

CHAPTER 3510
STATE BOARD OF EDUCATION
LICENSURE OF SCHOOL PERSONNEL

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COMMUNITY EDUCATION LICENSURE
3510.9000 DIRECTORS OF COMMUNITY
EDUCATION.

LICENSURE FOR DIRECTORS OF SPECIAL
EDUCATION
3510.9100 DIRECTORS OF SPECIAL
EDUCATION.

ISSUANCE AND RENEWAL OF LICENSES FOR SCHOOL SUPERINTENDENTS AND PRINCIPALS

3510.0100 DEFINITIONS.

Subpart 1. **Administrative licensure areas.** Administrative licensure areas are the areas of superintendent of schools, elementary school principal, and secondary school principal.

Subp. 2. **Clock hours.** The term "clock hours" means clock hours of actual instruction or supervised group activities in an approved Minnesota continuing education program. Hours devoted to individual professional development activity are in addition to specified clock hours and are not counted as clock hours.

Subp. 3. **Elementary school principal and secondary school principal.** The terms "elementary school principal" and "secondary school principal" include assistant principals.

Subp. 4. **Initiator.** The term "initiator" means the individual, agency, or institution that initiates and conducts administrative continuing education programs in accordance with part 3510.1700.

Subp. 5. **Licensed administrator.** "Licensed administrator" means a person holding an appropriate license for a position as superintendent, assistant superintendent, principal, or assistant principal.

Subp. 6. **Principal.** The term "principal" includes all elementary and secondary school principals and assistant principals.

Subp. 7. **Superintendent.** The term "superintendent" includes assistant superintendents.

Statutory Authority: *MS s 125.05*

3510.0200 LICENSING.

Persons holding positions as superintendents and principals must be licensed as follows. Superintendents and assistant superintendents must hold Minnesota licenses as superintendents of schools. Elementary school principals and assistant elementary school principals must hold Minnesota licenses as elementary school principals. Secondary school principals and assistant secondary school principals must hold Minnesota licenses as secondary school principals.

Statutory Authority: *MS s 125.05*

3510.0300 TASK FORCE.

Subpart 1. **Purpose of task force.** A school administration standards and licensure advisory task force shall be established which is advisory to the State Board of Education. The purposes of the task force are:

A. to review proposed rules pertaining to the preparation and licensure of school administrators and to provide written recommendations concerning such proposals to the State Board of Education;

B. to work with licensed administrators practicing in Minnesota schools to identify needed areas of study for administrative continuing education programs;

C. to study and make recommendations for affirmative action in the preparation and employment of school administrators; and

D. to review and recommend approval of continuing education programs for administrators to the commissioner of education. The task force may appoint subcommittees to meet this responsibility.

Subp. 2. Meetings. The task force shall meet at least three times during each school year. The first meeting of each year will be called by the commissioner of education and will be held before October 31. At the first meeting, a chairman, secretary, and any other officers deemed necessary by the members shall be elected from the voting members. Officers shall serve for one year.

Subp. 3. Members of task force. The task force shall consist of 14 voting and one nonvoting member as follows:

- A. two elementary school principals;
- B. two secondary school principals;
- C. two school superintendents;
- D. one practicing classroom teacher;
- E. two administrators or faculty members in education from colleges with approved school administration programs;
- F. one member of a Minnesota school board;
- G. one individual employed outside education who has an executive or management position with a level of responsibility similar to that of a superintendent in a large school district;
- H. two members of the public;
- I. one student representative from an approved Minnesota program in school administration; and
- J. one nonvoting member from the State Department of Education staff.

Subp. 4. Term of office. Task force members are appointed by the board of education for terms of two years. Members may not serve for more than two terms. Membership terms begin with the first task force meeting of the school year. Members shall serve until successors are appointed. A vacancy during the term of a member shall be filled by the board of education. The position of a member who leaves Minnesota or whose employment status changes to a licensure area different from that from which appointment was made shall be deemed vacant.

Subp. 5. Qualification for members. Members shall be qualified as follows. All members shall be selected on the basis of experience, and knowledge of, and interest in, the preparation and licensure qualifications of school administrators. Members who are teachers, principals, and superintendents must be currently practicing in Minnesota in the licensure area that they represent; and hold a current Minnesota license valid for their present position.

Statutory Authority: *MS s 125.05*

3510.0400 TYPES OF LICENSES.

Entrance licenses and continuing licenses may be issued for each administrative licensure area, and an applicant must meet requirements in each area where licensure is sought as specified in parts 3510.0500 to 3510.1100. Life licenses may be held by those who meet requirements as specified in part 3510.1200.

Statutory Authority: *MS s 125.05*

3510.0500 ENTRANCE LICENSE.

Requirements must be met for each administrative area where licensure is sought. An entrance license shall be issued to an applicant who has met all of the following requirements. An applicant must:

- A. Have had three years of teaching experience while holding licenses valid for the position or positions in which the experience was gained. Elementary school principals must have at least three years of teaching experience at the elementary level. Secondary school principals must have at least three years of teaching experience at the secondary level. Superintendents of schools must have at least three years of teaching experience at the elementary or secondary level.

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B. Complete a specialist or doctoral program, or a program consisting of a master's degree plus 45 quarter credits, in the administrative area for which licensure is sought. Each program to be approved by the commissioner of education must:

(1) Be offered at a regionally accredited Minnesota graduate school.

(2) Include a field experience. Persons taking part in field experiences shall not replace required licensed principals or superintendents. Programs which prepare elementary school principals and assistant principals must include at least 200 clock hours of field experience, or equivalent, in an elementary school as an administrative aide to a licensed and practicing elementary school principal, or in an administrative placement with a licensed educational administrator appropriate for the elementary school principalship and for the individual. The 200 clock hours must be completed within 12 continuous months from the commencement of the field experience.

Programs which prepare secondary school principals and assistant principals must include at least 200 clock hours of field experience, or equivalent, in a secondary school as an administrative aide to a licensed and practicing secondary school principal, or in an administrative placement with a licensed educational administrator appropriate for the secondary school principalship and for the individual. The 200 clock hours must be completed within 12 continuous months from the commencement of the field experience.

Programs which prepare superintendents of schools and assistant superintendents must include at least 200 clock hours of field experience, or equivalent. The field experience shall be in an administrative placement with a licensed educational administrator appropriate for the superintendency and for the individual. The 200 clock hours must be completed within 12 continuous months from the commencement of the field experience.

Persons who have gained licensure in one administrative area and who have completed three years of experience under that administrative license may qualify for licensure in another administrative area by completing the required teaching experience and the approved program for that area except that an administrative field experience may be waived.

C. Fulfill the requirements of parts 3510.1900 and 3510.2000, subparts 1 and 3.

D. Be recommended for licensure by a Minnesota college or university which, in making such a recommendation, attests to satisfactory completion of the approved program by the applicant. An applicant coming to Minnesota from another state must present to the commissioner of education a transcript of college or university work to be analyzed in order to determine comparability of program.

Statutory Authority: *MS s 125.05*

3510.0600 ADMINISTRATIVE LICENSE COMPLETED OUTSIDE MINNESOTA.

An administrative licensure program completed outside Minnesota must be offered by a regionally accredited graduate school and be comparable to approved programs in Minnesota. Comparability of program is determined by the commissioner of education. Experienced administrators entering Minnesota may offer one year of full-time experience in each administrative area where licensure is requested as a substitute for field experience required as part of the program of preparation, but otherwise must comply with part 3510.0500.

Statutory Authority: *MS s 121.11 subds 7,12; 123.34 subd 10; 125.05*

History: *10 SR 1427*

3510.0700 [Repealed, 10 SR 1427]

3510.0800 CONTINUING LICENSE.

Subpart 1. **Issuance.** The first continuing license shall be issued to an applicant who has met all of the following requirements. An applicant must:

A. hold, or have held, an entrance license in the administrative area for which the continuing license is requested; and

B. provide evidence of at least one year of experience in the administrative area for which the continuing license is requested while holding an entrance license or a one-year, nonrenewable entrance license for that administrative area.

