~— 4. The program must require a student to demonstrate knowledge of:~~
 - ~~— (a) The history and philosophy of science; and~~
 - ~~— (b) The interrelationships among the sciences.~~
- ~~— 5. The program must require a student to demonstrate knowledge of the ethical, human, technological and environmental implications of chemistry.~~
- ~~— 6. The program must require a student to demonstrate competence in scientific investigation by applying mathematics and statistics and using computers.~~
- ~~— 7. The program must require a student to demonstrate knowledge of and competence in the management of a laboratory, including:~~
 - ~~— (a) Health and safety procedures;~~

- ~~—(b) The disposal of waste materials; and~~
- ~~—(c) The care of instruments and laboratory equipment.]~~

~~[NAC 391.636 — Preparation of student to teach classical languages.—A program for preparing a student to teach classical languages must meet the following standards:~~

- ~~—1. The program must require that a student:~~
 - ~~—(a) Hold an elementary or secondary license; and~~
 - ~~—(b) Demonstrate competence in:~~
 - ~~—(1) Reading the language with immediate comprehension; and~~
 - ~~—(2) Writing the language clearly and correctly.~~
- ~~—2. The program must require a student to demonstrate competence in the analysis of language, including:~~
 - ~~—(a) Analyzing the phonology, morphology and syntax of the language;~~
 - ~~—(b) Clarifying the differences and similarities between the language and English; and~~
 - ~~—(c) Using the knowledge derived from applied linguistics in studying the language.~~
- ~~—3. The program must require a student to demonstrate knowledge of the foreign culture, including:~~
 - ~~—(a) Classifying the principal ways in which the culture resembles and differs from that of the United States;~~
 - ~~—(b) Understanding the geography, history, social customs, literature, art and music of the culture and their role in the civilization of the culture; and~~
 - ~~—(c) Reading representative literary masterpieces.~~
- ~~—4. The program must require a student to demonstrate competence in teaching the classical language, including:~~
 - ~~—(a) Conducting classroom activities exclusively in the language;~~
 - ~~—(b) Devising drills and exercises that develop knowledge of the sound, structure and vocabulary of both the language and English;~~
 - ~~—(c) Creating situations that cause pupils to use the language; and~~
 - ~~—(d) Using a variety of learning situations to teach aspects of the culture.]~~

~~[NAC 391.638 — Preparation of student to teach computer literacy.—A program for preparing a student to teach computer literacy must meet the following standards:~~

- ~~—1. The program must require a student to demonstrate:~~
 - ~~—(a) Competence in the use of the keyboard and printer of the computer; and~~
 - ~~—(b) Knowledge of the basic operation commands, vocabulary and available software for the computer.~~
- ~~—2. The program must require a student to demonstrate knowledge relating to the applications of computers.~~
- ~~—3. The program must require a student to demonstrate knowledge of the methods of teaching the use of computers.]~~

~~[NAC 391.640 — Preparation of student to teach computer applications.—A program for preparing a student to teach computer applications must meet the following standards:~~

- ~~—1. The program must require a student to demonstrate knowledge of the functions, capabilities and limitations of computers.~~
- ~~—2. The program must require a student to demonstrate knowledge relating to the applications of computers.~~
- ~~—3. The program must require a student to demonstrate ability to use software for:~~
 - ~~—(a) Word processing;~~
 - ~~—(b) Calculation and spreadsheets;~~
 - ~~—(c) Management of data bases;~~
 - ~~—(d) Communications; and~~
 - ~~—(e) Graphics.~~

~~—4.— The program must require a student to demonstrate knowledge of the methods of teaching computer applications.]~~

~~[NAC 391.642—Preparation of student to teach computer programming or computer science.—A program for preparing a student to teach computer programming or computer science must meet the following standards:~~

~~—1.— The program must require a student to demonstrate knowledge of the functions, capabilities and limitations of computers.~~

~~—2.— The program must require a student to demonstrate knowledge relating to the applications of computers.~~

~~—3.— The program must require a student to demonstrate the ability to use software for:~~

~~—(a) Word processing;~~

~~—(b) Calculation and spreadsheets;~~

~~—(c) Management of data bases;~~

~~—(d) Communications; and~~

~~—(e) Graphics.~~

~~—4.— The program must require a student to demonstrate competence in at least one programming language.~~

~~—5.— The program must require a student to demonstrate competence in evaluating programs in at least two widely used, high level, structured programming languages.~~

~~—6.— The program must require a student to demonstrate knowledge of structured program design.~~

~~—7.— The program must require a student to demonstrate knowledge of the methods of teaching computer programming.]~~

~~[NAC 391.644—Preparation of student to teach drivers' education.—A program for preparing a student to teach drivers' education must meet the following standards:~~

~~—1.— The program must provide a student with opportunities to experience teaching in a classroom and in an automobile with professional supervision.~~

~~—2.— The program must require a student to demonstrate knowledge of administrative procedures and the practices and policies for organizing and operating a program of drivers' education.~~

~~—3.— The program must require a student to demonstrate knowledge of current trends in drivers' education.~~

~~—4.— The program must require a student to demonstrate competence using:~~

~~—(a) The methods and materials of drivers' education; and~~

~~—(b) Methodology that provides pupils with positive attitudes toward safe driving and the skills needed for safe driving.]~~

~~[NAC 391.646—Preparation of student to teach English.—A program for preparing a student to teach English must meet the following standards:~~

~~—1.— The program must require a student to demonstrate knowledge of language, including the following:~~

~~—(a) The structure and history of the English language, including phonology, morphology, syntax, semantics and traditional and modern grammars;~~

~~—(b) The various personal, social and communicative purposes of language, including social and cultural influences on language, social and regional variation in language and the use of language for control and management of others, such as the use of rhetoric in politics and advertising;~~

~~—(c) The differences and similarities in the structural and semantic attributes of written and oral discourse, and classical and contemporary rhetorical theories concerning both modes of discourse; and~~

~~—(d) How a person acquires, understands and uses language.~~

~~—2.— The program must require a student to demonstrate knowledge of composition, including:~~

