

CHAPTER 8700

BOARD OF TEACHING

LICENSURE

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8700.1910 LOCAL COMMITTEES IN SCHOOL DISTRICT CONSORTIA.

Subpart 1. School district consortia only. Licensed personnel employed by a Minnesota public school district consortium that is authorized by Minnesota statutes may establish a local committee for the same purpose as local committees established by public school districts.

Subp. 2. Committee conduct. When possible, the committees authorized in subpart 1 shall be established according to part 8700.1100, subpart 1. The committees shall function in the same manner as provided in parts 8700.0900 to 8700.2300 for committees of public school districts and in a way that provides fair representation for all licensed personnel and objective evaluation of requests for renewal of licenses.

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

History: *14 SR 165*

8700.2810 TEACHER EDUCATION CURRICULUM.

Subpart 1. In general. This part is designed primarily to assist Minnesota institutions approved to prepare persons for teacher licensure and their teacher education units with redesigning teacher education programs consistent with the goal of developing effective teachers.

By complying with this part, each institution approved to prepare persons for teacher licensure may shape its own autonomous reconfiguration by using approaches consistent with its stated mission and purpose.

Subp. 2. Program development and implementation.

A. Teacher education programs must be based on a statement of philosophy that includes a concept of effective teachers. The statement must be developed with involvement of various groups, which may include teacher education faculty, liberal arts faculty, classroom teachers, students, community members, and representatives of professional organizations. The concept of effective teachers must form the basis for the curriculum which includes a liberal arts component; knowledge of the discipline; and dispositions, skills, and knowledge for teaching.

B. Teacher education programs must be based on the study of a variety of educational theories including knowledge and understanding of the foundations of history, philosophy, sociology, and politics of education, and the application of this knowledge and understanding in clinical settings.

C. Teacher education programs must be results oriented, based on essential knowledge, current research, and sound professional practice. Programs must focus on the dispositions, skills, and knowledge beginning teachers need to be effective. Expected dispositions of beginning teachers must stem from the concept of effective teachers. The identified dispositions provide the basis for the range of skills needed by beginning teachers. The knowledge necessary for building the skills is then defined.

D. Teacher education programs must include regular and systematic experiential activities that relate to the acquisition of dispositions, skills, and knowledge. Throughout the teacher education program, future teachers shall:

(1) engage in regular and systematic observation, reflection, and feedback using a variety of methods in clinical and field settings, in small and large groups of learners, in a wide range of real or simulated settings;

(2) have regular and systematic practice and use of technology and data-based information systems;

(3) routinely integrate methods of analysis and problem solving in all field experiences and practices; and

(4) engage in field experiences that are clustered within a limited number of cooperating schools.

Subp. 3. Program outcomes.

A. Dispositions. Faculty at each institution shall establish a set of experiences involving personal, programmatic, and clinical components that foster dispositions for beginning teachers toward: self and others, learners, learning, teaching, knowledge, the education profession, and institutions.

In all instances, teacher education programs shall foster knowledge and understanding to assure that beginning teachers are aware of and sensitive to handicapping conditions and issues of multicultural education and gender fairness.

B. Skills. Teacher education programs shall assure that beginning teachers possess and can demonstrate individually and in groups the skills listed in this item with all students including the gifted and talented and those with special needs.

(1) Intellectual skills:

(a) demonstrate competence in the use of speaking, listening, reading, writing, and mathematics skills; and

(b) demonstrate competence in the use of a range of thinking skills.

(2) Assessment skills:

(a) systematically observe and interpret the dynamics of learner behavior;

(b) identify levels of readiness relative to student learning and development and levels and sources of learner motivation; and

(c) identify student learning styles, strengths, and needs and relevant aspects of learner background and experience.

(3) Planning skills:

(a) define the purpose, goals, and objectives of learning based on learner assessment, curriculum content, and knowledge of learning effectiveness research;

(b) translate goals into integrated curricular objectives, and

select learning materials, activities, and strategies to achieve learning objectives for each learner; and

(c) plan and design evaluation tools and strategies for assessing learner outcomes.

(4) Instructional skills:

(a) use multiple teaching and learning strategies consistent with research findings;

(b) communicate clear, individually appropriate learning expectations to students;

(c) establish and maintain active learner participation;

(d) use questioning skills to develop learner participation and thinking;

(e) provide feedback to support, critique, and expand learner expression in speaking, writing, and thinking;

(f) foster critical and divergent thinking and problem solving among learners;

(g) involve parents and guardians in student learning development; and

(h) use state of the art communication technology and information systems.