Subp. 2. **Subsequent continuing license.** The second and subsequent continuing licenses shall be issued to an applicant who has met the following requirements during the term of the continuing license which is expiring. An applicant must:

A. provide evidence to the office of the commissioner of education of the completion of at least 125 clock hours of approved administrative continuing education; and

B. provide a record, to be on file in the central office of the employing school district or agency, of the completion of at least 75 hours of individual professional development activity related to school administration.

Statutory Authority: *MS s 125.05*

3510.1100 LAPSED CONTINUING LICENSE.

In the case of a continuing license which has been allowed to lapse:

A. an applicant must provide evidence that 125 clock hours of approved administrative continuing education and 75 hours of individual professional development activity have been completed during the five-year period immediately preceding the application for a continuing license in which case a five-year continuing license may be granted; or

B. where the applicant provides evidence that a position has been offered contingent upon holding a valid license, and demonstrates that there is insufficient time to complete 125 clock hours of approved administrative continuing education and 75 hours of individual professional development activity as required in part 3510.0800, subpart 2, items A and B, a two-year, nonrenewable continuing license may be granted. Upon expiration of the two-year, nonrenewable continuing license, such an applicant must qualify for a continuing license in accordance with requirements stipulated in part 3510.0800, subpart 2, items A and B.

The term of each continuing license is five years. Renewal requirements must be met during the five-year term of each continuing license. The expiration date for all areas of continuing licensure will be the expiration date established for the first continuing license issued to an applicant. An applicant for a license under this part must also fulfill the requirements of parts 3510.1900 and 3510.2000, subparts 1 and 3.

Statutory Authority: *MS s 125.05*

3510.1200 LIFE LICENSE OR PERMANENT LICENSE.

Any person holding a Minnesota life or permanent license in an administrative area need not hold an entrance or a continuing license in that administrative licensure area.

Statutory Authority: *MS s 125.05*

3510.1300 APPROVAL OF PROGRAMS WHICH PREPARE SCHOOL ADMINISTRATORS FOR ENTRANCE LICENSURE.

All programs which prepare applicants for entrance licenses in the licensure areas of superintendent of schools, elementary school principal, and secondary school principal must be approved by the commissioner of education. All pro-

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grams which prepare applicants for entrance licensure in administration shall be developed with the involvement of licensed administrators currently practicing in Minnesota school districts.

Statutory Authority: *MS s 125.05*

3510.1400 COLLEGE OR UNIVERSITY PROGRAMS FOR LICENSURE.

Each college or university developing programs to prepare school administrators for licensure shall designate an official of that institution to be responsible for:

A. Developing proposals for programs to prepare school administrators for licensure. Each licensure program must be described separately. A college or university may request approval for any, or all, of the following programs of preparation:

- (1) superintendent of schools, specialist, or doctoral degree;
- (2) superintendent of schools, master's degree plus 45 quarter credits;
- (3) elementary school principal, specialist, or doctoral degree;
- (4) elementary school principal, master's degree plus 45 quarter credits;
- (5) secondary school principal, specialist, or doctoral degree; and
- (6) secondary school principal, master's degree plus 45 quarter credits.

B. Providing evidence that licensed administrators practicing in Minnesota school districts have been involved in planning the program being forwarded for approval.

C. Forwarding program proposals to the commissioner of education and arranging for site visits for the study of administrative programs proposed for initial approval.

D. Maintaining approval status of administrative programs by communicating with the commissioner of education concerning changes in program status. The designated official shall forward program descriptions and arrange for on-site reviews at least once during each five-year period.

E. Recommending to the commissioner of education candidates who satisfactorily complete approved programs for entrance licensure.

Statutory Authority: *MS s 125.05*

3510.1500 CONTENT OF ADMINISTRATIVE PROGRAM PROPOSAL.

Each administrative program proposal shall contain:

- A. a description of planning activities;
- B. a statement of program goals;
- C. a description of the administrative roles and function for which the program is designed to prepare candidates;
- D. a copy of information to be included in the college bulletin which sets forth all requirements for entrance licensure;
- E. a complete description of the proposed program which includes:
 - (1) statements of expected learning outcomes including knowledge, skills, and understandings for each of the program areas including: school administration, supervision, curriculum, and instruction;
 - (2) descriptions of program components designed to develop specified learning outcomes which include a description of means to be used to achieve learning outcomes for each component;
 - (3) statements which relate expected learning outcomes to goals and to components of the program; and

(4) the means by which achievement of specified learning outcomes will be determined for each student;

F. evidence that qualified faculty will be assigned to the program;

G. evidence that resources, in addition to faculty, necessary to support the program have been allocated; and

H. a plan for program evaluation which will enable the college or university to determine whether program goals have been achieved.

Statutory Authority: *MS s 125.05*

3510.1600 TERM OF APPROVAL OF PROGRAM.

Programs will be approved for periods of five years. Six months before the end of the period for which approval of the program is granted, the college or university must forward a request for continued approval, a current program proposal as described in part 3510.1500, and arrange for a site visit to be administered by staff of the Minnesota State Department of Education. Site visit teams shall be appointed by the commissioner of education and shall include licensed practicing administrators with representation from each administrative licensure area for which a program is to be studied. A program will be approved if it meets the requirements of the rules and if the commissioner of education determines that the program is adequate to fulfill the purposes of entrance license requirements.

Statutory Authority: *MS s 125.05*

3510.1700 ADMINISTRATIVE CONTINUING EDUCATION PROGRAMS.

Subpart 1. Approval. All administrative continuing education programs for the licensure areas of superintendent of schools, elementary school principal, and secondary school principal, and the clock hours which may be earned in each program, must be approved by the commissioner of education. If clock hours are to be earned, approval must be secured before participants are registered in an administrative continuing education program. Admission to all approved administrative continuing education programs shall be open to any licensed Minnesota school administrator who meets the education and experience requirements for admission. The State Department of Education shall disseminate lists of known approved administrative continuing education programs twice annually.

Subp. 2. Program initiator. The initiator of an administrative continuing education program has complete responsibility for conducting that program. However, the initiator may use resources from professional associations, governmental agencies, and the private business sector. The program initiator is responsible for:

A. developing proposals for administrative continuing education programs in areas of study which have been identified in cooperation with licensed administrators practicing in Minnesota school districts;

B. forwarding continuing education program proposals to the commissioner of education for approval;

C. maintaining communication with the commissioner of education concerning the status of all approved administrative continuing education programs offered; and

D. reporting to the commissioner of education the names of all individuals who complete an approved administrative continuing education program including the number of clock hours earned by each individual.

Subp. 3. Content of continuing education program. Each administrative continuing education program shall consist of at least three clock hours and each program proposal shall contain:

A. a description of planning activities including a list of names, addresses, and positions of those involved in planning;

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B. a description of the client group, or groups, for whom the program is designed;

C. a statement of program goals which relates goals to client demands;

D. a statement concerning any prerequisite education or experience required for admission to the program;

E. a description of the proposed administrative continuing education program which includes:

(1) statements of expected learning outcomes;

(2) descriptions of program components designed to develop specified learning outcomes; and

(3) the means by which achievement of specified learning outcomes will be determined for each program participant;

F. statements indicating the number of clock hours requested for the proposed program, length of time for which approval is being requested, and the number of times that the program is to be offered during the approval period; and

G. evidence that qualified staff have been assigned to the program and that other resources necessary to the program have been allocated.

Subp. 4. Term of approval. Programs may be approved for periods of time up to two years. A program will be approved if it meets the requirements of the rules and if the commissioner of education determines that the program is adequate to fulfill the purposes of continuing education requirements.

Statutory Authority: *MS s 125.05*

3510.1800 SUSPENSION AND REVOCATION OF LICENSES.

The license of a principal or superintendent may be revoked or suspended for any of the following causes: immoral character or conduct; a breach of contract of employment without justifiable cause; overall gross inefficiency or willful neglect of duty; fraud or misrepresentation in obtaining a license.

