

TEACHER EDUCATION HANDBOOK: For Students, Faculty and Staff



Teacher Education Unit
University of Minnesota, Crookston

Updated Fall 2018

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I. TEACHER EDUCATION UNIT - OVERVIEW

Introduction

The Teacher Education unit is located within the Liberal Arts and Education Department (LAE). The Teacher Education unit has three teacher licensure programs: the Early Childhood Education (Birth to Grade 3), Elementary Education (Grade K - 6), Agricultural Education (Grade 5 – 12).

Mission

The mission of the University of Minnesota, Crookston Teacher Education unit is to develop beginning teachers as engaged learners who know how to create motivating environments, work with diverse students, adapt curriculum and practices, model ethical practices, and make reflective decisions that support and extend the learning of children/students in varied settings.

Vision

As teacher educators we know that it is through reflective practice that we can create more coherence between what we do, or intend to do, and how students experience these actions. Our vision of offering exemplary teacher education programs (Darling-Hammond, 2006) depends on reflective practice that currently integrates the following features:

- ◆ **Coherence in learning experiences** based on our clear vision of what constitutes good teaching which is integrated in all course work and clinical experiences.
- ◆ **Strong core curriculum** which is grounded in knowledge of child and adolescent development and learning, subject matter, pedagogy, assessment, and social and cultural contexts.
- ◆ **Explicit standards for performance and professional practice** that guide faculty and student work.
- ◆ **Extensive supervised clinical experiences** which are closely integrated with course work using pedagogies that link theory and practice and facilitate students' ability to apply knowledge to real problems.
- ◆ **Extensive use of performance assessments and portfolio development** and evaluation.
- ◆ **Continuous improvement** in a) developing stronger relationships among educational programs, schools, and university faculty; and b) helping students confront beliefs and assumptions about learning and working with people who have experiences different from themselves.

Conceptual Framework

UMC Teacher Education Conceptual Framework Model



The Conceptual Framework for Teacher Education at the University of Minnesota, Crookston includes three (3) essential components:

1. Pedagogical Paradigm: Learner-Centered
2. Unifying Themes
3. Dispositions for Educators

1. Pedagogical Paradigm: Learner-Centered

Teacher educators at the University of Minnesota, Crookston keep student learning and meaning-making at the forefront of our curriculum, relationships, and practices. Our ultimate

goal is student learning. We recognize our responsibility to create environments and experiences that help students discover and construct knowledge for themselves. Our paradigm is based on theoretical and empirical evidence, specifically: a) how people learn, b) the type of environment that supports learning, c) our role as teachers, and d) the role of assessment.

2. Unifying Themes

Our Unifying Themes guide our curriculum and integrate our institutional student learning competencies and core values, Minnesota Board of Teaching Standards, academic knowledge bases, dispositions, field experiences, student teaching, and assessments of student learning.

A. Focus on the Nature of Learners

The developmental characteristics of the learner, temperament, learning styles, motivations, knowledge, skills, attitudes, experiences, and cultural context are central to facilitating learning.

B. Create a Motivating Environment

Creating motivating and challenging environments, developing responsive relationships, encouraging students' active engagement in learning, and using inquiry learning strategies to increase students' motivation to learn are at the heart of productive and positive teaching and learning environments.

C. Demonstrate Content Expertise

Academic subject matter standards inform what teacher education candidates need to know, understand, and be able to do. Teachers need to connect ideas to one another and apply them to real-world problems.

D. Build Partnerships

Building communities of learning, both in the classroom and beyond the classroom, are critical to maintaining professional partnerships and collaborations. Continual interaction and shared responsibility between and among members of our learning communities is essential in the preparation of highly qualified beginning teachers.

E. Reflect as a Practitioner

Developing reflection skills is a complex process which requires continuous analysis of ones' teaching and the effect on the individual. Reflective practitioners demonstrate a sustained commitment to learning, questioning, and discovery.

3. Dispositions for Educators

The following dispositions will be promoted and assessed of all teacher education candidates at the University of Minnesota, Crookston

A. Respect

Values and demonstrates consideration and regard for oneself and others.