(5) Classroom management skills:

(a) provide clear and appropriate behavioral expectations and establish corresponding rules and routines;

(b) identify and diagnose causes of socially acceptable and unacceptable behaviors in the learning environment;

(c) recognize and respond to opportunities for fostering learner self-discipline;

(d) employ strategies to alter the physical and social-emotional climate of the learning environment to promote desired social development; and

(e) demonstrate courtesy and respect for others, enthusiasm for learning, self-discipline and control, and consistency between intention and action.

(6) Evaluation skills:

(a) monitor and evaluate student learning through a variety of methods;

(b) monitor and evaluate one's own dispositions, behavior, and instructional strategies in relation to student achievement and behavior; and

(c) modify curriculum, learning objectives, plans, and instructional behavior based on evaluation results.

(7) Change agent skills:

(a) identify means by which teachers can act as agents of change for self and institution;

(b) demonstrate the ability to work effectively in groups seeking change; and

(c) provide illustrations of how change can be initiated within an organization.

C. Knowledge. Teacher education programs shall assure that beginning teachers possess and can demonstrate knowledge in areas listed in this item.

(1) Knowledge about people:

(a) demonstrate knowledge of philosophical beliefs and ethical values that shape societies and the impact educational systems have on the evolution of these beliefs and values;

(b) understand how social organizations function and influence people and how people influence organizations;

(c) comprehend the challenges and the opportunities facing people in culturally diverse societies;

(d) comprehend the challenges and the opportunities facing academically diverse populations;

(e) understand how to work with people in complex social settings; and

(f) make informed judgments regarding issues of professional ethics.

(2) Knowledge about cultures:

(a) understand the origins, beliefs, and the development of western and nonwestern civilizations and cultures;

(b) understand past and present ideas and debates in the sciences and humanities; and

(c) understand issues, trends, and forecasts that may affect future thinking, behavior, and institutions.

(3) Knowledge about epistemology:

(a) appreciate differing viewpoints and theories within disciplines and of associated methods of inquiry;

(b) evaluate explanations advanced to account for phenomena;

(c) understand the changing nature of various fields of knowledge; and

(d) understand theories of knowledge.

(4) Knowledge in a specific discipline:

(a) understand the scope, structure, and relationship of a specific body of knowledge to the world; and

(b) develop a sense of personal scholarship through concentrated study of one or more disciplines outside of professional education.

(5) Knowledge about human growth and development:

(a) understand how the acquisition of knowledge relates to one's own level of development, learning style, and motivational habits as a basis for responding to individual learner's needs;

(b) understand how the acquisition of knowledge relates to the learner's level of development, learning style, and motivational habits;

(c) translate theory into practical learning application; and

(d) acquire information about human learning derived from theories within and across cultures, in the following areas:

(i) affective/social, cognitive, moral, and physical development;

(ii) motivation; and

(iii) individual learning styles and modes.

(6) Knowledge about communication and language:

(a) appreciate and understand the complexities of human communication;

(b) determine how various communication strategies and styles affect learning in a variety of contexts; and

(c) acquire theoretical and developmental knowledge about nonverbal communication, oral language and communication, written language and communication, and technological language and communication.

(7) Knowledge of scientific inquiry:

(a) understanding methods of scientific inquiry to provide teachers with a variety of problem solving strategies for addressing the difficulties and complexities of student learning;

(b) understand and value critical thinking and self-directed learning as intellectual habits of mind; and

(c) learn scientific methodology and use it systematically to identify problems and create effective learning environments.

(8) Knowledge of literature on learning and teaching:

(a) articulate and explain one's own learning behavior and student learning behavior;

(b) interpret and apply research findings; and

(c) acquire knowledge of the professional literature regarding learning, curriculum and resources, pedagogy, technology, and organizational theory and development.

(9) Knowledge of the change process:

(a) acquire knowledge of the teacher's role as change agent, both for self and institution;

(b) acquire knowledge of group dynamics and institutional change; and

(c) acquire knowledge related to the initiation of change in an organization.

Statutory Authority: *MS s 125.05; 125.185*

History: *15 SR 83*

8700.3800 [Repealed, 11 SR 48]

8700.4700 [Repealed, 11 SR 1793]

8700.5400 [Repealed, 11 SR 48]

8700.5401 [Repealed, 11 SR 48]

8700.5402 [Repealed, 11 SR 48]

8700.5403 [Repealed, 11 SR 48]

8700.5404 [Repealed, 11 SR 48]

8700.5405 [Repealed, 11 SR 48]

8700.5406 [Repealed, 11 SR 48]

8700.6400 [Repealed, 11 SR 48]

8700.7000 [Repealed, 12 SR 412]

8700.7710 TEACHER EDUCATION PROGRAM EVALUATION.

Subpart 1. **In general.** The following criteria are to be applied by the Board of Teaching to measure teacher education program effectiveness.