The State Board of Education may act to suspend or revoke the license of a superintendent or principal after the following procedures have been followed. A written complaint which specifies the nature and character of the charges is filed with the State Board of Education by either the school board employing the superintendent or principal, or by the commissioner of education. The commissioner of education, within ten days after the filing of the complaint with the State Board of Education, serves a copy of the complaint upon the superintendent or principal by registered mail addressed to such superintendent or principal at the last known address. The superintendent or principal, within 20 days after the service of the copy of charges, files with the State Board of Education any answer to the charges specified. The failure to answer within the 20 day period shall result in the right to a hearing being waived. A hearing conducted in accordance with the rules of the Office of Administrative Hearings shall be held.

Statutory Authority: *MS s 125.05*

3510.1900 HUMAN RELATIONS REQUIREMENT.

Subpart 1. Required program. All applicants for licenses as superintendents or principals must complete a training program containing human relations components. Persons holding life licenses are exempted from this requirement except in those instances where the person holding a life license in one or more areas of school administration seeks to be licensed, or to have a license renewed, in another administrative area for which the person does not hold a life license. In addition, persons from outside Minnesota who wish to be licensed in an administrative area must complete a human relations training program during the two-year period of the entrance license. Components which constitute a human relations training program must be approved by the commissioner of education.

Subp. 2. **Elements of program.** Human relations components of programs which lead to administrative licensure in education will be approved upon submission of evidence:

A. Showing that the human relations components have been developed with participation of members of various racial, cultural, handicapped, and economic groups. Participation in planning shall be equitably distributed between men and women.

B. Showing that the human relations components are planned to develop the ability of applicants to:

(1) understand the contributions and life styles of the various racial, cultural, handicapped, and economic groups in our society;

(2) recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;

(3) create learning environments which contribute to the self-esteem of all persons and to positive interpersonal relations; and

(4) respect human diversity and personal rights.

C. Relating all of the areas enumerated in subpart 2, item B to specific competencies to be developed.

D. Indicating means for assessment of competencies.

Statutory Authority: *MS s 125.05*

3510.2000 THE ISSUANCE AND RENEWAL OF LICENSES.

Subpart 1. **Renewal.** All licenses to serve as superintendent and principal shall bear the date of issue and the date of expiration and may be renewed on or before July 1 in the year of expiration.

Subp. 2. **Expiration.** After July 1 in the year of expiration, all licenses to serve as superintendent and principal shall be deemed expired and no longer valid for administration.

Subp. 3. **Fees.** Each application for the issuance and/or renewal of a license to serve as superintendent or principal shall be accompanied by a processing fee in the amount of \$40 effective July 1, 1983.

Statutory Authority: *MS s 125.05; Laws 1981 ch 359 s 2 subd 4*

SCHOOL BUSINESS OFFICERS

3510.2200 DUTIES OF SCHOOL BUSINESS OFFICERS.

The school business officer shall be that school district employee designated by the superintendent of schools and the board of education to administer the business affairs of the school district. He shall be directly responsible to the superintendent of schools, and through him to the school board. The duties of the school business officer may include areas such as budgeting and financial planning, board investments, audits, payroll and personnel records management, purchasing and supply management, insurance program, food service, transportation, debt service, and such other duties as may be assigned to him by the superintendent of schools.

The school business officer may have an administrator's certificate based on one year of preparation beyond the baccalaureate degree.

Statutory Authority: *MS s 125.05*

3510.2300 PROFESSIONAL CERTIFICATE.

Subpart 1. **Scope and time validity.** The professional school business officer's certificate shall qualify the holder thereof to serve as a school business officer in any school district, with duration and renewal of certificate in conformity with the conditions for all professional certificates.

Subp. 2. **Recommendation of institution.** The professional certificate will be

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granted upon the recommendation of an institution that has been approved by the State Board of Education, such recommendation attesting to the completion of the program of preparation.

Subp. 3. Preparation. A master's degree in accountancy, business administration, or general school administration from a recognized graduate school approved by the State Department of Education to include:

A. at least six quarter hours in accounting or accounting methods including fund accounting;

B. at least six quarter hours in public school administration, school business management, school facility planning, school finance, or similar areas of management activities;

C. at least six quarter hours in educational philosophy, history, and curriculum; and

D. at least three quarter hours in data processing, systems design, or similar areas.

Subp. 4. Experience. Five years of successful experience as a teacher or business officer, at least two years of which must be in a position requiring administrative or supervisory responsibility.

Statutory Authority: *MS s 125.05*

3510.2400 STANDARD CERTIFICATE.

Subpart 1. Preparation. A bachelor's degree in accountancy, business administration, or education, granted by a college or university approved by a recognized accrediting agency.

Subp. 2. Basis for issuance. The standard certificate may be issued at the written request of a school business officer who has served five years in that capacity, one of which must have been within the two years immediately preceding application. This certificate may be renewed every five years and is not restricted by the time limitations in subpart 3. Application for this certificate must be made within one year of the effective date of these rules.

Subp. 3. Time validity. The standard school business officer's certificate described under subpart 2 is valid for two years. It may be renewed for five years after 15 quarter hours of graduate credit, applicable to professional certification in school business management, have been earned. It will not be renewable at the end of the five-year period. During the seven years of its validity the requirements of a professional certificate must be met.

Statutory Authority: *MS s 125.05*

STATE EDUCATION PLACEMENT BUREAU

3510.2500 ENROLLMENT.

Subpart 1. Application. Enrollment with the State Education Placement Bureau shall be conditioned upon completion of the enrollment form by a qualified applicant and the payment of the enrollment fee. A qualified applicant is one who meets the standards stated in Minnesota Statutes, section 121.26.

Subp. 2. Fee. Within the limits of the law, the commissioner of education shall recommend to the State Board of Education the amount of the nonrefundable enrollment fee to be paid by the applicant.

Subp. 3. Time duration. Upon payment of the enrollment fee, the applicant shall be entitled to the services of the bureau from the time of fee payment until the next October 1. The enrollment period covered by the fee may be less than one year, but shall not exceed one year.

Subp. 4. Reenrollment. Following the October 1 expiration of enrollment each year, applicants' papers will be held for nine months, until July 1. If the applicant reenrolls during the period between October 1 and July 1 of the

following year, the applicant shall do so by completing a new enrollment form and by paying the required fee. Reenrollment after July 1 shall require a new completed enrollment form, the accompaniment of the required fee, and a list of references.

Subp. 5. Photograph. The bureau shall not require the applicant to submit a photograph nor shall the bureau show or send the applicant's photograph to any school official.

Statutory Authority: *MS s 121.26; 121.28*

3510.2600 CREDENTIALS.

Subpart 1. Recommendations. The bureau shall secure written recommendations relating to the preparation, experience, and character of the applicant from three persons who have been listed on the enrollment form. If the applicant reenrolls within a five-year period wherein recommendations are maintained in the files, those recommendations already on file shall be used for references. Only recommendations from the three persons named by the applicant on the most recent enrollment form shall be maintained for the five-year period. Recommendations from references no longer named by the applicant on the most recent enrollment form shall be destroyed.

Subp. 2. Applicant's file. When an applicant accepts a position, the credentials shall be placed in the inactive file; the file shall be reactivated upon the request of the applicant at any time during the remainder of the enrollment year for which the applicant has paid the required fee.

Subp. 3. Transfer and destruction of files. After a time lapse of five years following the expiration of the applicant's last enrollment and in compliance with appropriate Minnesota statutes, the bureau shall destroy the inactive file. During the intervening time, the applicant may request, in writing, transfer of papers to any placement agency or reenroll in the bureau.

Subp. 4. Notice of vacancies. Applicants shall be furnished information relative to vacancies received by the bureau but should apply only for those positions for which the applicant holds or is eligible to hold Minnesota licensure.

Subp. 5. Providing credentials. The bureau shall make credentials of an applicant available to employing officials of school districts upon their request or upon the request of the applicant.