~~—(a) The types and elements of creative and expository writing;~~

~~—(b) Organizational patterns of expository writing, such as comparison and contrast, cause and effect, example, classification, definition and process;~~

- ~~—(c) Rhetorical elements, such as unity, coherence and emphasis;~~
- ~~—(d) Editorial elements, such as usage, punctuation and spelling; and~~
- ~~—(e) Research, including the use of library research materials.~~
- ~~3. The program must require a student to demonstrate knowledge of literature, including:~~
 - ~~—(a) A representative body of English, American and world literature, such as literature written for adolescents, contemporary literature, nonwestern literature and literature written by persons from minority groups of the United States;~~
 - ~~—(b) Literary genres;~~
 - ~~—(c) The representative works of Shakespeare and one or more other major writers; and~~
 - ~~—(d) Literary analysis and criticism.~~
- ~~4. The program must require a student to demonstrate knowledge of:~~
 - ~~—(a) The various theories of communication and their application to a variety of communicative acts;~~
 - ~~—(b) The function of a person as an initiator and receiver of communication;~~
 - ~~—(c) The communicative arts in academic activities, such as public speaking, oral interpretation, group decision making, television, radio, film, print, interpersonal communication and organizational communication; and~~
 - ~~—(d) The communicative arts in co-curricular activities, such as debate, forensics, radio management and film.~~
- ~~5. The program must require a student to demonstrate knowledge in the theater arts and competence in the following skills:~~
 - ~~—(a) Directing a theatrical production with artistic integrity, including analyzing selections, casting, conducting rehearsals and supervising performances;~~
 - ~~—(b) Basic acting skills and techniques;~~
 - ~~—(c) Theatrical production, including effective planning and execution of scenery, lights, makeup, sound, properties, costume and special effects;~~
 - ~~—(d) Evaluation of productions or activities and modification of goals and objectives; and~~
 - ~~—(e) Using creative dramatics in an English class.~~
- ~~6. The program must require a student to demonstrate:~~
 - ~~—(a) Competence in the design, implementation and evaluation of developmental, remedial and enrichment reading programs and knowledge of their interrelationship with the other language arts.~~
 - ~~—(b) Knowledge of the principles of human growth and development and language development.~~
 - ~~—(c) Knowledge of the research and practices in the area of reading instruction that complement and supplement the instruction of the regular classroom teacher.~~
 - ~~—(d) Competence in the diagnosis of reading strengths and weaknesses using formal and informal assessment methodologies.~~
 - ~~—(e) Competence in prescribing instructional programs and activities for individual pupils and small and large groups using the time, materials, strategies, learning styles, developmental levels and interests that are appropriate to the needs of the pupils. The activities must be based on the analysis and interpretation of diagnostic data.~~
 - ~~—(f) Competence in communicating the results of diagnosis and instruction to pupils, parents, teachers and other educators.}]~~

~~[NAC 391.648—Preparation of student to teach English as second language.—A program for preparing a student to teach English as a second language must meet the following standards:~~

- ~~—1. The program must require a student to demonstrate knowledge of:~~
 - ~~—(a) The nature of language;~~
 - ~~—(b) The varieties of language; and~~
 - ~~—(c) The phonology, morphology and syntax of the English language.~~
- ~~—2. The program must require a student to demonstrate competence in listening to, speaking, reading and writing English.~~
- ~~—3. The program must require a student to demonstrate knowledge of how a person acquires, understands and uses a second language at various ages.~~

- ~~—4.— The program must require a student to demonstrate knowledge of the effects of cognitive, affective and sociocultural variables on learning a language.~~
- ~~—5.— The program must require a student to demonstrate competence in:~~
 - ~~—(a) The techniques and instruments for assessment of language skills; and~~
 - ~~—(b) The evaluation of pupils.~~
- ~~—6.— The program must require a student to demonstrate competence in the development, implementation and evaluation of programs for teaching English as a second language.~~
- ~~—7.— The program must require a student to demonstrate competence in techniques for teaching English as a second language.]~~

~~[NAC 391.650—Preparation of student to teach foreign language.—A program for preparing a student to teach a foreign language must meet the following standards:~~

- ~~—1.— The program must require that a student:~~
 - ~~—(a) Hold an elementary or secondary license; and~~
 - ~~—(b) Demonstrate competence in:~~
 - ~~—(1) Understanding the language as spoken by a native at a normal conversational tempo;~~
 - ~~—(2) Speaking the language with sufficient command of vocabulary, phonology and syntax to carry on conversations with native speakers;~~
 - ~~—(3) Reading the language with immediate comprehension; and~~
 - ~~—(4) Writing the language at a level of clarity and correctness which is acceptable to native speakers.~~
- ~~—2.— The program must require a student to demonstrate competence in the analysis of language, including:~~
 - ~~—(a) Analyzing the phonology, morphology and syntax of the language;~~
 - ~~—(b) Clarifying the differences and similarities between the language and English; and~~
 - ~~—(c) Using the knowledge derived from applied linguistics in studying the language.~~
- ~~—3.— The program must require a student to demonstrate knowledge of the foreign culture, including:~~
 - ~~—(a) Classifying the principal ways in which the culture resembles and differs from that of the United States;~~
 - ~~—(b) Understanding the geography, history, social customs, literature, art and music of the culture and their role in the contemporary civilization of the culture; and~~
 - ~~—(c) Reading representative literary masterpieces.~~
- ~~—4.— The program must require a student to demonstrate competence in teaching the foreign language, including:~~
 - ~~—(a) Conducting classroom activities exclusively in the language;~~
 - ~~—(b) Devising drills and exercises that develop knowledge of the structure of both the language and English;~~
 - ~~—(c) Guiding pupils in conversation in the language;~~
 - ~~—(d) Creating situations that cause pupils to use the language;~~
 - ~~—(e) Using a variety of learning situations to teach aspects of the culture; and~~
 - ~~—(f) Developing, encouraging and promoting participation by pupils in activities and events that reflect the contemporary ways of life of the culture.]~~

~~[NAC 391.652—Preparation of student to teach general science.—A program for preparing a student to teach general science must meet the following standards:~~