A. The program has a stated set of outcomes consistent with the dispositions, skills, and knowledge developed by the institution.

B. The stated outcomes of the program are based on research, theory, and accepted practice.

C. A liberal arts curriculum is an integral component of the teacher education program and is consistent with other programs offered by the institution.

D. The teacher education curriculum draws upon and is coordinated with current knowledge in the liberal arts.

E. The institution documents evidence of efforts to integrate liberal arts and teacher education.

F. The program incorporates a broad range of clinical and field experiences.

G. The program is developed and implemented through formal partnerships.

H. Students are evaluated at entrance, throughout, and at completion of the program.

I. Licensure candidates demonstrate the dispositions, skills, and knowledge developed by the institution to the satisfaction of teacher education faculty and cooperating school personnel.

J. The teacher education faculty and cooperating school personnel demonstrate effective teaching.

K. Teacher educators evaluate their programs and use results of evaluation to improve courses, programs, and learning experiences.

L. Teacher education faculty and cooperating school personnel collaboratively implement and evaluate the formal induction period at such time as the Board of Teaching may require a formal induction period.

Subp. 2. Transition.

A. Between July 1, 1990, and July 1, 1995, teacher education institutions and programs reviewed for approval by the Board of Teaching in accordance with parts 8700.7600 and 8700.7700 shall demonstrate progress toward compliance with this part.

B. Any interested party may submit suggested revisions of this part to the Board of Teaching for review and comment at any time before January 1, 1995.

C. This subpart is repealed July 1, 1995.

Statutory Authority: *MS s 125.05; 125.185*

History: *15 SR 83*

8700.8000 REQUIREMENTS OF LICENSING.

All candidates recommended for licensure as a school counselor, secondary, shall complete all requirements of part 8700.8010, items A, B, C, D, and E, or all requirements of part 8700.8020, items A, B, C, D, and E. Parts 8700.8010 and 8700.8020 are mutually exclusive.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.8010 QUALIFICATIONS FOR LICENSURE.

Qualifications for licensure:

A. Have satisfactorily completed a master's degree program in school guidance and counseling of not less than the equivalent of 54 quarter hours of credit in a secondary school counselor preparation program approved by the commissioner of education.

B. Have satisfactorily completed practica in school guidance and counseling at the secondary school level. Practica shall be in a secondary school setting under the supervision of counselor educators from an approved college guidance and counseling program consisting of a minimum of 400 hours. Practica experiences are in addition to internship experiences described in item D.

C. Hold a valid Minnesota secondary classroom teaching license.

D. Have completed one year of secondary classroom teaching experience. Candidates holding a valid Minnesota secondary classroom teaching license but who have not completed one year of teaching experience shall complete the equivalent of a full-time, one school year internship in school guidance and counseling at the secondary school level. The internship shall be under the

supervision of a practicing, resident, licensed secondary school counselor who has at least two years of counseling experience at the secondary school level. Supervision shall also be provided by counselor educators from an approved college guidance and counseling program. The internship shall be based on a written agreement among the intern, the approved school counselor preparation institution, and the school district in which the internship is completed.

E. Have at least 2,000 hours of accumulated work experience outside of the field of education.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: 14 SR 2989

8700.8020 ALTERNATIVE QUALIFICATIONS FOR LICENSURE; EXPERIMENTAL PROGRAM.

Alternative qualifications for licensure. Experimental program:

A. Have completed at least a baccalaureate degree program from a teacher preparation institution which is regionally accredited by the Association for the Accreditation of Colleges and Secondary Schools.

B. Have satisfactorily completed a master's degree program in school guidance and counseling of not less than the equivalent of 54 quarter hours of credit in a secondary school counselor preparation program approved by the commissioner of education.

C. Have satisfactorily completed practica in school guidance and counseling at the secondary school level. Practica shall be in a secondary school setting under the supervision of counselor educators from an approved college guidance and counseling program consisting of a minimum of 400 hours. Practica experiences are in addition to internship experiences described in item D.