B. Responsibility

Accepts responsibility for personal actions, decisions, efforts and outcomes.

C. Emotional Maturity

Demonstrates situational appropriate behavior.

D. Values Learning

Demonstrates a respect for and is serious about knowledge acquisition and is passionate about increasing one's competence.

E. Integrity

Models truthful, ethical and professional behavior.

II. TEACHER EDUCATION CANDIDATE ASSESSMENT PROCESS

LEVEL I: ADMISSION Requirements

Current undergraduate students, and transfer students, are admitted to UMC degree programs based on our institutional admission criteria. Students are typically enrolled in Liberal Education Courses until they have successfully completed the institutional requirement of 30 credits, required prior to enrollment in upper division courses. However, when students desire to be admitted into Teacher Education Licensure Programs, a series of additional required assessment activities begin. These assessment activities are used to continuously evaluate the knowledge, skills, and dispositions of Teacher Education candidates. Additionally, this allows faculty to monitor program effectiveness as we strive to meet the needs of students and the dynamic educational community.

ADMISSION TO TEACHER EDUCATION	
ASSESSMENTS	CRITERIA
Eligibility for TE Application	Students submit the TE Application AFTER successful completion of 45 credits and BEFORE the completion of 60 credits. Students transferring from other institutions may exceed 60 credits (non-UMC) and must consult with academic advisor regarding timing of submission of TE Application
Cumulative Grade Point Average (GPA)	Achieve a minimum 2.5 cumulative GPA
Minnesota Teacher Licensure Exam Requirements – Basic Skills Requirements	<p>Exam Options for Meeting the Minnesota Basic Skills Requirement <i>MN Statute 122A.09 Subd.4 (b)</i></p> <p>Minnesota NES Essential Academic Skills (EAS) Three (3) subtests are required: Reading, Writing, and Mathematics; to be completed prior to admission to a MN Teacher Preparation Program.</p> <ul style="list-style-type: none"> ▪ Basic Skills Tests must all be passed prior to graduation and application for a teacher license. ▪ All Minnesota NES Essential Academic Skills subtests require a Passing score of 520 (<i>on a scale of 400–600</i>). ▪ Test format is multiple choice, constructed response, or both. ▪ The Reading and Mathematics tests are 75 minutes in length and the Writing test is 90 minutes. ▪ The price for each test is \$50 (<i>Spring 2017</i>); fee set

	by BOT. ACT Plus Writing Combined Score: 22 Combined English/Writing or ELA: 21 1600 SAT Reading + Writing: 550 Math: 570
Teacher Education Application Submission	Submit TE Application to Department Head of Liberal Arts and Education NO LATER than Friday, the 1st week of classes , Fall or Spring semesters. <ul style="list-style-type: none"> ▪ The Self-Reflection as a Prospective Education Professional is required to be submitted with the TE Application form.

LEVEL II: Requirements for Retention in Teacher Education

RETENTION IN TEACHER EDUCATION	
ASSESSMENTS	CRITERIA
Cumulative GPA	Maintain a minimum 2.5 cumulative GPA
Dispositions for Educators	Successful progress demonstrating attainment of specific dispositions. Assessment of attainment of TE Dispositions (<i>Respect, Responsibility, Emotional Maturity, Values Learning, and Integrity</i>) occurs during enrollment in education courses.
Liability Insurance	Evidence of liability insurance purchased annually through membership in Education Minnesota (EdMN/NEA) or Minnesota Association of Agriculture Educators (MAAE/NAAE).
Grades Achieved in TE License Required Course	Achievement of a C- or higher course grade . (<i>AgEd, AgEc, GnAg, Soil, ECE, ED prefix required courses; and AnSci 1004, ASM 1034, NatR 3374, PubH 3005.</i>)

LEVEL III: SEMESTER EVIDENCE

Part A: Knowledge and Skills

Integration of PELSB Standards

Learning outcomes provide direction for all instructional activity and inform students about what they are expected to know and do after the successful completion of a course. Assessments of student's attainment of teaching competencies are aligned with PELSB standards.