Subp. 6. Recommendation of applicants. The bureau shall not recommend applicants for positions but shall present papers of applicants which are on file to employing officials.

Subp. 7. Reciprocity. The bureau may establish reciprocal relations with members of the Association for School, College, and University Staffing, and other noncommercial teacher placement agencies in Minnesota and other states. Papers from other agencies will no longer be maintained in bureau files.

Statutory Authority: *MS s 121.26; 121.28*

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3510.2700 APPLICATION FOR LICENSE.

An applicant must qualify separately for each licensure area for which application is made and provide evidence of satisfactory completion of a program in such licensure area which has been approved by the commissioner of education.

Each application for the issuance and/or renewal of a license shall be accompanied by a processing fee in the amount of \$40 effective July 1, 1983. The processing fee shall be nonrefundable for applicants not qualifying for a license, except the fee is refundable when the applicant for a license already holds the license for which application is made and that license does not expire in the year the application is submitted.

Statutory Authority: *MS s 125.05; Laws 1981 ch 359 s 2 subd 4*

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3510.2800 ISSUANCE OF LICENSE.

All licenses shall be issued and/or renewed in accordance with criteria established in rules of the State Board of Education and shall be valid for the period of time specified in parts 3510.2700 to 3510.3000. All licenses shall bear the date of issuance and shall expire the specified number of years from the July 1 nearest the date licensure was approved. Applications for renewal shall be accepted by the commissioner of education after January 1 of the year of expiration; provided, however, that the renewal period shall commence on July 1 of the year of expiration. After July 1 in the year of expiration, all licenses not renewed shall be deemed expired and no longer valid.

The initial license which shall be issued in any licensure area is an entrance license, valid for two years, except as provided in part 3510.2900, subparts 1 and 2.

Licenses valid for supervision, counseling, nursing, and coaching in Minnesota schools shall be granted to persons who meet all requirements of applicable statutes and rules and who complete programs approved by the commissioner of education leading to licensure in Minnesota institutions which are approved by the Minnesota Board of Teaching pursuant to part 8700.7600 to prepare persons for licensure.

Statutory Authority: *MS s 125.05*

3510.2900 FAILURE TO COMPLETE SCHOOL YEAR OF EXPERIENCE AFFECTING ENTRANCE LICENSE.

When one school year of experience is not completed prior to the expiration of an entrance license, another entrance license in that licensure area shall be issued upon application. If an entrance license in any licensure area is allowed to lapse, it shall be renewed, upon application, until the applicant has had one school year of experience while holding a valid entrance license after which time an applicant must qualify for a continuing license.

Statutory Authority: *MS s 125.05*

3510.3000 CONTINUING LICENSE.

Subpart 1. Continuing license for those holding entrance license. An applicant who completes at least one school year of experience in a licensure area while holding an entrance license shall be issued a continuing license, valid for five years. When a licensure area is added to a continuing license already in force, a continuing license is issued, and the expiration date becomes that already established for the continuing license in force.

Subp. 2. Life license. An applicant who holds a life license who subsequently completes an approved program in an additional licensure area shall be issued a continuing license, valid for five years for the additional licensure area.

Subp. 3. Renewal. A continuing license, valid for five years, shall be renewed upon application according to renewal provisions enumerated in the specific licensure rules of the State Board of Education for the license being renewed.

Subp. 4. Lapsed license. Except as provided in parts 3510.8500 to 3510.8700, if a continuing license in any area is allowed to lapse, one of the following shall be issued:

A. a continuing license based upon verification that the applicant has met renewal requirements during the five-year period immediately preceding the application;

B. a continuing license based upon evidence that the applicant has earned at least 12 quarter or eight semester hours of credit in the licensure area for which application is being made, which have been earned during the five-year period immediately preceding the application; or

C. a one-year renewal of the lapsed continuing license based upon

evidence that the applicant has been offered a position contingent upon holding a valid license. In order to qualify for a continuing license at the end of one year, the applicant shall provide evidence that renewal requirements have been met or that at least 12 quarter or eight semester hours of credit have been earned in the licensure area for which application is being made during the five-year period immediately preceding the date of application for the continuing license.

Statutory Authority: *MS s 125.05*

3510.3100 CAUSE FOR SUSPENSION AND REVOCATION OF LICENSES.

The license of an administrator, supervisor, counselor, nurse, or coach may be revoked or suspended for any of the following causes:

- A. immoral character or conduct;
- B. a breach of contract of employment without justifiable cause;
- C. overall gross inefficiency or willful neglect of duty;
- D. fraud or misrepresentation in obtaining a license; or

E. conviction of a felony which directly relates to the occupation for which licensure is held.

Statutory Authority: *MS s 125.05*

3510.3200 PROCEDURE FOR SUSPENSION AND REVOCATION OF LICENSES.

The State Board of Education may act to suspend or revoke the license of a person whose license was granted by the State Board of Education after the following procedures have been followed:

A. A written complaint which specifies the nature and character of the charges against the licensee is filed with the State Board of Education by either the school board employing the person or by the commissioner of education.

B. The commissioner of education, within ten calendar days after the filing of the complaint with the State Board of Education, serves a copy of the complaint upon the licensee by certified mail addressed to such licensee at the last known address.

C. The licensee, within 20 calendar days after the service of the copy of charges, files with the State Board of Education an answer to the charges specified. The failure to answer within the 20-calendar-day period shall result in the right to a hearing being waived.

D. A hearing conducted in accordance with the rules of the Office of Administrative Hearings shall be held.

Statutory Authority: *MS s 125.05*

3510.3300 PROCEDURES FOR APPROVAL OF LICENSURE PROGRAMS.

Subpart 1. Request for approval. Institutions which have been approved by the Minnesota Board of Teaching pursuant to part 8700.7600 to prepare persons for licensure may request approval by the commissioner of education of licensure programs in supervision, counseling, and coaching. Such programs shall be evaluated for initial approval and thereafter shall be audited for continuing approval in accordance with the provisions of parts 3510.3300 to 3510.3800.

Subp. 2. Content of program description. Each institution shall forward from the administrator of the defined administrative and instructional unit of that institution to the commissioner of education a program description for each licensure program for which approval is requested. The licensure program description shall include:

A. a statement which verifies the institutional commitment to the licensure program;

B. a description of the organizational structure of the institution and procedures for implementing the licensure program;

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C. a description of the role for which persons who enroll in the licensure program are being prepared;

D. an enumeration of the specific knowledge, skills, and understandings to be achieved by persons completing the licensure program;

E. a description of the licensure program which relates individual program components to the knowledge, skills, and understandings to be achieved by persons completing the licensure program;

F. a description of the systematic procedure for evaluation of the licensure program which assures that all requirements for licensure have been met by all persons recommended for licensure;

G. a specific identification of the plans for assessing the performance of each person who is to be judged as having successfully completed the licensure program;

H. evidence that the licensure program forwarded for approval has been developed with participation from the college departments involved with the licensure program, licensed practicing education personnel, school administrators, and interested citizens; and

I. a description of the procedures to establish and maintain an internal process for systematic evaluation of the licensure program.

Subp. 3. Evidence required in program description. Each program description forwarded to the commissioner of education by an institution for each licensure program for which approval is requested shall include evidence that:

A. rules of the State Board of Education governing the licensure program are met;

B. necessary faculty and physical resources are allocated to implement and maintain the licensure program; and

C. adequate supervision for practicum experiences required by individual licensure rules is provided.

Statutory Authority: *MS s 125.05*

3510.3400 APPRAISAL OF PROGRAM.

Before initial approval for the licensure program is granted, State Department of Education staff or persons designated as program auditors by the commissioner of education may visit the institution to examine the licensure program for the purpose of verifying the program description and making a recommendation regarding approval status. During the operation of an approved licensure program, an audit visit to verify that the approved program meets the provisions of parts 3510.3300 to 3510.3800 may be arranged in consultation with the institution. Program auditors shall forward a written report of their findings to the commissioner of education and to the institution.