D. Have satisfactorily completed a full-time guidance and counseling internship from a school guidance and counseling program approved by the commissioner of education which includes the completion of course work and experiences in curriculum, school organization and philosophy of education, and experiences in a secondary school. The internship shall be completed in one full school year and shall include the equivalent of at least one quarter of classroom experience. The internship shall be under the supervision of a practicing, resident, licensed secondary school counselor who has at least two years of counseling experience at the secondary school level. Supervision shall also be provided by counselor educators from an approved guidance and counseling program. The internship shall be based on a written agreement among the intern, the approved school counselor preparation institution, and the school district in which the internship is completed.

E. Have at least 2,000 hours of accumulated work experience outside of the field of education.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: 14 SR:2989

8700.8030 REQUIREMENT OF COMPLETED GRADUATE LEVEL PROGRAM.

Subpart 1. **Contents of course.** In addition to meeting the requirements in part 8700.8010 or 8700.8020, all candidates recommended for licensure as school counselor shall have completed a graduate level program in school guidance and counseling approved by the commissioner of education containing components designed to provide candidates recommended for licensure with knowledge, skills, and understandings in all of the following.

Subp. 2. **Counseling.** Counseling:

A. the knowledge of a variety of counseling philosophies and skills and an understanding of their application with adolescents and adults;

B. the ability to recognize the need for help and to intervene effectively as a helping person toward meeting the unique needs of all students, including exceptional students;

C. the utilization of appropriate counseling skills with individuals and groups to facilitate their human growth and development. Such developmental goals shall include:

(1) ability to differentiate feelings;

(2) recognition of strengths and limitations;

(3) awareness of alternatives and their implications;

(4) ability to make decisions and value choices and accept responsibility for them;

(5) skill in open interpersonal communication including nonverbal behavior; and

(6) acquisition of coping skills;

D. the effective use of group processes including the ability to identify objectives and to facilitate communication, group cohesiveness, and personal growth;

E. the knowledge of family systems and utilization of counseling skills to facilitate student and family development; and

F. the understanding of cultural differences.

Subp. 3. Consulting. Consulting:

A. the knowledge of a variety of consultation models and their application in practice in secondary schools;

B. the knowledge of the learning process and the ability to participate with school staff in developing alternative learning approaches, including remedial, and adapting school curriculum toward meeting the unique needs of secondary students;

C. the ability to orient parents to the school program and help them understand the student's aptitudes, abilities, interests, and attitudes as related to educational and career planning, academic achievement, personal-social development, and total school progress;

D. the knowledge and ability to make referrals to community agencies and utilize businesses, educational institutions, and other helping professionals;

E. the knowledge and ability to utilize results of evaluative studies including follow-up as a consultant in program development and/or revision at the secondary level;

F. the knowledge and ability to serve as a staff resource to aid in the implementation of developmental-career curriculum and employability skills training in the classroom; and

G. the knowledge and ability to design, initiate, and conduct in-service training programs for staff personnel relative to development of adolescents.

Subp. 4. Developmental-career guidance. Developmental-career guidance:

A. the understanding of the basic principles of child and adolescent growth and development, including physical, emotional, cognitive, ego, moral, career, and social;

B. the knowledge of curriculum content and processes and the skills to organize and conduct classroom guidance activities which facilitate personal and career development;

C. the knowledge and ability to assist students in developing self-awareness, self-understanding, and self-acceptance;

D. the knowledge and ability to assist students, individually and/or in groups, in exploring educational and occupational information in view of their aptitudes, interests, and personal-social needs in choosing career and avocational goals;

E. the knowledge of educational, occupational, and employment trends for purposes of assisting students in program planning and selection; and

F. the ability to assist in the coordination of educational and job placement for students, graduates, and school leavers.

Subp. 5. Evaluation and assessment. Evaluation and assessment:

A. the knowledge and ability to conduct and interpret the results of formal and informal measurement procedures in the cognitive, affective, psychological, and social aspects of adolescents;

B. the knowledge of, and the ability to use, a variety of evaluation procedures including follow-up studies for individual and institutional decision-making;

C. the ability to assist students and parents to use information derived from educational measurement including career and vocational assessment services in planning and decision-making; and

D. the knowledge and ability to identify and assess secondary student developmental needs.

Subp. 6. Guidance program. Guidance program development, coordination, and management:

A. the knowledge and ability to formulate guidance and counseling program goals and priorities;

B. the knowledge and ability to initiate, coordinate, and interpret a counseling and guidance program to meet the developmental needs of all students;

C. the knowledge and ability to coordinate the counseling and guidance program with the instructional program and student support services;

D. the knowledge of organizational theory relating to change and humanization of social systems;

E. the ability to apply the principles of personnel management in supervising the functioning of all personnel assigned to the guidance program; and

F. the knowledge and ability to evaluate guidance programs and report the results to appropriate individuals.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.8040 ISSUANCE OF A CONTINUING LICENSE.