- ~~—1.— The program must require a student to demonstrate knowledge of the principles of science that are included in:~~
 - ~~—(a) Biology, chemistry and physics; and~~
 - ~~—(b) Beyond the introductory level, earth science, space science, electronics or engineering.~~
- ~~—2.— The program must require a student to have experience and demonstrate competence in:~~
 - ~~—(a) Investigating scientific phenomena;~~
 - ~~—(b) Interpreting the findings; and~~
 - ~~—(c) Communicating the findings to others.~~

- ~~—3. The program must require a student to demonstrate knowledge of:~~
 - ~~—(a) The history and philosophy of science; and~~
 - ~~—(b) The interrelationships among the sciences.~~
- ~~—4. The program must require a student to demonstrate competence and have experience in conducting experiments in the laboratory and activities in the field.~~
- ~~—5. The program must require a student to demonstrate knowledge of and competence in:~~
 - ~~—(a) Health and safety procedures;~~
 - ~~—(b) The disposal of waste materials; and~~
 - ~~—(c) The care of instruments and laboratory equipment.]~~

~~[NAC 391.654—Preparation of student to teach health education.—A program for preparing a student to teach health education must meet the following standards:~~

- ~~—1. The program must require a student to demonstrate knowledge of:~~
 - ~~—(a) Human physiology and anatomy;~~
 - ~~—(b) Chemistry of the human body;~~
 - ~~—(c) Microbiology;~~
 - ~~—(d) Genetics; and~~
 - ~~—(e) Ecology.~~
- ~~—2. The program must require a student to demonstrate knowledge of the behavioral and social sciences related to health.~~
- ~~—3. The program must require a student to demonstrate knowledge of health and physical fitness, including emotional and mental health, nutrition and the emotional, physical and social consequences of substances of abuse.~~
- ~~—4. The program must require a student to demonstrate knowledge of:~~
 - ~~—(a) Communicable, noncommunicable and chronic diseases;~~
 - ~~—(b) Body defenses and immunization; and~~
 - ~~—(c) Acquired immune deficiency syndrome (AIDS) and the human immunodeficiency virus (HIV).~~
- ~~—5. The program must require a student to demonstrate competence in making decisions concerning:~~
 - ~~—(a) Health products;~~
 - ~~—(b) Professional services; and~~
 - ~~—(c) Personal behavior.~~
- ~~—6. The program must require a student to demonstrate knowledge of community and environmental health.~~
- ~~—7. The program must require a student to demonstrate knowledge of the physical and emotional aspects of human sexuality and parenting.~~
- ~~—8. The program must require a student to demonstrate competence in:~~
 - ~~—(a) Safety procedures;~~
 - ~~—(b) First aid; and~~
 - ~~—(c) Cardiopulmonary resuscitation (CPR).~~
- ~~—9. The program must require a student to demonstrate knowledge of the common physical and mental exceptionalities.~~
- ~~—10. The program must require a student to demonstrate competence in:~~
 - ~~—(a) The development, implementation, administration and evaluation of a health education program; and~~
 - ~~—(b) The development of cooperative relationships with voluntary, community and other health agencies.]~~

~~[NAC 391.656—Preparation of student to teach home economics.—A program for preparing a student to teach home economics must meet the following standards:~~

- ~~—1. The program must require a student to:~~
 - ~~—(a) Demonstrate knowledge of parenting skills, the development of children and family interaction; and~~

- ~~—(b) Have experiences in observation and involvement with groups of children.~~
- ~~—2. The program must require a student to demonstrate competence in the selection, use and care of clothing and textiles to satisfy the needs of a person and a family.~~
- ~~—3. The program must require a student to demonstrate competence in making judgments and decisions concerning the needs of a person and a family for shelter, furnishings and equipment.~~
- ~~—4. The program must require a student to demonstrate competence in food science and selecting, planning, preparing and serving food according to the nutritional, cultural and socioeconomic needs of a person, family and group.~~
- ~~—5. The program must require a student to demonstrate competence in:~~
 - ~~—(a) Evaluating consumer goods; and~~
 - ~~—(b) Managing the resources of a person and a family to achieve the goals of the person and family at the various stages of the life cycle.~~
- ~~—6. The program must require a student to demonstrate competence in solving problems, making decisions and managing the social needs of a person and a group.~~
- ~~—7. The program must require a student to demonstrate knowledge of:~~
 - ~~—(a) Interpersonal relationships;~~
 - ~~—(b) Cultural patterns; and~~
 - ~~—(c) Community diversity.~~
- ~~—8. The program must provide interdisciplinary study and experiences with various agencies.~~
- ~~—9. The program must include instruction related to occupation education in:~~
 - ~~—(a) History;~~
 - ~~—(b) Philosophy;~~
 - ~~—(c) The purpose of the program;~~
 - ~~—(d) Local, state and federal administration;~~
 - ~~—(e) The needs of the exceptional student;~~
 - ~~—(f) Competency based instruction;~~
 - ~~—(g) Secondary to postsecondary program articulation; and~~
 - ~~—(h) Partnerships in business and industry.~~
- ~~—10. The program must provide experiences for the student to develop knowledge of the functions, goals and objectives of state, regional and national professional associations in home economics education.]~~

~~[NAC 391.658—Preparation of student to teach industrial arts.—A program for preparing a student to teach industrial arts must meet the following standards:~~

- ~~—1. The program must require a student to demonstrate knowledge of:~~
 - ~~—(a) The foundations, philosophy, principles and methods of industrial arts used in schools at the elementary, middle, secondary and adult levels; and~~
 - ~~—(b) The role of industrial arts in relation to occupational, technical, trade and industrial education and other components of the general program of the school.~~
- ~~—2. The program must require a student to demonstrate knowledge of:~~
 - ~~—(a) The historical development of technology; and~~
 - ~~—(b) The present and future effect of technology on the individual and society.~~
- ~~—3. The program must require a student to:~~
 - ~~—(a) Demonstrate knowledge of general technical information;~~
 - ~~—(b) Demonstrate knowledge of communications, construction, manufacturing, electronics, electricity, transportation and power; and~~
 - ~~—(c) Specialize in at least one of the areas of industrial arts listed in paragraph (b).~~
- ~~—4. The program must require a student to demonstrate competence in the skills that communicate ideas by using sketching, designing, drawing and electronic computing.~~
- ~~—5. The program must require a student to demonstrate knowledge of:~~
 - ~~—(a) The principles of design; and~~
 - ~~—(b) The structures of the design process.~~
- ~~—6. The program must require a student to demonstrate knowledge of the industrial uses of energy, including the theory, application, technology, control and conservation of energy.~~