State Department of Education staff or persons designated as program auditors by the commissioner of education in consultation with the institution shall make audit visits on a five-year cycle to verify program descriptions and to make a recommendation regarding approval status of each licensure program. Reimbursement of travel, food, and lodging expenses for program auditors shall be in accordance with Minnesota state rules.

Based upon appraisal of the program description prepared by the institution and the written report of the auditors, the commissioner of education shall:

A. grant initial approval;

B. grant continuing approval;

C. grant conditional approval, state the conditions, and establish time lines for meeting the stated conditions; or

D. disapprove the licensure program, state the reasons for disapproval, and, if needed, stipulate a termination date which will accommodate persons currently enrolled in said program.

Statutory Authority: *MS s 125.05*

3510.3500 CONDITIONAL APPROVAL.

If a licensure program is conditionally approved, the commissioner of education shall reconsider the approval status of the licensure program upon verification that the stated conditions are met. If stated conditions are not met within the established time lines, conditional approval shall be withdrawn.

Statutory Authority: *MS s 125.05*

3510.3600 APPROVAL OF LICENSURE PROGRAMS.

Licensure programs which vary in curricular design shall be approved provided that program components meet the criteria for approval set forth in parts 3510.3300 to 3510.3800.

Statutory Authority: *MS s 125.05*

3510.3700 REVISIONS MADE IN PROGRAM.

When an institution makes revisions in an approved licensure program, the administrator of the defined administrative and instructional unit of that institution shall forward to the commissioner of education a written description of the licensure program revision. An audit shall be made to verify that the revised licensure program continues to meet rules of the State Board of Education. Each verified licensure program revision shall become an amendment to the approved licensure program.

Statutory Authority: *MS s 125.05*

3510.3800 REVOCATION OR SUSPENSION DUE TO FAILURE TO MEET RULES.

The commissioner of education may revoke or suspend the approval of a licensure program when the commissioner of education determines that an approved licensure program no longer meets the provisions of parts 3510.3300 to 3510.3800.

Statutory Authority: *MS s 125.05*

3510.3900 LICENSURE FOR PERSONS PREPARED IN STATES OTHER THAN MINNESOTA.

Minnesota licenses shall be granted to persons who otherwise meet applicable statutory requirements and who complete programs leading to licensure in colleges and universities located outside Minnesota. Such licenses shall be granted only in licensure fields for which the State Board of Education has established rules governing programs leading to licensure. Such licenses shall be issued according to either item A or B as follows:

A. Persons who complete approved programs in colleges and universities leading to licensure within states which have signed contracts with Minnesota according to the provisions of the Interstate Agreement on Qualification of Educational Personnel shall be granted a Minnesota entrance license. No licenses shall be issued on the basis of teaching experience only.

B. Persons who complete programs leading to licensure in colleges and universities within states which have not signed contracts with Minnesota according to the provisions of the Interstate Agreement on Qualification of Educational Personnel shall be granted a Minnesota entrance license when all of the following criteria are met:

(1) the college or university is regionally accredited by the Association for the Accreditation of Colleges and Secondary Schools;

(2) the program leading to licensure has been recognized by the state as qualifying the applicant completing the program for such licensure within that state;

(3) the program leading to licensure completed by the applicant is

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essentially equivalent in content to approved programs offered by Minnesota colleges and universities according to the rules of the State Board of Education governing the licensure field; and

(4) the college or university which offers the program leading to licensure verifies that the applicant has completed an approved licensure program at that institution and recommends the applicant for a license in a licensure field at a licensure level.

Notwithstanding part 3510.4000 governing human relations, persons who have been prepared for licensure in states other than Minnesota shall be granted a Minnesota entrance license based upon the provisions of this part.

Statutory Authority: *MS s 125.05*

3510.4000 HUMAN RELATIONS REQUIREMENT.

All applicants for licenses to be issued or renewed under authority of the State Board of Education shall complete a training program containing human relations components. Persons holding life licenses are exempted from this requirement except in those instances where the person holding a life license seeks to be licensed, or to have a license renewed, in an area for which the person does not hold a life license. Persons from outside Minnesota who wish to be licensed must complete a human relations training program during the two-year period of the entrance license. Components which constitute a human relations training program must be approved by the commissioner of education.

Human relations components of programs which lead to licensure in education under authority of the State Board of Education shall be approved upon submission of evidence:

A. Showing that the human relations components have been developed with participation of members of various racial, cultural, handicapped, and economic groups. Participation in planning shall be equitably distributed between men and women.

B. Showing that the human relations components are planned to develop the ability of applicants to:

(1) understand the contributions and life styles of the various racial, cultural, handicapped, and economic groups in our society;

(2) recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;

(3) create learning environments which contribute to the self-esteem of all persons and to positive interpersonal relations; and

(4) respect human diversity and personal rights.

C. Relating all of the areas enumerated in item B to specific competencies to be developed.

D. Indicating means for assessment of competencies.

Statutory Authority: *MS s 125.05*

SCHOOL COUNSELORS, SECONDARY

3510.4100 REQUIREMENTS OF LICENSING.

All candidates recommended for licensure as a school counselor, secondary, shall complete all requirements of part 3510.4200, items A, B, C, D, and E, or all requirements of part 3510.4300, items A, B, C, D, and E. Parts 3510.4200 and 3510.4300 are mutually exclusive.

Statutory Authority: *MS s 125.05*

3510.4200 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 125.05*

3510.4300 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 125.05*

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3510.4400 REQUIREMENT OF COMPLETED GRADUATE LEVEL PROGRAM.

Subpart 1. Contents of course. In addition to meeting the requirements in part 3510.4200 or 3510.4300, 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 125.05*

3510.4500 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 125.05*

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3510.4600 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 125.05*

3510.4700 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 3510.4400, subparts 2 to 6. Applicants shall be recommended for licensure as a secondary school counselor according to part 3510.4700.

Statutory Authority: *MS s 125.05*

3510.4800 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 3510.4200, item D or 3510.4300, 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 3510.4300 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 125.05*

3510.4900 PROGRAM APPROVAL.

Programs shall be approved which vary in curricular design provided that program components meet the requirements in part 3510.4800, 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 3510.4400, subparts 2 to 6.

Statutory Authority: *MS s 125.05*

SCHOOL COUNSELORS, ELEMENTARY

3510.5100 REQUIREMENTS FOR LICENSE.

All candidates recommended for licensure as a school counselor, elementary, shall complete all requirements of part 3510.5200, items A to E or all requirements of part 3510.5300, items A to E. Parts 3510.5200 and 3510.5300 are mutually exclusive.

Statutory Authority: *MS s 125.05*

3510.5200 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 125.05*

3510.5300 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

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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 125.05*

3510.5400 REQUIREMENT OF COMPLETED GRADUATE LEVEL PROGRAM IN SCHOOL GUIDANCES.

Subpart 1. Content of course. In addition to meeting the requirements in part 3510.5200 or 3510.5300, 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 remedi-

al, 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 125.05*

3510.5500 ISSUANCE OF CONTINUING AGENCY.

The issuance of the first continuing license is contingent upon: possession by

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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 125.05*

3510.5600 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 125.05*

3510.5700 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 3510.5400, 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 3510.5100 to 3510.5800 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 3510.5200, item D or 3510.5300, 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 3510.5300, 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 125.05*

3510.5800 APPROVAL OF PROGRAMS.

Programs shall be approved which vary in curricular design provided that program components meet the requirements in part 3510.5700, 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 3510.5400, subparts 2 to 6.

Statutory Authority: *MS s 125.05*

SCHOOL COUNSELORS, MIDDLE

3510.6000 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 3510.4400, 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 3510.5400, subpart 4; and
- D. counseling practicum with preadolescents.