Use of Formative and Summative Assessment

We use both formative and summative assessment with courses in our Teacher Education unit. Formative assessment is used to provide us with feedback to improve student learning and our

teaching. It is important that a student's thinking become visible. Therefore, multiple and diverse assignments assist us in determining student understanding and abilities.

Making Expectations Public

Learning outcomes (PELSB Standards) are identified and explicitly inform students of expectations of knowledge, skills, and competencies that must be achieved for assignments, courses, and graduation. The criteria or standards for evaluating student work are shared by individual faculty members to students. The method for informing students varies, but always includes verbal or written guides. Faculty make their expectations public in at least one or more of the following methods: a) use of class sessions to verbally inform students and answer questions; b) provide written instructions, guidelines, and major categories of the criteria considered in assessing the value of a student's work; c) use performance and authentic assessment rubrics for some or many of the course assignments; and/or d) provide students assessment feedback forms aligned to PELSB Standards and with rubrics or Primary Trait Analysis to distinguish essential elements of quality work.

Part B: Dispositions

Dispositional Appraisal

The Teacher Education Dispositional Appraisal is another teaching tool for UMC Teacher Education programs. Our primary purpose is to educate students about expectations and dispositions that positively affect their success as a teacher and a professional. We believe it is the responsibility of a university to make expectations clear and to provide a process for assessing student's competencies.

Each of the Five (5) Dispositions for Educators includes a break-down of three (3) essential elements and four (4) levels of achievement. Each of the three essential elements for each of the major dispositions has behavioral descriptors. Levels of achievement are identified based on frequency (rarely, occasionally, usually, and consistently). Faculty will self-select the dispositions they consider most appropriate to be assessed for each of their teacher education courses, based on the course level, outcomes, and activities.

Action Plan for Candidate Improvement

When a student does not demonstrate attainment of Teacher Education Dispositions, he/she will be provided opportunities to improve their performance. If a student has two consecutive semesters of multiple areas of difficulties in successfully attaining Dispositions for Educators, Teacher Education faculty members will first assume a mentoring role to the candidate. A formal meeting will be established for the student to meet with the Teacher Education faculty members (subject matter area) to discuss and develop an action plan for candidate improvement. As gatekeepers for the Teacher Education programs, the Department Head will be notified of the action plan for the candidate.

If a candidate has recurring difficulties in successfully attaining Dispositions for Educators, a second formal meeting will be established for the candidate to meet with his/her Teacher Education academic advisor and the Department Head. An action plan for improvement and monitoring a candidate's progress will be developed. Candidates will not be assigned to a student teaching site until they have reached the third level (usually) of the four (rarely, occasionally, usually, consistently) scales for each of the dispositions.

Part C: Signature Assessment

Teacher candidates must successfully complete all “signature” assessments in Teacher Education courses:

Early Childhood Education program Signature Assessments:

Learning Environment (3)
Planning Instruction (4)
Instructional Practice (2)
Collaboration (2)

Elementary Education Program Signature Assessments:

Content Assessment (5)
Learner (2)
Instructional Practice (3)

Agricultural Education Program Signature Assessments:

Content Assessment (1)
Learner (2)
Instructional Practice (1)

Work-Based Learning Signature Assessments:

Content Assessment (1)
Learner (2)
Instructional Practice (2)

LEVEL IVA: STUDENT TEACHING REQUIREMENTS

1. Student Teaching Application

Teacher candidate must complete and submit Student Teaching Application to their academic adviser. A meeting with the academic adviser is required to discuss academic program requirements and confirm his/her compliance with the prerequisites:

- a) Achieve a minimum 2.5 cumulative GPA
- b) Achieve of a C- or higher course grade (*AgEd, AgEc, GnAg, Soil, ECE, ED prefix required courses; and AnSci 1004, ASM 1034, NatR 3374, PubH 3005.*)
- c) Evidence of liability insurance purchased annually through membership in Education Minnesota (EdMN/NEA) or Minnesota Association of Agriculture Educators (MAAE/NAAE).
- d) Successfully passed two (2) Minnesota NES Essential Academic Skills (EAS) tests (*math, reading and/or writing*) or alternative exams.