- ~~—7.— The program must require a student to demonstrate competence in designing, constructing and testing projects using tools and materials similar to those used by industry.~~
- ~~—8.— The program must require a student to demonstrate competence in the management of a program of industrial arts, including:

 - ~~—(a) Budget practices;~~
 - ~~—(b) Planning and organization of a shop;~~
 - ~~—(c) Maintenance of tools;~~
 - ~~—(d) Acquisition of materials;~~
 - ~~—(e) Recordkeeping; and~~
 - ~~—(f) Safety procedures for the shop.~~~~
- ~~—9.— The program must require a student to demonstrate competence in designing a program that provides information about careers.~~
- ~~—10.— The program must require a student to demonstrate knowledge of the teaching methodology for:

 - ~~—(a) Mathematics;~~
 - ~~—(b) Science;~~
 - ~~—(c) Technical industry; and~~
 - ~~—(d) Computer science.]~~~~

[NAC 391.660—Preparation of student to teach library science.—A program for preparing a student to teach library science must meet the following standards:

- ~~—1.— The program must require a student to demonstrate competence teaching media skills for use in a library.~~
- ~~—2.— The program must require a student to demonstrate:

 - ~~—(a) Competence identifying the needs of staff; and~~
 - ~~—(b) Knowledge of terminology for effective instruction.~~~~
- ~~—3.— The program must require a student to demonstrate competence in:

 - ~~—(a) Development of curriculum; and~~
 - ~~—(b) Implementation and evaluation of various media in the classroom.~~~~
- ~~—4.— The program must require a student to demonstrate competence in evaluating:

 - ~~—(a) Media services;~~
 - ~~—(b) Collections;~~
 - ~~—(c) Facilities; and~~
 - ~~—(d) Personnel,~~
 of the school library.~~
- ~~—5.— The program must require a student to demonstrate competence using media to input and retrieve information from resources, including bibliographic resources, electronic data bases, video resources and resources in the community.~~
- ~~—6.— The program must require a student to demonstrate competence in developing a written selection policy that includes recognized sources and procedures for evaluating and selecting materials and equipment.~~
- ~~—7.— The program must require a student to demonstrate competence in producing media to meet learning objectives.~~
- ~~—8.— The program must require a student to demonstrate competence in organizing, classifying and cataloging materials.~~
- ~~—9.— The program must require a student to demonstrate knowledge of:

 - ~~—(a) Literature for children and young adults; and~~
 - ~~—(b) The relationship of literature to the interest and reading ability of a person.~~~~
- ~~—10.— The program must require a student to demonstrate competence in:

 - ~~—(a) Administration;~~
 - ~~—(b) Leadership;~~
 - ~~—(c) Supervision; and~~
 - ~~—(d) Management,~~
 of a media center in a school library.~~

~~—11. The program must require a student to demonstrate competence in planning and implementing activities designed to:~~

~~—(a) Build support in the community for the reading programs of a school; and~~

~~—(b) Increase awareness of the relationship between home and school in developing successful reading habits in children.~~

~~—12. The program must require a student to demonstrate competence in the use of computers in a library and in the study of library science.]~~

~~[NAC 391.662—Preparation of student to teach marketing education.—A program for preparing a student to teach marketing education must meet the following standards:~~

~~—1. The program must require a student to:~~

~~—(a) Have experiences in purchasing, marketing and merchandising; and~~

~~—(b) Demonstrate knowledge of cooperative occupational education and the fundamentals of business.~~

~~—2. The program must require a student to demonstrate competence in:~~

~~—(a) Planning, developing and administering a comprehensive program of marketing education at the high school and adult levels;~~

~~—(b) Organizing and using a variety of methods and techniques for teaching youth and adults;~~

~~—(c) Conducting learning experiences for pupils with a variety of abilities and career objectives; and~~

~~—(d) Recognizing and responding to individual differences in pupils.~~

~~—3. The program must provide a student with experiences working in a variety of occupational areas that are related to marketing.~~

~~—4. The program must include experiences for a student to develop knowledge of the functions, goals and objectives of state, regional and national marketing education.~~

~~—5. The program must include instruction related to occupational education in:~~

~~—(a) History;~~

~~—(b) Philosophy;~~

~~—(c) The purpose of the program;~~

~~—(d) Local, state and federal administration;~~

~~—(e) Local, state and federal needs;~~

~~—(f) Competency based instruction;~~

~~—(g) Secondary to postsecondary program articulation; and~~

~~—(h) Partnerships in business and industry.]~~

~~[NAC 391.664—Preparation of student to teach mathematics.—A program for preparing a student to teach mathematics must meet the following standards:~~

~~—1. The program must require a student to demonstrate knowledge of:~~

~~—(a) Algebra, including trigonometry;~~

~~—(b) Geometry, including Euclidean and non-Euclidean geometry;~~

~~—(c) Analytic geometry;~~

~~—(d) Calculus;~~

~~—(e) Probability;~~

~~—(f) Statistics; and~~

~~—(g) Modern algebra, including linear and abstract algebra.~~

~~—2. The program must require a student to demonstrate knowledge of:~~

~~—(a) The vocabulary and symbols of standard mathematics; and~~

~~—(b) The logical principles used in mathematical proofs.~~

~~—3. The program must require a student to demonstrate knowledge of:~~

~~—(a) Number concepts and computational algorithms, including estimation and approximation; and~~

~~—(b) The appropriate models and manipulatives for teaching number concepts and algorithms.~~