The issuance of the first continuing license is contingent upon: possession by the candidate of a valid entrance license as a secondary school counselor, and one year of experience as a secondary school counselor. The continuing license shall be renewed according to the rules of the Board of Teaching pertaining to continuing education.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.8050 EXCEPTION FOR PERSONS LICENSED AS SECONDARY SCHOOL COUNSELORS PRIOR TO JULY 1, 1982.

All persons holding a license as a secondary school counselor prior to July 1, 1982, may continue to hold and renew such licenses according to the continuing education licensure rules of the Board of Teaching.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.8060 APPROVAL OF PROGRAMS FOR SCHOOL COUNSELORS.

All programs for preparation of school counselors shall be submitted for

approval to the commissioner of education and shall include a description of the procedures by which persons who hold elementary school counselor entrance, continuing, or life licensure and wish to be licensed as a secondary school counselor may have their experience and preparation in school guidance and counseling evaluated to determine the areas where such experience and preparation are equivalent to the approved programs as well as the areas where additional preparation may be required. In every case, the requirement shall be at least the equivalent of 18 quarter hours of credit of preparation, including a minimum of six quarter hours of practica experience. The remaining credits shall be selected from the areas specified in part 8700.8030, subparts 2 to 6. Applicants shall be recommended for licensure as a secondary school counselor according to part 8700.8060.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.8070 PROGRAM DESCRIPTION.

Subpart 1. Program description and form sent to the commissioner of education. An institution applying to the commissioner of education for approval of its counselor education program according to the provisions of this rule must forward a program description in accordance with part 3510.3300, subparts 2 and 3. The form utilized by the institution for the internship agreement according to provision part 8700.8010, item D or 8700.8020, item D must accompany the program description.

Subp. 2. Additional information required. In addition to subpart 1, an institution applying for approval of its counselor education program to recommend candidates for licensure according to provision part 8700.8020 must forward a program description which shall include:

A. a definite time limit for the experiment not to exceed five academic years and 25 students admitted to the program;

B. clearly defined selection criteria for students admitted to the program;

C. a statement which describes the research design and evaluation procedures to be used by the institution in determining the effectiveness of the program; and

D. a plan for submitting the experimental results to the commissioner of education.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.8080 PROGRAM APPROVAL.

Programs shall be approved which vary in curricular design provided that program components meet the requirements in part 8700.8070, subpart 1 or 2, and that these components will provide candidates who are recommended for licensure in school guidance and counseling with the knowledge, skills, and understandings which are enumerated in part 8700.8030, subparts 2 to 6.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

SCHOOL COUNSELORS, ELEMENTARY

8700.8090 REQUIREMENTS FOR LICENSE.

All candidates recommended for licensure as a school counselor, elementary, shall complete all requirements of part 8700.8110, items A to E or all requirements of part 8700.8120, items A to E. Parts 8700.8110 and 8700.8120 are mutually exclusive.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.8110 QUALIFICATIONS FOR LICENSURE.

Qualifications for licensure:

A. Have satisfactorily completed a master's degree program in school guidance and counseling of not less than the equivalent of 54 quarter hours of credit in an elementary school counselor preparation program approved by the commissioner of education.

B. Have satisfactorily completed practica in school guidance and counseling at the elementary school level. Practica shall be in an elementary school setting under the supervision of counselor educators from an approved college guidance and counseling program consisting of a minimum of 400 hours. Practica experiences are in addition to internship experiences described in item D of this rule.

C. Hold a valid Minnesota elementary classroom teaching license.

D. Have completed one year of elementary classroom teaching experience. Candidates holding a valid Minnesota elementary classroom teaching license but who have not completed one year of teaching experience shall complete the equivalent of a full-time, one school year internship in school guidance and counseling at the elementary school level. The internship shall be under the supervision of a practicing, resident, licensed elementary school counselor who has at least two years of counseling experience at the elementary school level. Supervision shall also be provided by counselor educators from an approved college guidance and counseling program. The internship shall be based on a written agreement among the intern, the approved school counselor preparation institution, and the school district in which the internship is completed.

E. Have at least 2,000 hours of accumulated work experience outside of the field of education.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.8120 ALTERNATIVE QUALIFICATIONS FOR LICENSURE, EXPERIMENTAL PROGRAM.

Alternative qualifications for licensure, experimental program:

A. Have completed at least a baccalaureate degree program from a teacher preparation institution which is regionally accredited by the Association for the Accreditation of Colleges and Secondary Schools.