LEVEL IVB: STUDENT TEACHING

Part A: Assessment of Knowledge and Skills during Student Teaching

Below is a listing of the multiple types and frequency of assessment activities which occur during each Student Teaching course.

1. Student Teaching Notebook Assessment
 - a) Faculty assessment occurs during and at the conclusion of each student teaching experience.
 - b) Student Teaching Standards Reflections
2. Formative Evaluation Instruments: (3)
 - a) Student Teacher Formative Self-Assessment
 - b) Cooperative Teacher Formative Assessment Form (*weekly or mid-term*)
 - c) University Supervisor Formative Observation Form(s)
3. Summative Evaluation Instruments: (3)
 - a) Student Teacher Summative Self-Assessment
 - b) Cooperative Teacher Summative Assessment
 - c) University Supervisor Summative Assessment

Part B: Assessment of Dispositions for Educators

1. Dispositional Assessment by Student /Self-Assessment
2. Dispositional Assessment by Cooperating Teacher
3. Dispositional Assessment by University Supervisor/Faculty

Part C: “Signature” Assessment in Student Teaching courses:

1. Satisfactory completion of all signature assessments in the following student teaching courses:
 - Agricultural Education: AGED 4900
 - Work-Based Learning: AGED 4600
 - Early Childhood Education: ECE 4440, 4811, 4812, ED 4827
 - Elementary Education: ECE 4812, ED 4827

Part D: Teacher Performance Assessment (edTPA)

1. Candidates enrolled in AGED 4900 High School Student Teaching or ED 4827 Elementary Student Teaching must complete and submit the edTeacher Performance Assessment (edTPA).
2. The entire edTPA is expected to be completed by the end of the seventh week of student teaching to allow for scoring to be completed before the end of the grading period.
3. The candidate enrolled in ED 4827 is expected to successfully passed scores on the three tasks of edTPA:

Task 1: Planning Instruction and Assessment	13 of 25
Task 2: Engaging Students and Supporting Learning	13 of 25
Task 3: Assessing Student Learning	12 of 25
Total score for the three tasks	38 of 75

LEVEL V: GRADUATION and Teacher Licensure

Part A: Completion of UMC Requirements

1. UMC Institutional graduation requirements
2. Completion of Teacher Education Exit Survey

Part B: Completion of PELSB Requirements

1. Successful completion and “passing” of Minnesota Teacher Licensure Examinations
 - a) Early Childhood Education: Pedagogy and Content
 - b) Elementary Education: Pedagogy and Content
 - c) Agricultural Education : Pedagogy and Content

Go to Minnesota PELSB website for the current required examinations:

<https://www.crk.umn.edu/sites/crk.umn.edu/files/teacher-education-requirements-teacher-licensure-testing.pdf>

Directions on how to register for MTLE is available at the Teacher Education Unit website:

<https://www.crk.umn.edu/academics/liberal-arts-and-education-department/teacher-education-unit>

2. Application for Initial Teacher License
 - a) Directions on how to apply for teacher license is available at the Teacher Education website:
<https://www.crk.umn.edu/academics/liberal-arts-and-education-department/teacher-education-unit>
 - b) Information on Tiered License is available at:
<https://www.crk.umn.edu/sites/crk.umn.edu/files/teacher-education-license-information.pdf>

TEACHER EDUCATION CANDIDATE APPEALS PROCESS

UMC has a formal appeals process for Teacher Education candidates effective Fall 2007. Teacher education candidates submit a completed [Appeals Process form](#) which identifies the nature of their request. Potential types of requests might be waivers of teacher education program requirement(s) and/or student teaching prerequisite. Requests might be for special considerations for student teaching with a deficiency, or for a student teaching placement “out of area”, or for submitting a late student teaching application. Students are required to attach a typed and well-documented request, concisely stating the reasons supporting their request.