~~—4. The program must require a student to demonstrate knowledge of:~~

~~—(a) The intellectual, historical and philosophical nature of mathematics;~~

~~—(b) The methods for applying mathematical principles to other disciplines; and~~

- ~~—(c) The relationship of mathematics to technology and social conditions.~~
- ~~—5. The program must require a student to demonstrate competence in creating or selecting appropriate mathematical models to solve applied problems.~~
- ~~—6. The program must require a student to demonstrate competence in identifying, developing and solving problems using mathematical concepts, principles and strategies.~~
- ~~—7. The program must require a student to demonstrate competence in using:~~
 - ~~—(a) Calculators and computers in mathematical applications and problem solving; and~~
 - ~~—(b) A computer language to write programs.]~~

~~[NAC 391.666 Preparation of student to teach music.— Except as otherwise provided in subsection 10, a program for preparing a student to teach music, including vocal, choral and instrumental music, must meet the following standards:~~

- ~~—1. The program must require a student to demonstrate knowledge of the language and grammar of music.~~
- ~~—2. The program must require a student to demonstrate:~~
 - ~~—(a) Knowledge of the common elements of music, including rhythm, melody, harmony, timbre, texture, dynamics and form;~~
 - ~~—(b) Knowledge of the interrelationships among the elements of music; and~~
 - ~~—(c) Competence in applying the elements of music in aural and visual analysis.~~
- ~~—3. The program must require a student to demonstrate competence in:~~
 - ~~—(a) Basic conducting skills, score reading and rehearsal techniques;~~
 - ~~—(b) Composing, arranging and adapting music from a variety of sources to meet the needs and ability levels of a performing group;~~
 - ~~—(c) Guiding creative experiences and improvising in an extemporaneous performance;~~
 - ~~—(d) Playing a piano, guitar or other keyboard or fretted instrument for demonstration and accompaniment; and~~
 - ~~—(e) Performing accurately and expressively solo and in small and large ensembles.~~
- ~~—4. The program must require a student to demonstrate knowledge of:~~
 - ~~—(a) The history and literature of music, including the relationship of music to other arts and humanities in contemporary and past cultures; and~~
 - ~~—(b) The place of musical compositions in historical and stylistic perspectives.~~
- ~~—5. The program must require a student to demonstrate:~~
 - ~~—(a) Knowledge of a comprehensive music curriculum; and~~
 - ~~—(b) Competence in the methods for teaching the fundamentals of music to beginning pupils of instrument and voice.~~
- ~~—6. The program for preparing a student to teach vocal or choral music must require a student to demonstrate:~~
 - ~~—(a) Knowledge of and competence on keyboard and fretted instruments sufficient to use these instruments as teaching tools;~~
 - ~~—(b) The ability to transpose and improvise arrangements;~~
 - ~~—(c) Knowledge of the Orff, Kodaly and traditional approaches for teaching elementary music;~~
 - ~~—(d) Knowledge of vocal and choral problems and strategies for solving the problems;~~
 - ~~—(e) Sufficient vocal skill for effective use of the voice in demonstrating vocal technique; and~~
 - ~~—(f) Knowledge of the history and literature of music.~~
- ~~—7. The program for preparing a student to teach vocal or choral music must require a student to demonstrate competence in:~~
 - ~~—(a) Singing solo and in ensemble;~~
 - ~~—(b) Playing wind, string and percussion instruments;~~
 - ~~—(c) Conducting instrumental and choral ensembles;~~
 - ~~—(d) Teaching various vocal or choral classes, such as chorus and general music; and~~
 - ~~—(e) The fundamentals of conducting.~~
- ~~—8. The program for preparing a student to teach instrumental music must require a student to demonstrate competence playing brass, wind, string and percussion instruments with sufficient skill to teach heterogeneous and homogeneous groups.~~

- ~~—9.— The program for preparing a student to teach instrumental music must require a student to:~~
 - ~~—(a) Play an instrument solo and in small and large ensembles;~~
 - ~~—(b) Use the singing voice as a teaching tool;~~
 - ~~—(c) Conduct choral and instrumental ensembles;~~
 - ~~—(d) Teach an instrument to an individual pupil and to small and large groups;~~
 - ~~—(e) Demonstrate competence in basic music, including knowledge of theory and harmony, singing by sight, knowledge of musical tone or pitch, orchestration and arranging;~~
 - ~~—(f) Demonstrate knowledge of the history and literature of music; and~~
 - ~~—(g) Demonstrate competence in the fundamentals of conducting.~~
- ~~—10.— Subsections 1 to 5, inclusive, apply to a program for preparing teachers of vocal, choral and instrumental music in kindergarten to 12th grade. A program for preparing a student to teach vocal or choral music must comply with the requirements of subsections 1 to 7, inclusive. A program for preparing a student to teach instrumental music must comply with the requirements of subsections 1 to 5, inclusive, 8 and 9.]~~

~~[NAC 391.668—Preparation of student to teach physical education.—A program for preparing a student to teach physical education must meet the following standards:~~

- ~~—1.— The program must require a student to demonstrate knowledge of:~~
 - ~~—(a) The biological sciences, including physiology and anatomy; and~~
 - ~~—(b) Mechanical principles related to the structure and function of the human body.~~
- ~~—2.— The program must require a student to demonstrate knowledge of motor development and human movement.~~
- ~~—3.— The program must require a student to demonstrate knowledge of the development of performance skills in a variety of physical activities.~~
- ~~—4.— The program must require a student to demonstrate knowledge of conditioning, exercise and fitness.~~
- ~~—5.— The program must require a student to:~~
 - ~~—(a) Demonstrate knowledge of safety procedures related to physical education;~~
 - ~~—(b) Demonstrate knowledge of prevention of injury;~~
 - ~~—(c) Demonstrate knowledge of legal issues related to physical education; and~~
 - ~~—(d) Have basic certification in first aid, cardiopulmonary resuscitation (CPR) and water safety.~~
- ~~—6.— The program must require a student to demonstrate competence in adapting physical education activities for handicapped pupils.~~
- ~~—7.— The program must require a student to demonstrate competence in organizing, implementing, administering and evaluating a program of physical education.~~
- ~~—8.— The program must require a student to demonstrate knowledge of motor learning and human performance.~~
- ~~—9.— The program must require a student to demonstrate knowledge of the psychosocial aspects of human performance.]~~