B. Have satisfactorily completed a master's degree program in school guidance and counseling of not less than the equivalent of 54 quarter hours of credit in an elementary school counselor preparation program approved by the commissioner of education.

C. Have satisfactorily completed practica in school guidance and counseling at the elementary school level. Practica shall be in an elementary school setting under the supervision of counselor educators from an approved college guidance and counseling program consisting of a minimum of 400 hours. Practica experiences are in addition to internship experiences described in item D of this rule.

D. Have satisfactorily completed a full-time guidance and counseling internship from a school guidance and counseling program approved by the commissioner of education which includes the completion of course work and experiences in curriculum, school organization and philosophy of education and experiences in an elementary school. The internship shall be completed in one full school year and shall include the equivalent of at least one quarter of classroom experience. The internship shall be under the supervision of a practicing,

resident, licensed elementary school counselor who has at least two years of counseling experience at the elementary school level. Supervision shall also be provided by counselor educators from an approved guidance and counseling program. The internship shall be based on a written agreement among the intern, the approved school counselor preparation institution, and the school district in which the internship is completed.

E. Have at least 2,000 hours of accumulated work experience outside of the field of education.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.8130 REQUIREMENT OF COMPLETED GRADUATE LEVEL PROGRAM IN SCHOOL GUIDANCES.

Subpart 1. Content of course. In addition to meeting the requirements in part 8700.8110 or 8700.8120, all candidates recommended for licensure as school counselor shall have completed a graduate level program in school guidance and counseling approved by the commissioner of education containing components designed to provide candidates recommended for licensure with knowledge, skills, and understandings in all of the following.

Subp. 2. Counseling. Counseling:

A. the knowledge of a variety of counseling philosophies and skills and an understanding of their application with children and adults;

B. the ability to recognize the need for help and to intervene effectively as a helping person toward meeting the unique needs of all students, including exceptional students;

C. the utilization of appropriate counseling skills with individuals and groups to facilitate their human growth and development. Such developmental goals shall include:

(1) ability to differentiate feelings;

(2) recognition of strengths and limitations;

(3) awareness of alternatives and their implications;

(4) ability to make decisions and value choices and accept responsibility for them;

(5) skill in open interpersonal communication including nonverbal behavior; and

(6) acquisition of coping skills;

D. the knowledge and ability to use play media for guidance and assessment;

E. the effective use of group processes including the ability to identify objectives and to facilitate communication, group cohesiveness, and personal growth;

F. the knowledge of family systems and utilization of counseling skills to facilitate student and family development; and

G. the understanding of cultural differences.

Subp. 3. Consulting. Consulting:

A. the knowledge of a variety of consultation models and their application in practice in elementary schools;

B. the knowledge of the learning process and the ability to participate with school staff in developing alternative learning approaches, including remedial, and adapting school curriculum toward meeting the unique needs of elementary students;

C. the ability to orient parents to the school program and help them understand the student's aptitudes, abilities, interests, and attitudes as related to

personal-social development, total school progress, academic achievement, and educational planning and career awareness;

D. the knowledge and ability to make referrals to community agencies, utilize businesses, educational institutions, and other helping professionals;

E. the knowledge and ability to utilize results of evaluative studies as a consultant in program development and/or revision at the elementary level;

F. the knowledge and ability to serve as a staff resource to aid in the implementation of developmental-career curriculum in the classroom; and

G. the knowledge and ability to design, initiate, and conduct in-service training programs for staff personnel relative to development of children.

Subp. 4. Developmental-career guidance. Developmental-career guidance:

A. the understanding of the basic principles of child development, including physical, emotional, cognitive, ego, moral, career, and social;

B. the knowledge of curriculum content and processes and the skills to organize and conduct classroom guidance activities which facilitate personal and career development;

C. the knowledge and ability to assist students in developing self-awareness, self-understanding, and self-acceptance; and

D. the knowledge and ability to assist students in personal-social needs and career awareness.

Subp. 5. Evaluation and assessment. Evaluation and assessment:

A. the knowledge and ability to conduct and interpret the results of formal and informal measurement procedures in cognitive, affective, and psychomotor domains of children;

B. the knowledge of, and the ability to use, a variety of evaluation procedures for individual and institutional decision making;

C. the ability to assist students and parents to use information derived from educational measurement in planning and decision making; and

D. the knowledge and ability to identify and assess developmental needs of children.

Subp. 6. Guidance program. Guidance program development, coordination, and management:

A. the knowledge and ability to formulate guidance and counseling program goals and priorities;

B. the knowledge and ability to initiate, coordinate, and interpret a counseling and guidance program to meet the developmental needs of all students;

C. the knowledge and ability to coordinate the counseling and guidance program with the instructional program and student support services;

D. the knowledge of organizational theory relating to change and humanization of social systems;

E. the ability to apply the principles of personnel management in supervising the functioning of all personnel assigned to the guidance program; and

F. the knowledge and ability to evaluate guidance programs and report the results to appropriate individuals.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.8140 ISSUANCE OF CONTINUING AGENCY.