Subp. 4. Interpretation of rules. Provisions of parts 3510.6000 to 3510.6200 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 125.05*

3510.6100 COLLEGE AND UNIVERSITY PROGRAMS.

Minnesota colleges and universities approved to prepare school counselors and which request approval of a program according to parts 3510.6000 to 3510.6200 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

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school counseling experience and school counselor preparation in those areas enumerated in part 3510.6000, 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 3510.6000, 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 3510.6000, 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 3510.6000, 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 125.05*

3510.6200 EXCEPTION FOR THOSE LICENSED PRIOR TO JULY 1, 1983.

Until July 1, 1983, any person licensed by the State Board of Education as a school counselor for any of the grade levels in a middle school where the person is assigned as a school counselor is granted authority to counsel at any of the grade levels in the middle school regardless of grade level restrictions on the license currently held.

Statutory Authority: *MS s 125.05*

SCHOOL NURSE

3510.6400 APPLICABILITY.

The provisions of parts 3510.6400 to 3510.6700 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 post-secondary level is exempt from the provisions of parts 3510.6400 to 3510.6700.

Statutory Authority: *MS s 125.05*

3510.6500 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 3510.6500 to 3510.6700. 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 125.05*

History: *L 1987 c 309 s 24*

3510.6600 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 125.05*

3510.6700 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 3510.6600, 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 3510.6500, subpart 2.

Statutory Authority: *MS s 125.05*

History: *L 1987 c 309 s 24*

HEAD VARSITY COACHES OF INTERSCHOLASTIC SPORTS IN SENIOR HIGH SCHOOLS

3510.7200 APPLICABILITY OF RULES.

Every senior high school shall have a licensed head varsity coach for each interscholastic sport except as otherwise provided in part 3510.7400. Each person who is employed and functions as a head varsity coach of an interscholastic sport in a senior high school shall hold a valid Minnesota teaching license and shall satisfactorily complete a preparation program approved by the Minnesota State Board of Education leading to the licensure of head varsity coaches of interscholastic sports.

Statutory Authority: *MS s 125.05*

3510.7300 DEFINITIONS.

Subpart 1. Scope. For purposes of parts 3510.7200 to 3510.8000, the following definitions shall apply.

Subp. 2. Head varsity coach. "Head varsity coach" means the teacher who has the primary responsibility for a senior high school varsity interscholastic sport.

Subp. 3. Interscholastic sports. "Interscholastic sports" means a sport in which there is scheduled competition with athletic teams of another school within and outside the school district.

Subp. 4. Senior high school. "Senior high school" means a secondary school consisting of grades 10 to 12 or grades 9 to 12 in a four-year secondary school and grades 9 to 12 in six-year secondary schools.

Statutory Authority: *MS s 125.05*

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3510.7400 SCOPE.

Nothing in parts 3510.7200 to 3510.8000 shall prohibit a school district from employing an unlicensed person as assistant to a licensed head varsity coach of an interscholastic sport or to coach a junior high school sport.

Statutory Authority: *MS s 125.05*

3510.7500 QUALIFICATIONS FOR LICENSURE.

All candidates recommended for licensure as a head varsity coach of interscholastic sports shall have satisfactorily completed a program approved by the Minnesota State Board of Education consisting of 12 to 18 quarter hours or the equivalent containing components designed to provide candidates recommended for licensure with knowledge, skills, and understandings in all of the following areas:

- A. first aid and prevention and care of athletic injuries;
- B. science of sports, including principles of anatomy and kinesiology and principles of exercise physiology;
- C. theory and practice of sports techniques;
- D. psychology of sports and coaching; and
- E. satisfactory completion of a supervised field experience in coaching consisting of no fewer than 40 clock hours.

Statutory Authority: *MS s 125.05*

3510.7600 ALTERNATIVE ROUTE TO LICENSURE.

A school district may contract with Minnesota colleges and universities which offer approved programs leading to the licensure of head varsity coaches to develop jointly the program of instruction in part 3510.7600. Such jointly developed programs must be approved by the Minnesota State Board of Education. Recommendation of candidates for head varsity coaching licensure shall be the responsibility of the college or university through which the program was developed.

Statutory Authority: *MS s 125.05*

3510.7700 TEACHERS EMPLOYED AS HEAD VARSITY, ASSISTANT, OR JUNIOR HIGH SCHOOL COACHES PRIOR TO JULY 1, 1982.

A person holding a valid Minnesota teaching license who, prior to October 12, 1981, is currently employed or was previously employed as a head varsity, assistant, or junior high school coach, as verified by the superintendent of schools of the school district employing the coach, and who can provide verification of completion of six quarter hours or 60 clock hours of instruction in first aid and the prevention and care of athletic injuries shall, upon application, be issued a license as head varsity coach of interscholastic sports.

Statutory Authority: *MS s 125.05*

3510.7900 SCHOOL DISTRICT HARDSHIP SITUATIONS.

In cases where a local school district is unable to employ a licensed head varsity coach of interscholastic sports, the superintendent of such school district may request the commissioner of education to grant a provisional license for one school year, renewable upon application on a year to year basis to a teacher or a baccalaureate degreed person to serve as a head varsity coach of an interscholastic sport upon evidence submitted by the superintendent of schools that the following conditions have been met:

- A. evidence that the school district is unable to employ a licensed head varsity coach of interscholastic sports for the current school year;
- B. the person to be employed under such authorization holds a current, valid Minnesota teaching license or a baccalaureate degree;

C. the person to be employed under such authorization has experience in the sport and can demonstrate to the superintendent of schools that he/she has the fundamental knowledge and skills necessary for coaching the sport; and

D. verification of completion of six quarter hours or 60 clock hours of instruction in first aid and the care and prevention of athletic injuries.

Statutory Authority: *MS s 125.05*

3510.8000 RENEWAL OF LICENSES.

Licenses as head varsity coaches shall be renewed according to provisions of parts 8700.0900 to 8700.2300 continuing education/relicensure.

Statutory Authority: *MS s 125.05*

READING CONSULTANT

3510.8100 REQUIREMENTS FOR READING CONSULTANT.

Requirements:

A. an elementary or secondary school teacher's license;

B. a master's degree;

C. three years of teaching experience, including one year as a "reading" teacher; and

D. completion of an approved preparation program consisting of the following components:

(1) one course in each of the following areas: developmental reading, elementary and secondary; diagnosis and correction of reading difficulties; individual mental testing; practicum in analysis of reading difficulties; practicum in correction of reading difficulties; survey course in exceptional children; administration and supervision of the reading program; and

(2) not less than three courses to be chosen from the following areas: language arts; educational research in reading or educational diagnosis; mental hygiene and/or personality; advanced psychological testing; principles and procedures in guidance; other courses in special education; children's and/or adolescent literature.

The continuing license shall be renewed according to provisions of parts 3510.8500 to 3510.8700.

Statutory Authority: *MS s 125.05*

**SUPERVISORY AND CONSULTATIVE PERSONNEL IN THE
ELEMENTARY AND SECONDARY SCHOOLS**

3510.8200 SUPERVISORY AND CONSULTATIVE PERSONNEL.

Supervisory and consultative personnel: includes elementary and secondary school supervisors, consultants, directors, coordinators and others with similar functions or levels of responsibility. Supervisory and consultative personnel in the elementary and secondary schools, not licensed under other specific rules for personnel with such levels of responsibility in particular areas, shall hold a license based upon major work in the area where licensure is sought as outlined in part 3510.8300.

Statutory Authority: *MS s 125.05*

3510.8300 LICENSING REQUIREMENT.

The license for supervisory and consultative personnel in the elementary and secondary schools requires:

A. completion of a master's degree from a recognized graduate school from a program approved by the State Department of Education with a major emphasis in the area for which licensure is sought; or

B. a statement from a recognized graduate school certifying that the

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applicant has completed at least one-half of a program approved by the State Department of Education leading to the specialist or doctorate degree with major emphasis in the area for which licensure is sought; and

C. three years of appropriate successful professional experience in education while holding a license valid for the position in which the experience was obtained.

Statutory Authority: *MS s 125.05*

3510.8400 TERM OF LICENSE.

The initial license for supervisory and consultative personnel shall be valid for two years and may be renewed for one five-year period upon the completion of one year of successful experience in the area of major emphasis while holding the initial two-year license.