~~[NAC 391.670—Preparation of student to teach physical education and health.—A program for preparing a student to teach physical education and health must meet the following standards:~~

- ~~—1.— The program must require a student to demonstrate competence in applying the aims and objectives of health education and physical education in the schools.~~
- ~~—2.— The program must require a student to demonstrate knowledge of the sciences that provide an understanding of the structure and function of the human body, including physiology, anatomy, basic body chemistry, microbiology, genetics and ecology.~~
- ~~—3.— The program must require a student to demonstrate knowledge of the behavioral and social sciences related to health and physical education.~~
- ~~—4.— The program must require a student to demonstrate competence in leading a variety of physical activities, including:~~
 - ~~—(a) Fundamental motor skills and exercises;~~
 - ~~—(b) Gymnastics;~~
 - ~~—(c) Individual and dual sports;~~

- ~~—(d) Team sports and games;~~
- ~~—(e) Mass games and activities;~~
- ~~—(f) Rhythms and dance;~~
- ~~—(g) Camping; and~~
- ~~—(h) Outdoor recreation.~~
- ~~—5. The program must require a student to demonstrate competence in organizing, planning, administering and evaluating a program of physical education.~~
- ~~—6. The program must require a student to demonstrate knowledge of:~~
 - ~~—(a) Health and physical fitness, including a basic understanding of the human body and its vital organs;~~
 - ~~—(b) Community and environmental health, including sanitation and pollution;~~
 - ~~—(c) Nutrition, including weight control, food fads and diet supplements;~~
 - ~~—(d) Emotional and mental health;~~
 - ~~—(e) The physical, social and emotional health hazards of the use of drugs, alcohol and tobacco;~~
 - ~~—(f) The physical and emotional aspects of sex;~~
 - ~~—(g) Degenerative diseases and communicable diseases, including venereal disease, the human immunodeficiency virus (HIV), acquired immune deficiency syndrome (AIDS), body defenses and immunization programs;~~
 - ~~—(h) The common physical and mental exceptionalities;~~
 - ~~—(i) First aid, emergency care and cardiopulmonary resuscitation (CPR); and~~
 - ~~—(j) Safety procedures, including outdoor, water, home, industrial and traffic safety.~~
- ~~—7. The program must require a student to demonstrate competence in:~~
 - ~~—(a) Planning, promoting and implementing a healthful school environment; and~~
 - ~~—(b) Promoting cooperative relationships with voluntary, community and other official health agencies.]~~

~~[NAC 391.672—Preparation of student to teach physical science.—A program for preparing a student to teach physical science must meet the following standards:~~

- ~~—1. The program must require a student to demonstrate knowledge of chemistry and physics at the advanced level.~~
- ~~—2. The program must require a student to demonstrate knowledge of:~~
 - ~~—(a) Geology; and~~
 - ~~—(b) Earth science, space science, electronics or engineering.~~
- ~~—3. The program must require a student to have experience and demonstrate competence in:~~
 - ~~—(a) Investigating scientific phenomena;~~
 - ~~—(b) Interpreting the findings; and~~
 - ~~—(c) Communicating the findings to others.~~
- ~~—4. The program must require a student to demonstrate knowledge of:~~
 - ~~—(a) The history and philosophy of science; and~~
 - ~~—(b) The interrelationships among the sciences.~~
- ~~—5. The program must require a student to demonstrate knowledge of the ethical, human, technological and environmental implications of the various disciplines of science.~~
- ~~—6. The program must require a student to demonstrate competence in scientific investigation by applying mathematics and statistics and using computers.~~
- ~~—7. The program must require a student to demonstrate competence in conducting experiments in the laboratory and activities in the field.~~
- ~~—8. The program must require a student to demonstrate knowledge of and competence in:~~
 - ~~—(a) Health and safety procedures;~~
 - ~~—(b) The disposal of waste materials; and~~
 - ~~—(c) The care of instruments and laboratory equipment.]~~

~~[NAC 391.674—Preparation of student to teach physics.—A program for preparing a student to teach physics must meet the following standards:~~

- ~~—1.— The program must require a student to demonstrate knowledge of physics at the advanced level.~~
- ~~—2.— The program must require a student to demonstrate competence in applying the basic laws of physics to the various fields of science and technology.~~
- ~~—3.— The program must require a student to demonstrate knowledge of chemistry and at least one other field of natural science.~~
- ~~—4.— The program must require a student to have experience and demonstrate competence in:
 - ~~—(a) Investigating scientific phenomena;~~
 - ~~—(b) Interpreting the findings; and~~
 - ~~—(c) Communicating the findings to others.~~~~
- ~~—5.— The program must require a student to demonstrate knowledge of:
 - ~~—(a) The history and philosophy of science; and~~
 - ~~—(b) The interrelationships among the sciences.~~~~
- ~~—6.— The program must require a student to demonstrate knowledge of the ethical, human, technological and environmental implications of the various disciplines of science.~~
- ~~—7.— The program must require a student to demonstrate competence in scientific investigation by applying mathematics and statistics and using computers.~~
- ~~—8.— The program must require a student to demonstrate competence in conducting experiments in the laboratory and activities in the field.~~
- ~~—9.— The program must require a student to demonstrate knowledge of and competence in:
 - ~~—(a) Health and safety procedures;~~
 - ~~—(b) The disposal of waste materials; and~~
 - ~~—(c) The care of instruments and laboratory equipment.]~~~~

~~[NAC 391.676 — Preparation of student to teach psychology — A program for preparing a student to teach psychology must meet the following standards:~~