The issuance of the first continuing license is contingent upon: possession by the candidate of a valid entrance license as an elementary school counselor, and one year of experience as an elementary school counselor. The continuing license

shall be renewed according to the rules of the Board of Teaching pertaining to continuing education.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.8150 EXCEPTION FOR PERSONS LICENSED PRIOR TO JULY 1, 1982.

All persons holding a license as an elementary school counselor prior to July 1, 1982, may continue to hold and renew such licenses according to the continuing education licensure rules of the Board of Teaching.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.8160 PROGRAM DESCRIPTIONS.

Subpart 1. Contents. All programs for preparation of school counselors shall be submitted for approval to the commissioner of education and shall include a description of the procedures by which persons who hold secondary school counselor entrance, continuing, or life licensure and wish to be licensed as an elementary school counselor may have their experience and preparation in school guidance and counseling evaluated to determine the areas where such experience and preparation are equivalent to the approved programs as well as the areas where additional preparation may be required. In every case, the requirement shall be at least the equivalent of 18 quarter hours of credit of preparation, including a minimum of six quarter hours of practica experience. The remaining credits shall be selected from the areas specified in part 8700.8130, subparts 2 to 6. Applicants shall be recommended for licensure as an elementary school counselor according to subpart 1 of this rule.

Subp. 2. General program. An institution applying to the commissioner of education for approval of its counselor education program according to the provisions of parts 8700.8090 to 8700.8170 must forward a program description in accordance with part 3510.3300, subparts 2 and 3. The form utilized by the institution for the internship agreement according to part 8700.8110, item D or 8700.8120, item D must accompany the program description.

Subp. 3. Experimental program. In addition to subpart 2, an institution applying for approval of its counselor education program to recommend candidates for licensure according to part 8700.8120, must forward a program description which shall include:

A. a definite time limit for the experiment not to exceed five academic years and 25 students admitted to the program;

B. clearly defined selection criteria for students admitted to the program;

C. a statement which describes the research design and evaluation procedures to be used by the institution in determining the effectiveness of the program; and

D. a plan for submitting the experimental results to the commissioner of education.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.8170 APPROVAL OF PROGRAMS.

Programs shall be approved which vary in curricular design provided that program components meet the requirements in part 8700.8160, subpart 2 or 3, and that these components will provide candidates who are recommended for licensure in school guidance and counseling with the knowledge, skills, and understandings which are enumerated in part 8700.8130, subparts 2 to 6.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

SCHOOL COUNSELORS, MIDDLE

8700.8180 COUNSELORS IN MIDDLE SCHOOLS.

Subpart 1. Required license. A school counselor in a middle school shall hold a valid Minnesota elementary school counselor license or secondary school counselor license. In addition, except as provided in subpart 4, a school counselor in a middle school shall complete a preparation program, approved by the commissioner of education, leading to the licensure of middle school counselors.

Subp. 2. Approved programs for counselor holding valid Minnesota elementary school counselor license. A school counselor holding a valid Minnesota elementary school counselor license shall complete an approved program leading to the licensure of middle school counselors consisting of a minimum of ten quarter hours or the equivalent. Such programs shall include all of the following areas:

- A. philosophy and organization of the middle school;
- B. adolescent psychology;
- C. developmental-career guidance, as enumerated in part 8700.8030, subpart 4; and
- D. counseling practicum with adolescents.

Subp. 3. Approved programs for counselor holding valid Minnesota secondary school counselor license. A school counselor holding a valid Minnesota secondary school counselor license shall complete an approved program leading to the licensure of middle school counselors consisting of a minimum of ten quarter hours or the equivalent. Such programs shall include all of the following areas:

- A. philosophy and organization of the middle school;
- B. preadolescent psychology;
- C. developmental-career guidance, as enumerated in part 8700.8130, subpart 4; and
- D. counseling practicum with preadolescents.