Teacher Education faculty are always involved in making decisions regarding the approval or denial of a student’s appeal. The Teacher Education unit’s final decision on an appeal is recorded on the Appeal application. The student’s academic advisor and Department Head designate their approval or denial, may submit supplemental information, and provide their signatures to the Appeal application. A student may appeal a negative decision to the Vice Chancellor of Academic Affairs.

Special Considerations Involving the Minnesota Board of Teaching

Teacher candidates with unresolved disputes affecting recommendation for licensure or a candidate's credentials may pursue assistance from the Board of Teaching.

122A.09 DUTIES

Subdivision 4. License and rules

c) The board must adopt rules to approve teacher preparation programs. The board, upon the request of a postsecondary student preparing for teacher licensure or a licensed graduate of a teacher preparation program, shall assist in resolving a dispute between the person and a postsecondary institution providing a teacher preparation program when the dispute involves an institution's recommendation for licensure affecting the person or the person's credentials. At the board's discretion, assistance may include the application of chapter 14.

Students are provided with an Appeals Process which states the following:

Waiver of Teacher Education Course Requirements and/or Student Teaching Prerequisites

Frequently these requirements are mandated by the Board of Teaching or University of Minnesota policies. If a requirement is mandated, waivers are not provided.

Special Consideration for a Student Teaching with Deficiency(ies)

Requests to student teach while a candidate has program deficiencies is considered for exceptional circumstances only. A committee consisting of all members of the Teacher Education faculty in the teaching license area will meet to offer their learned advice regarding the appellant's request. The committee reviewing the appeal will consider: a) whether deficiencies have now been cleared and the clearances are documented; b) timeliness of the appeal – it must be submitted in its entirety at least five working days before the official beginning date of the University semester; and c) specific information relevant to the situation and person.

If an appeal is approved, it may be contingent upon the identification of an appropriate student teaching placement site. The student may be required to relocate. Under no circumstances is a student to arrange his/her own student teaching placement.

Special Consideration for a Student Teaching Placement "Out of Area"

A request for a student to teach "out of area" is considered for exceptional circumstances only. A committee consisting of all members of the Teacher Education faculty in the teaching license area will meet to offer their learned advice regarding the appellant's request. The committee reviewing the appeal will consider: a) support of academic advisor; b) above average cumulative GPA; c) appeal letter must document why the appeal should be considered and where placement is requested; d) timeliness of the appeal: it may be submitted as early as one calendar year prior to the student teaching experience but not later than the 2nd Friday of October for a Spring student teaching experience or the 2nd Friday of March for a Fall student teaching experience.

If the appeal is approved, the student must assume cost beyond the usual and customary fees related to student teaching supervision and to work with the Course Instructor for the Student Teaching course to make placement arrangements.

Special Consideration for Submitting a Late Student Teaching Application

If the appeal is approved, it does not guarantee a placement.

III. Field Experiences and Student Teaching

Field Experiences: Observational and Practicum

Field experiences and student teaching plays a critical component in the preparation and continuing development of teacher candidates in the content, pedagogical knowledge, skills and dispositions. At UMC, the teacher candidates' field experiences are frequent, begin early and continue throughout their licensure program (refer to UMC Catalog). All candidates are engaged in three different levels of field experiences, which provide candidates different levels of responsibilities and opportunities to apply, integrate and demonstrate content knowledge and pedagogical knowledge, skills, and dispositions:

Observational experiences: Candidates observe and actively participate in a variety of early childhood education programs and school-based settings of different age and grade levels.

Practicum experiences: Candidates observe, practice, and demonstrate best practices through planning and implementing a variety of activities/lesson plans and unit planning; assessments; and collaborate with colleagues, professional staff and parents. Cooperating teachers and course faculty/university supervisor will share supervision responsibilities and evaluation.

Student Teaching experiences: Candidates will participate in all aspects of the teaching role and will eventually assume responsibilities for all classroom and related duties. Cooperating teachers and course faculty/university supervisors will share supervision responsibilities and evaluation.

The field experiences assure teacher candidates have the opportunity to observe and practice in a variety of early childhood education programs and school-based settings that include students at different age and grade levels, students with disabilities, and from diverse populations that are culturally and socio-economically diverse. All field experiences are based on the Minnesota PELSB Standards, 8710.2000 and Subject Matter Standards. Your assignments and assessments will be based on the standards addressed in the courses.