- ~~—1.— The program must require a student to demonstrate knowledge of the history and basic principles of psychology, including major systems and issues.~~
- ~~—2.— The program must require a student to demonstrate knowledge of the methods of scientific investigation, including statistics, measurement and experimental design.~~
- ~~—3.— The program must require a student to demonstrate knowledge of the physiological foundations of behavior, including the central nervous system, the endocrine system, the sensory system and genetics.~~
- ~~—4.— The program must require a student to demonstrate knowledge of:
 - ~~—(a) The theories of personality; and~~
 - ~~—(b) The affective foundations of behavior.~~~~
- ~~—5.— The program must require a student to demonstrate knowledge of the cognitive foundation of behavior, including perception, learning, conditioning, memory, thinking and language.~~
- ~~—6.— The program must require a student to demonstrate knowledge of the social basis of behavior, including individual and group dynamics, attitude and opinion change, prejudice and sexual bias.~~
- ~~—7.— The program must require a student to demonstrate knowledge of psychological principles applied to human development from the prenatal stage to adulthood.~~
- ~~—8.— The program must require a student to demonstrate knowledge of:
 - ~~—(a) Normal and deviant behavior; and~~
 - ~~—(b) Therapeutic models.]~~~~

~~[NAC 391.678 — Preparation of student to teach reading. — A program for preparing a student to teach reading must meet the following standards:~~

- ~~—1.— The program must require a student to:
 - ~~—(a) Hold an elementary or a secondary teaching license.~~
 - ~~—(b) Complete a minimum of 16 hours of course work at the graduate level.~~~~
- ~~—2.— The program must require a student to demonstrate:~~

- ~~—(a) Competence in the design, implementation and evaluation of developmental, remedial and enrichment reading programs; and~~
- ~~—(b) Knowledge of the interrelationship between reading and other language arts.~~
- ~~—3. The program must require a student to demonstrate knowledge of:~~
 - ~~—(a) The principles of human growth and development; and~~
 - ~~—(b) Language development.~~
- ~~—4. The program must require a student to demonstrate knowledge of the research and practices in the area of reading instruction that complement and supplement the instruction of the regular classroom teacher.~~
- ~~—5. The program must require a student to demonstrate competence in the diagnosis of reading strengths and weaknesses using formal and informal methodologies of assessment.~~
- ~~—6. The program must require a student to demonstrate competence in designing and prescribing instructional programs and activities for individual pupils and small and large groups, using the time, materials, strategies, learning styles, developmental levels and interests that are appropriate to the needs of the pupils. The programs and activities must be based on the analysis and interpretation of diagnostic data.~~
- ~~—7. The program must require a student to demonstrate competence in communicating the results of diagnosis and instruction to pupils, parents, teachers and other educators.~~
- ~~—8. The program must require a student to demonstrate competence in working collaboratively with teachers of content areas.~~
- ~~—9. The program must require a student to demonstrate competence in:~~
 - ~~—(a) Coordinating instructional activities among teachers at various grade levels; and~~
 - ~~—(b) Serving as a resource to ensure that a comprehensive reading program is provided for all students.~~
- ~~—10. The program must require a student to demonstrate competence in planning and implementing activities designed to:~~
 - ~~—(a) Build support in the community for the reading programs of the school; and~~
 - ~~—(b) Increase awareness of the relationship between home and school in developing successful reading habits in children.]~~

~~[NAC 391.680—Preparation of student to be specialist in teaching reading.—A program for preparing a student to be a specialist in teaching reading must meet the following standards:~~

- ~~—1. The program must require a student to:~~
 - ~~—(a) Have a master’s degree;~~
 - ~~—(b) Have 3 years of teaching experience;~~
 - ~~—(c) Hold an elementary or a secondary teaching license; and~~
 - ~~—(d) Complete a minimum of 16 semester hours of course work at the graduate level.~~
- ~~—2. The program must also comply with the requirements of subsections 2 to 10, inclusive, of NAC 391.678.]~~

~~[NAC 391.682—Preparation of student to teach social studies.—A program for preparing a student to teach social studies must meet the following standards:~~

- ~~—1. The program must require a student to demonstrate knowledge of:~~
 - ~~—(a) American history, world history, political science, ethnic studies, geography and economics; and~~
 - ~~—(b) Psychology or sociology.~~
- ~~—2. The program must provide coordination among the various disciplines of social studies.~~
- ~~—3. The program must require a student to demonstrate knowledge of the structure, key concepts and methodology of the various disciplines of the social studies.~~
- ~~—4. The program must require a student to demonstrate knowledge of the contributions and roles of women and racial, ethnic and religious groups within a society.~~
- ~~—5. The program must require a student to demonstrate knowledge of current affairs, including controversial issues.]~~

~~[NAC 391.684—Preparation of student to teach speech.—A program for preparing a student to teach speech must meet the following standards:~~

- ~~—1. The program must require a student to demonstrate knowledge of communication, including:
 - ~~—(a) Theories of communication and their application to a variety of communicative acts;~~
 - ~~—(b) The function of a person as an initiator and receiver of communication;~~
 - ~~—(c) The acquisition and development of language and sociolinguistic and psycholinguistic factors that affect communication; and~~
 - ~~—(d) Variables in context, such as setting, purpose, audience and subject, and the effect of these variables on communicative acts.~~~~
- ~~—2. The program must require a student to demonstrate knowledge of:
 - ~~—(a) Various media of communication, such as radio, television, film, print and person to person;~~
 - ~~—(b) The changing nature of the media as a result of technological and social development;~~
 - ~~—(c) The way various media enable and constrain communication, including the effects on participants in the communicative act, and the strengths and limitations of various media; and~~
 - ~~—(d) Various communication genre, including, television news, documentary and editorial reporting.~~~~
- ~~—3. The program must require a student to demonstrate competence in skills associated with communicative arts, including:
 - ~~—(a) The description and differentiation of criticism, such as comparison, motive and form;~~
 - ~~—(b) Characterization of the relationship between the critic and the critical object;~~
 - ~~—(c) Identification of the social value of criticism; and~~
 - ~~—(d) The application of the various critical stances to a variety of communicative arts.~~~~
- ~~—4. The program must require a student to demonstrate knowledge of responsible communication, including:
 - ~~—(a) Philosophies of communication that include ethical consciousness; and~~
 - ~~—(b) Concepts of free speech, fairness and objectivity and their effect on communicative acts.~~~~
- ~~—5. The program must require a student to demonstrate competence in communication skills that are related to academic and co-curricular activities, including:
 - ~~—(a) For academic activities, public speaking, oral interpretation, group decision making, television, radio, film, print, interpersonal communication and organizational communication.~~
 - ~~—(b) For co-curricular activities, directing student experiences in debate, forensics, radio management and film.]~~~~