Statutory Authority: *MS s 125.05*

3510.8500 CONTINUING LICENSE.

Subpart 1. General requirements. The first continuing license shall be issued to an applicant in accordance with parts 3510.2700 to 3510.3000. The second and subsequent continuing licenses shall be issued to an applicant who has met the following requirements during the term of the continuing license which is expiring. An applicant must provide evidence to the commissioner of education of the completion of at least 125 clock hours of approved supervisory continuing education. Approval of supervisory continuing education programs, and the clock hours which may be earned in each program, shall be in accordance with part 3510.1700. College courses which have been approved as leading to licensure as supervisory and consultative personnel may be utilized toward the clock hour requirement. One quarter college credit equals ten clock hours; one semester college credit equals 15 clock hours.

Subp. 2. Required clock hours. Until July 1, 1986, clock hours of approved supervisory continuing education shall be required as follows:

A. 25 clock hours of approved supervisory continuing education for renewal of licenses expiring June 30, 1981, or June 30, 1982;

B. 50 clock hours of approved supervisory continuing education for renewal of licenses expiring June 30, 1983;

C. 75 clock hours of approved supervisory continuing education for renewal of licenses expiring June 30, 1984;

D. 100 clock hours of approved supervisory continuing education for renewal of licenses expiring June 30, 1985;

E. 125 clock hours of approved supervisory continuing education for renewal of licenses expiring June 30, 1986.

Until July 1, 1986, renewal units which are earned toward supervisory relicensure may be allocated toward clock hours of supervisory continuing education. For every one renewal unit earned and verified by the local committee for continuing education, one clock hour of supervisory continuing education shall be granted. Part 3510.8500, subpart 2 shall remain in effect until July 1, 1986, at which time part 3510.8500, subpart 2 shall be repealed without further action by the State Board of Education.

Statutory Authority: *MS s 125.05*

3510.8600 LAPSE OF CONTINUING LICENSE.

In the case of a continuing license which has been allowed to lapse:

A. an applicant must provide evidence that 125 clock hours of approved supervisory continuing education have been completed during the five-year period immediately preceding the application for a continuing license in which case a five-year continuing license may be granted; or

B. where the applicant provides evidence that a position has been offered contingent upon holding a valid license, and demonstrates that there is insufficient time to complete 125 clock hours of approved supervisory continuing education as required in part 3510.8500, subpart 1, a two-year, nonrenewable license may be granted. Upon expiration of the two-year, nonrenewable license, such an applicant must qualify for a continuing license in accordance with requirements stipulated in part 3510.8500, subpart 1.

Statutory Authority: *MS s 125.05*

3510.8700 RENEWAL.

Renewal requirements must be met during the five-year period of each continuing license and no clock hours shall carry forward into any subsequent five-year licensure period.

Statutory Authority: *MS s 125.05*

COMMUNITY EDUCATION LICENSURE

3510.9000 DIRECTORS OF COMMUNITY EDUCATION.

Subpart 1. **Scope.** A person who serves as a district director of community education shall hold a license as a director of community education.

Subp. 2. **License requirement.** An applicant recommended for licensure as a director of community education shall:

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

B. satisfactorily complete a preparation program listed in subpart 3, approved by the commissioner of education leading to licensure of directors of community education.

Subp. 3. **Program requirement.** A program leading to the licensure of directors of community education must consist of a minimum of 30 quarter hours, or the equivalent, and must provide a candidate recommended for licensure with knowledge, skills, and abilities in all of the subjects listed in items A to H.

A. Community assessment includes:

(1) ability to prepare and conduct a survey and tabulate and interpret the results;

(2) ability to conduct interviews with community leaders, inter-agency personnel, and residents;

(3) ability to address values and attitudes of various racial, ethnic, and socioeconomic subgroups within the community;

(4) understanding of the belief that individuals can determine their destiny within a rapidly changing society;

(5) ability to analyze community power structure and its interaction for promoting community growth; and

(6) ability to identify the physical, human, civic, social, financial, and cultural resources of the community.

B. Community involvement includes:

(1) skill in the use of process in the resolution of community issues;

(2) knowledge of the types of advisory councils and their organization and potential functions;

(3) ability to involve an advisory council in addressing community issues;

(4) knowledge of methods of sustaining community involvement in the community education process; and

(5) understanding of the techniques for developing leadership among community members.

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C. Public relations and communications includes:

- (1) ability to speak before varied community groups to impart information about and understanding of community education;
- (2) ability to identify the media outlets available to local programs and the conditions under which each is used;
- (3) skill to develop items such as publications, newsletters, and program brochures for program dissemination;
- (4) skills to articulate the community education concept, its development, implementation, maintenance, and expansion;
- (5) knowledge of process available to identify community wants and needs; and
- (6) skills necessary for conducting effective meetings and training others to do so.

D. Coordination and cooperation includes:

- (1) ability to develop strategies for trust building among community groups and between individuals;
- (2) ability to participate in mutual goal setting activities with other groups and agencies; and
- (3) ability to acknowledge and accept the autonomy of various groups and programs.

E. Program management includes:

- (1) knowledge of the philosophy, mission, purpose, and current rules and regulations for community education programs;
- (2) skill in conducting needs assessments, determining educational objectives, selecting and organizing learning experiences, scheduling and promoting programs, and registration procedures;
- (3) skill in recruiting and providing in-service education to staff members; and
- (4) skill in the supervision of facilities, activities, and personnel.

F. Evaluation includes:

- (1) skill in evaluation of personnel;
 - (2) skill in working with staff in evaluating individual programs;
- and
- (3) skill in monitoring evaluation efforts of staff and consultants for the total community education program.

G. Philosophy and administration of community education includes:

- (1) knowledge of the role of the local school district's administrative team and the community education director's place within it;
- (2) knowledge of the professional responsibilities of superintendents, principals, teachers, and staff;
- (3) knowledge of management styles;
- (4) knowledge of management by objectives;
- (5) knowledge of history and philosophy of education;
- (6) knowledge of general education curriculum development;
- (7) ability to develop and achieve goals;
- (8) knowledge of education law as it pertains to community education;
- (9) knowledge of education finance as it pertains to community education; and
- (10) knowledge of the history and philosophy of community education.

H. Practicum, which is field experience, includes at least 200 clock hours in an administrative position under the supervision of a licensed director of community education. During the field experience, the candidate shall demonstrate the ability to apply the knowledge and skills listed in items A to G. A person prepared in another state as director of community education may substitute one year of experience as a district wide director of community education in another state for the field experience.

Subp. 4. **Institutional requirement.** An institution applying to the commissioner of education for approval of a program leading to licensure as directors of community education shall comply with part 3510.3300. An approved program must include a description of how applicants for licensure may have their experience and preparation in those areas listed in subpart 3 evaluated by an institution with an approved program. The evaluation must include representation from college departments involved with the licensure program and licensed practicing directors of community education. This evaluation must result in a plan for the applicant to complete the knowledge, skills, and abilities listed in subpart 3 and may include a reduction of the required college credits necessary for an applicant to be recommended for licensure.

Subp. 5. **Situational observation component.** An approved program must include a component that requires a licensure candidate to demonstrate mastery of all the numbered subitems listed under the lettered items in subpart 3. The extent of mastery must be evaluated by placing the candidate in a series of realistic hypothetical problem-solving situations while being observed by a team of at least four persons competent to evaluate the extent of mastery of the subitems. This component must allow the candidate to demonstrate mastery of all the subitems during a single period of observation.

A written test to evaluate the extent of mastery must not count for more than 50 percent of the score evaluating mastery of all the subitems.

Subp. 6. **Issuance and renewal of licenses.** A license must be issued according to part 3510.2800. Continuing licenses shall be renewed according to part 3510.8500.

Subp. 7. **Pre-1990 directors.** A person serving as a district director of community education in Minnesota between July 1, 1984, and July 1, 1990, shall, upon application and verification of one year of experience as either a part-time or full-time director of community education, be granted an entrance license as a director of community education.