Field Experiences Expectations and Requirements

As you begin your observational and/or practicum experiences at the agreed program or school site, you must be aware of the tremendous responsibility and obligation that you are accepting. You are to maintain and promote the academic reputation, tradition, and community service responsibility that the University of Minnesota, Crookston, would like to project to the local public school district and community. When you are participating in any level of field experiences, you are actually serving as an extension of the UMC teacher education faculty. Accept your role in the field experience site with sincerity, professionalism, and a sense of responsibility to the children, teachers and staff with whom you will be working.

Once you officially begin your field experience, you will be acting in the official capacity of a professional educator. Many of the experiences that you will encounter in your field experience could also have a tremendous impact on your future philosophy as a teacher.

Expectations and Requirements for students during the observational and practicum experiences:

Responsibility:

1. Prompt and dependable in attendance; others may be counting on you to be there
2. Notify your site with ample of time if you are absent
3. Return all borrowed materials in a timely manner
4. Be thorough and timely in completing your assignments
5. Be prepared and organized if you are implementing an activity or lesson

Respect:

6. Do not judge any part of the programs or approaches that you observe
7. Be receptive of feedback from others
8. Express gratitude to the classroom teacher and staff for the opportunity to be there

Emotional maturity

9. Communicate with tact and sensitive to language use
10. Be cooperative, helpful and friendly at all times

Values Learning:

11. Take initiation in and outside the classroom
12. Ask questions
13. Show enthusiasm in your interaction with children/students, cooperating teacher and staff

Professionalism:

14. Observe dress code set forth by site and university supervisor - dress professionally
15. Maintain confidentiality of the information received from children/students, families, cooperating teacher, and university supervisor
16. Be aware of the rules of conduct for professional educators
17. Make the very most of this opportunity to develop professionally
18. Participate the required hours set forth by your course instructor
19. Contact your instructor immediately if you have any questions or concerns

Documentation of Field Experience:

20. Bring your documentation form for your cooperating teacher to sign after each field experience.
21. At the end of the semester, you are required to submit the signed documentation to your course instructor.

Liability Insurance

UMC requires that students engaged in activities with children in school settings during their field experiences and student teaching are required to be insured. Student insurance can be purchase through Education Minnesota online or Minnesota Association of Agriculture Educators (MAAE/NAAE).

Criminal Background Check

Students must complete a criminal background checks when you have contact with children during your field experiences and student teaching. Students that have field experiences and student teaching at the UMC Early Childhood Development Center (ECDC) are required to complete the background check and provided by the Director of ECDC.

REQUEST FOR FIELD EXPERIENCE PLACEMENT

Your course instructor will request for your field experience placement by completing the “Field Experience Request Form” and submit to the Teacher Education Field Placement Coordinator.

All field placements will be scheduled by the Teacher Education Field Placement Coordinator.

Student Teaching – refer to Student Teaching Handbook. The Student Teaching Handbook is available in the Teacher Education website: <https://www.crk.umn.edu/academics/liberal-arts-and-education-department/teacher-education-unit>

IV. PROGRAM REQUIREMENTS

UMC Liberal Education Requirements

UMC recognizes and emphasizes the importance of liberal education as an integral part of all UMC degree programs. UMC liberal education is “the set of common understanding and skills essential to successful living in a modern society and to functioning as a whole person integrated into that society” (UMC Catalog). All students must complete the liberal education distribution requirements that embrace the ten goal areas of knowledge, which also meets the requirement of the Minnesota Transfer Curriculum (MnTC). UMC baccalaureate degrees require a minimum of 40 credits of liberal education and are as follows:

- Goal Area 1: Written and Oral Communication (minimum of 9 credits)
- Goal Area 2: Critical Thinking (critical thinking is taught throughout the liberal education curriculum at UMC. Upon completion of the other 9 goal areas, students will have met the critical thinking goal)
- Goal Area 3: Biological and Physical Sciences with labs (minimum of 6 credits)
- Goal Area 4: Mathematical Thinking (minimum of 3 credits)
- Goal Area 5: History and the Behavioral and Social Sciences (minimum of 6 credits)
- Goal Area 6: The Humanities (minimum of 6 credits)
- Goal Area 7: Human Diversity (minimum of one course)
- Goal Area 8: Global Perspectives (minimum of one course)
- Goal Area 9: Ethical and Civic Responsibility (minimum of one course)
- Goal Area 10: People and the Environment (minimum of one course)

To view the latest updates on liberal education requirements and courses offered
<https://www.crk.umn.edu/general/liberal-education-requirements-baccalaureate-degrees>

Technology Requirement

In addition to the 40 credits of liberal education, UMC requires all students to take a minimum of three credits in related computer application coursework. This is to assure all UMC graduates are well prepared for today’s technology-driven workplace and are able to embrace the use of modern communications and information technology in teaching and learning.

Early Childhood Education (Birth to Grade 3) and Elementary Education require the following technology courses:

ED	2000	Educational Technology for P-12 Settings	2
ED	4000	Education Technology Applications	1

Agricultural Education requires any 3 credits of computer application (CA) coursework.

Institutional Core Competencies

All UMC programs are required to incorporate the campus core competencies – communication, critical thinking, and working with others. The core competencies, integrated in liberal education and all program courses, are demonstrated by assessments in the following specific skill areas:

Communication:

- Reading
- Writing
- Speaking
- Listening
- Using technology

Critical Thinking

- Problem solving
- Applied learning

Working With Others

- Teamwork
- Diversity

Degree Program Requirements

The Teacher Education unit is committed to preparing teacher candidates to have a strong foundation in the content, pedagogical knowledge, skills and dispositions. Therefore, the institution requires that candidates in Teacher Education programs complete a professional sequence of courses based on the standards established by the PELSB, 8710.2000 Standards of Effective Practice for Teachers and standards in the subject/specialized area.

Early Childhood Education, Elementary Education, and Agricultural Education

The following teacher education programs have a professional sequence of courses that meet and exceed the standards established by the Minnesota Standards of Effective Practice for Teachers 8710.2000 (SEP), Minnesota Standards for Teachers of Early Childhood Education 8710.3000 (ECE), Minnesota Standards for Teachers of Elementary Education 8710.3200, and Minnesota Standards for Teachers of Agricultural Education 8710.4050:

- Agricultural Education
- Early Childhood Education
- Elementary Education

The standards are embedded in the program core requirements and aligned in the required courses. The specific standards identified in each course are listed in the course syllabi. Multiple assessments are implemented and are based on the standards.

The Early Childhood Education Program Requirement Sheet identifies the five (5) core curricula blocks and is available in the Early Childhood Education website:

<https://www.crk.umn.edu/academics/liberal-arts-and-education-department/early-childhood-education>

- ◆ Education Core
- ◆ Family Core
- ◆ Infant and Toddler Care and Education Curriculum
- ◆ Preprimary Curriculum
- ◆ Primary Curriculum

The Elementary Education Program Requirement Sheet identifies the four (4) core curricula blocks and is available in the Elementary Education website:

<https://www.crk.umn.edu/academics/liberal-arts-and-education-department/elementary-education>

- ◆ Education Core
- ◆ Family Core
- ◆ Preprimary Curriculum
- ◆ Elementary Curriculum

The Agricultural Education Program Requirement Sheet identifies the four (4) core curricula blocks and is available in the Agricultural Education website:

<https://www.crk.umn.edu/academics/agriculture-and-natural-resources-department/agricultural-education>

- ◆ Education Core
- ◆ Agriculture/Natural Resources Core
- ◆ Agricultural Education
- ◆ Choose one of the following emphasis:
 - Agricultural Science
 - Natural and Managed Environmental Education
 - Agricultural Systems Engineering Technology

V. ACADEMIC ADVISING

Academic Advisor

Full-time and part-time students are assigned to a faculty member in the department of the student's major interest for advisement purposes. Academic advisors typically meet with their advisees a minimum once per semester. Faculty advisors assist with program planning, setting and reviewing educational objectives, and other matters of an academic nature. Students should make an appointment for this purpose. Students are encouraged to visit with their advisor as often as they wish.