~~[NAC 391.686—Preparation of student to teach stage and theater.—A program for preparing a student to teach stage and theater must meet the following standards:~~

- ~~—1. The program must require a student to demonstrate knowledge of the theater as a social and aesthetic experience.~~
- ~~—2. The program must require a student to demonstrate knowledge of:
 - ~~—(a) The history of theater; and~~
 - ~~—(b) Plays representing various eras in that history.~~~~
- ~~—3. The program must require a student to demonstrate competence in directing, including analyzing scripts, blocking and casting.~~
- ~~—4. The program must require a student to demonstrate competence in basic acting skills and techniques.~~
- ~~—5. The program must require a student to demonstrate knowledge of theatrical production, including:
 - ~~—(a) The creation and use of scenery, costumes and special effects; and~~
 - ~~—(b) The use of light, makeup and sound properties.~~~~
- ~~—6. The program must require a student to demonstrate competence in evaluating productions.~~
- ~~—7. The program must require a student to demonstrate knowledge of:
 - ~~—(a) The function of theater in school and society; and~~
 - ~~—(b) The legal and ethical issues related to the theater.~~~~
- ~~—8. The program must require a student to demonstrate competence in promoting and publicizing an activity or production.]~~

NOTICE OF ADOPTION

May 22, 2000

MEMORANDUM

TO: Brenda Erdoes, Legal Division, Legislative Counsel Bureau
FROM: LaDonna Byrd, Assistant to the Board
SUBJECT: Adoption of Regulation Revisions

The Nevada State Board of Education held a Workshop to Solicit Comments on Proposed Regulations on March 17, 2000, a first public hearing on March 18, 2000, and a second public hearing on April 29, 2000, for the adoption of revisions to NAC 391, Teacher Education Programs. Please accept the following for filing with the Secretary of State:

<u>Affected Regulation</u>	<u>LCB File #</u>	<u>Adoption Date</u>
NAC 391, Teacher Education Programs, as Amended (see pages 10 & 11)	R 023-00	April 29, 2000

**NEVADA DEPARTMENT OF EDUCATION
NEVADA STATE BOARD FOR OCCUPATIONAL EDUCATION**

**LEGISLATIVE REVIEW OF ADOPTED REGULATIONS AS REQUIRED
BY ADMINISTRATIVE PROCEDURES ACT, NRS 233B.066
NAC 391, Teacher Education Programs
(LCB File #R 023-00)**

IMPACT STATEMENT

The following statement is submitted for adopted amendments to Nevada Administrative Code

391:

1. A description of how public comment was solicited, a summary of public response, and explanation how other interested persons may obtain a copy of the summary.

Notice of Workshop to Solicit Comments on Proposed Regulations was sent to approximately one-hundred fifty individuals and educational organizations. One workshop was held March 17, 2000. There were no comments from the public.

The Notice of Intent to Act Upon a Regulation for public hearing on the proposed revisions was sent to approximately one-hundred fifty individuals and educational organizations. Two public hearings were conducted on March 18, 2000, and April 29, 2000, to provide the opportunity for comments by affected parties and the public. There were no public comments.

2. The Number of Persons Who:

a) Attended Each Hearing: Workshop: 12 First Hearing: 13 Second Hearing: 19

b) Testified at Each Hearing; Workshop: 0 First Hearing: 0 Second Hearing: 0

and,

c) Submitted Written Statements: Workshop: 0 First Hearing: 0 Second Hearing: 0

A copy of any written comments may be obtained by calling LaDonna Byrd, Board

Secretary, at the Department of Education (775) 687-9225, or by writing to the Department of Education, 700 East Fifth Street, Carson City, Nevada 89701-5096.

3. A description of how comment was solicited from affected businesses, a summary of the response and an explanation how other interested parties may obtain a copy of the summary.

Comment was solicited through the workshop notice of February 29, 2000, and public hearing notices of February 16, 2000 and March 28, 2000. There were no comments from the public at the workshop or public hearings.

A copy of the summary and/or minutes of the public hearing may be obtained by calling LaDonna Byrd, Board Secretary, at the Department of Education (775) 687-9225, or by writing to the Department of Education at 700 East Fifth Street, Carson City, Nevada 89701-5096.

4. If the regulation was adopted with or without change to any part of the proposed regulation, a summary of the reasons for adopting.

The permanent regulation language (LCB File R023-00) was adopted by the Nevada State Board of Education at the public hearing held April 29, 2000, with the following revisions to the proposed language: 1) to replace “teacher” with “licensed educational personnel” throughout the document; 2) to amend Section 3.11(a) (page 10), to insert “or” to identify “speciality and/or pedagogy competency tests;” and, 3) to add a new subsection to Section 3.12(b) (page 11), “(4) Reason for school districts’ action.”

5. The estimated economic effect of the adopted regulation on the business which it is to regulate and on the public. These must be stated separately, and each case must include:

There is no economic effect on the business which is regulated. There is no estimated economic effect on the public, either adversely or beneficially, nor immediate or long term.

6. The estimated cost to the agency for enforcement of the adopted regulation.

There is no additional cost to the agency for enforcement of this regulation.

7. A description of any regulations of other state or government agencies which the proposed regulation overlaps or duplicates and a statement explaining why the

duplication or overlapping is necessary. If the regulation overlaps or duplicates a federal regulation, the name of the regulating federal agency.

No other state or government agency regulations will be overlapped or duplicated by the above noted regulations. There is no duplication or overlap of federal regulations.

8. If the regulation includes provisions which are more stringent than a federal regulation which regulates the same activity, a summary of such provisions.

There are none.

9. If the regulation provides a new fee or increases an existing fee, the total annual amount the agency expects to collect and the manner in which the money will be used.

This regulation does not provide or involve a new fee.