Subp. 8. **Continuing license.** A person who has been issued an entrance license based upon one year of experience between July 1, 1984, and July 1, 1990, shall be granted the first five-year continuing license after completing the human relations requirement in part 3510.4000 and one year of experience as either a part-time or full-time director of community education while holding the entrance license as verified by the employing superintendent of schools. Later continuing licenses must be renewed according to part 3510.8500.

Subp. 9. **Approval for exception.** Subject to the conditions in this subpart, the commissioner of education shall issue a letter of approval to a school district annually to allow the district to use an individual who is not fully licensed as the community education director if the school district is unable to employ a fully licensed director of community education.

A. Letters of approval must be issued to school districts only if the individual is enrolled in an approved program leading to licensure as a director of community education and can show evidence that the individual will complete the program within three school years.

B. A school district must apply annually for letters of approval and must not exceed the three years stated in item A for any one individual.

C. The school superintendent shall verify in writing the district's inability to contract with a fully licensed director of community education for a

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position. The verification must state how the position was advertised and that no licensed director of community education who wishes to assume the position has been placed on unrequested leave by the district, and that no licensed community education director applied for the position.

Statutory Authority: *MS s 121.86*

History: *11 SR 1687*

NOTE: Effective July 1, 1990, all applicants for licensure as directors of community education shall comply with subparts 1 to 5. A person may apply for and receive a license under part 3510.9000 before July 1, 1990.

NOTE: Part 3510.9000, subpart 6, is repealed effective July 1, 1990. See the notice of adoption at 11 State Register, page 1687, on March 16, 1987.

LICENSURE FOR DIRECTORS OF SPECIAL EDUCATION

3510.9100 DIRECTORS OF SPECIAL EDUCATION.

Subpart 1. Scope. A person who serves or performs the duties of a director or assistant director of special education as specified in part 3525.2405, shall hold a license as a director of special education. A program supervisor is not required to hold this license. A person holding a Minnesota life license as a supervisor of special education may serve as a director or an assistant director of special education.

Subp. 2. Licensure requirements. An applicant for licensure as a director of special education shall:

A. have three years of teaching experience in special education while holding a license valid for the position or positions in which the experience was gained;

B. satisfactorily complete a specialist or doctoral program, or a program consisting of a master's degree plus 45 quarter credits unless up to 30 credits are waived under subpart 4, in a preparation program approved by the commissioner of education that is offered at a regionally accredited Minnesota graduate school; and

C. be recommended for licensure as a director of special education by a Minnesota college or university that, in making the recommendation, attests to the satisfactory completion by the applicant of the approved program, and the evaluation process.

Subp. 3. Program requirements. The approved program must include preparation that enables the candidate to acquire knowledge, understanding, and abilities in the following:

A. General education administration:

(1) Understand, and be able to implement, the principles and strategies that will result in meaningful involvement of parents or guardians in the educational process including development of the verbal and nonverbal language that conveys an attitude of respect for what parents or guardians have to bring to the development of a working partnership with school personnel.

(2) Understand the principles of personnel management, including determining personnel needs, recruitment, assignment, supervision, and evaluation.

(3) Understand state and federal laws and rules regarding education, including data privacy.

(4) Understand the principles of social organization, including school-community relations and parent-school relations and understand communication strategies.

(5) Understand models of professional development and staff preparation.

(6) Know and understand group process, communication, and strategy skills including conflict management and resolution, listening, speaking, principled negotiation, strategies for change, and development of mission.

(7) Know and understand individual or personal behavior styles and how they interact under normal and stress conditions.

(8) Understand models of program planning, design, implementation, evaluation (including design), data collection, and data analysis.

(9) Know and understand different management models and styles.

(10) Know and understand the models of general school finance being used nationally and in Minnesota.

(11) Know case law regarding general education.

(12) Know school organization and administration models being used nationally and understand the models used in Minnesota.

(13) Know and understand elementary and secondary curriculum.

(14) Know and understand school effectiveness research and its effect on instructional programs.

(15) Know and explore current technology tools designed to deliver instruction and manage student instructional data.

B. Special education administration:

(1) Understand, and be able to implement, the principles and strategies that will result in meaningful involvement of parents or guardians in the educational process including development of the verbal and nonverbal language that conveys an attitude of respect for what parents or guardians have to bring to the development of a working partnership with school personnel and strategies on how to present educational and due-process information in a clear, concise, and nonthreatening manner.

(2) Understand the current state and federal laws and rules regarding the delivery of educational programs for handicapped pupils.

(3) Understand the current state and federal laws, rules, and procedures regarding special education finance, budgeting, and accounting.

(4) Understand case law regarding special education and the education of handicapped students.

(5) Understand special education instructional delivery service models including methods and materials.

(6) Understand special education program development, including needs assessment, program design, and evaluation.

(7) Understand the purpose of and resources available from agencies and organizations serving handicapped pupils and their parents.

(8) Know special education administrative models used nationally, and understand the models being used in Minnesota.

(9) Know and explore current technology tools designed specifically for the handicapped including delivering instruction, student physical assistance (for example, communication and braille translation), and managing student information.

C. The program must provide the candidate with a practicum or field experience, that must include a minimum of 200 hours in an administrative position under the immediate supervision of a functioning director of special education. During the field experience, the candidate shall demonstrate the ability to apply the knowledge and understandings enumerated in items A and B. A person prepared in another state as a director of special education may substitute one year of full-time experience as a director or assistant director of special education in another state for the field experience required by this provision.

Subp. 4. Institutional requirement.

A. An institution applying to the commissioner of education for approval of a program leading to licensure of directors of special education shall comply

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with part 3510.3300. An approved program must include a description of how licensure candidates may have their experience and preparation, in those areas listed in subpart 3, evaluated by the institution.

B. The initial evaluation must include representation from college departments involved with the licensure program and must include practicing directors of special education. The evaluation must occur before the candidate's program is filed with the institution. The evaluation must result in an individual plan for the applicant to attain the necessary knowledge, skills, abilities, and understandings noted in subpart 3, items A and B. If an applicant can demonstrate competencies based on an evaluation of prior experience and training, that has a direct relationship to the requirements noted in subparts 2 and 3, this plan may include a reduction of up to 30 of the required quarter credits. The plan may also include a listing of additional areas of skill development in which the candidate shall consider additional preparation. The structure of the plan must clearly show which experiences or activities relate to which skills.

C. An approved program for the competency and situational observation component must include an exit evaluation that requires a licensure candidate to demonstrate facility with the knowledge and understanding components listed in subpart 3, items A and B. The exit evaluation must focus on those skill components not previously demonstrated during completion of the practicum requirement. One acceptable model for evaluating facility with those components can be achieved by placing the candidate in a series of realistic hypothetical problem-solving situations while being observed by a team of at least two to four persons competent to evaluate the candidate's facility and knowledge of the skill areas. This exit evaluation must allow the candidate to demonstrate facility with the knowledge areas within a reasonable time frame.

Subp. 5. Issuance and renewal of licenses. A license must be issued according to part 3510.2800. A continuing license must be renewed according to parts 3510.8500, 3510.8600, and 3510.8700.

Subp. 6. Continuing license. A person who meets any one of the following requirements shall, upon application, be granted a continuing license as a director of special education. Later continuing licenses must be renewed according to part 3510.8500.

A. Holds a valid license as a supervisor of special education before July 1, 1990.

B. Holds a valid license as a supervisor of a special education disability area and before July 1, 1990, has a minimum of one year of experience as a director or assistant director of special education.

C. Holds a valid administrative license and before July 1, 1990, has been reimbursed by the department of education as a supervisor or director of special education for a period of at least three years.

Subp. 7. Out of state applicants. A person prepared as a director of special education in states other than Minnesota shall meet the requirements of part 3510.3900 for the issuance of an entrance license.

Subp. 8. Effective date. This part is effective July 1, 1990, for an applicant for licensure as a director of special education.

Statutory Authority: *MS s 121.11 subd 12; 125.05 subd 1*

History: *12 SR 1065*