Subp. 4. Interpretation of rules. Provisions of this part and part 8700.8190 shall not be interpreted to prevent a school counselor from counseling in a middle school at those grade levels for which valid Minnesota school counselor licensure is held or to require such counselor to secure additional licensure to continue to counsel at those grade levels in a middle school for which valid Minnesota school counselor licensure is held.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.8190 COLLEGE AND UNIVERSITY PROGRAMS.

Minnesota colleges and universities approved to prepare school counselors and which request approval of a program according to this part and part 8700.8180 shall provide evidence that programs to prepare middle school counselors submitted for approval have been developed with participation from elementary and secondary counselors, middle school administrators, students, and interested citizens. Such programs shall also include:

- A. a statement of philosophy which sets forth the view of the institution with respect to the middle school;
- B. an enumeration of the specific knowledge, skills, and understandings to be developed in the proposed program;
- C. a description of program components which includes statements specifically relating individual components of the program to the philosophy and outcomes enumerated under items A and B; and

D. a plan for assessing learning outcomes for individual candidates for licensure.

All approved programs leading to middle school counselor licensure shall include a description of the way in which practicing counselors may have their school counseling experience and school counselor preparation in those areas enumerated in part 8700.8180, subparts 1 to 3, evaluated and credited by an institution maintaining an approved program leading to middle school counseling licensure. Such evaluation may include previous school counseling experience and/or previous school counselor preparation.

Applicants holding a valid Minnesota elementary or secondary school counselor entrance license shall be issued an entrance middle school counselor license upon the completion of the requirements of part 8700.8180, subparts 2 and 3. Applicants holding a valid Minnesota elementary or secondary school counselor continuing or life license shall be issued a continuing middle school counselor license upon the completion of the requirements of part 8700.8180, subparts 2 and 3. The first and subsequent continuing middle school counseling licenses shall be issued to applicants who have completed the requirements of part 8700.8180, subparts 2 and 3 and who meet the requirements of the Board of Teaching for the issuance of the first and/or subsequent Minnesota elementary or secondary school counselor continuing licenses. Persons holding a valid Minnesota elementary or secondary school counselor license who have a minimum of three years of counseling experience in a Minnesota middle school prior to July 1, 1983, as verified by the employing school superintendent, shall, upon application, be issued a license as a middle school counselor.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.9000 APPLICABILITY.

The provisions of parts 8700.9000 to 8700.9030 shall apply only to persons who are required to be licensed by the Minnesota Board of Nursing to perform those services being rendered or which shall be rendered by them in a Minnesota public school. A health service nurse holding a vocational license according to the licensure rules of the State Board of Education and practicing at the postsecondary level is exempt from the provisions of parts 8700.9000 to 8700.9030.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.9010 REQUIREMENTS TO OBTAIN LICENSE.

Subpart 1. Granting of license. The State Board of Education shall grant licenses as school nurse to applicants who meet the requirements of parts 8700.9010 to 8700.9030. Any persons employed as a nurse by a school district shall hold a valid Minnesota license as a school nurse.

Subp. 2. Requirements. A license as school nurse, valid for two years, shall be granted to an applicant who provides evidence to the manager of teacher licensure that the following requirements have been met:

A. a baccalaureate degree from a regionally accredited college or university;

B. current Minnesota registration to practice as a licensed registered nurse, and certification as a Minnesota public health nurse as defined in Minnesota Statutes, section 145A.02, subdivision 18; and

C. satisfactory completion of at least three quarter hours, or the equivalent, of work in each of the following areas:

- (1) child growth and development;
- (2) public health; and

(3) special education.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.9020 ISSUANCE OF THE FIRST FIVE-YEAR LICENSE.

Subpart 1. Five-year license. An applicant holding a valid two-year license as a school nurse shall be granted a five-year license after one year of successful experience.

Subp. 2. Continuing license. The five-year continuing license shall be renewed according to rules of the Board of Teaching pertaining to continuing education.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*

8700.9030 MAINTAINING LICENSURE.

In order to retain licensure as a school nurse, current registration as a registered nurse and certification as a Minnesota public health nurse as defined in Minnesota Statutes, section 145A.02, subdivision 18, must be maintained at all times. Lapse of such registration or licensure shall be grounds for revocation of licensure as a school nurse.

Persons without baccalaureate degrees who hold valid licenses as school nurses may continue to renew their licenses under part 8700.9020, subpart 2, provided that requirements for renewal are met. However, if such licenses are allowed to lapse, persons must meet licensure requirements set forth in part 8700.9010, subpart 2.

Statutory Authority: *MS s 125.03; 125.05; 125.185*

History: *14 SR 2989*