Request for Change of Faculty Advisor

Students have the freedom to choose advisors. Students need to contact the Administrative Assistant for the department holding the major to change advisors. The "Change of Faculty Advisor" form is to be used when a student request a change of advisor. When students change majors or program areas, it is expected that students will change to an advisor in the new major. The forms are available in department office, and submitted back to the department office upon completion. The Administrative Assistant will complete the necessary paperwork and update the computer system with the changes.

Academic Advisor-Advisee Responsibilities

Below is a guide on advisor-advisee responsibilities and it is recommended that all advisors go over the responsibilities with his/her advisees:

ADVISOR RESPONSIBILITIES	ADVISEE RESPONSIBILITIES
<ul style="list-style-type: none">• Post and maintain regular office hours; notify advisees of hours at the beginning of the semester.• Inform advisees of their responsibilities.• Get to know advisees.• Maintain records of advisee's educational progress.• Help advisees to develop a course of study that takes into consideration their personal, educational, and career goals.• Answer advisee's questions about academic regulations and registration• Approve advisees' course selections.• Provide information about programs in adviser's department and about college and University degree requirements.	<ul style="list-style-type: none">• Know your adviser (phone number, location of office, office hours, how to make an appointment).• Read your college bulletin; be familiar with program requirements.• Be aware of important dates on the academic calendar; e.g. course cancellation and add deadlines.• Schedule appointments in advance of important deadlines such as registration. Keep your appointments!• Bring a tentative class schedule to pre-registration advising sessions.• Prepare specific questions for your adviser and ask for contact persons on questions the adviser cannot answer.

ADVISOR RESPONSIBILITIES – cont.	ADVISEE RESPONSIBILITIES – cont.
<ul style="list-style-type: none"> • Inform advisees about academic assistance that is available through the University. • Discuss transfer, graduate, and professional school options with advisees. • Write letters of recommendation for advisees. 	<ul style="list-style-type: none"> • Maintain a file of materials that relate to your academic progress. • Gather information needed to make academic and career decisions. • Accept responsibility for informing your adviser about you and your interests and needs. Be prepared to discuss personal, educational, and career goals. • Seek help from your adviser when needed, and ask about other ways that you can participate effectively in the advising process.

Teacher Education Advising for Professional Education Program

Listed below is a sample of recommendations frequently provided to future or current Teacher Education candidates. These recommendations integrate advice from both Teacher Education faculty and Career Services counselors.

YEAR GUIDE

Year 1—Freshman

Inquiry and Awareness

- Consider college as preparation for your life and future career.
- Enroll in core liberal education courses with the help of academic advisers.
- Improve your study skills. For special problems, such as anxiety or lack of motivation, consider an individual appointment at the Student Counseling Center.
- Attend campus career-related activities (career fairs, job and internship search workshops).
- Meet with your academic adviser and become more aware of the different programs available at UMC, and specific program requirements.
- Learn to retrieve and read your [Academic Progress Audit System \(APAS\)](#)
- Meet with your academic adviser prior to each semester registration.

Year 2—Sophomore

Assessment and Exploration

- Meet with your academic adviser to review and plan your completion of liberal studies requirements.
- [Check your APAS](#), to make sure you are on track for graduation.
- Check out volunteer opportunities through Service Learning.

Year 3—Junior Year

Testing Career Decision

- [Check your APAS again](#), to make sure you are on track for graduation.
- Meet with your academic adviser to review and confirm that you have an acceptable plan to complete all requirements for graduation.
- Get to know faculty, counselors, administrators, and career advisers.

- Begin to combine reality testing with values and skills assessment.
- Speak with faculty in your program about current trends in the field and current employment opportunities.
- Start checking with the Career Center about starting your placement file, attending workshops about applying for jobs, and investigating potential employers on-line and reviewing the entire wall of displays in the Career Center dedicated to identifying and posting employment opportunities.

Year 4—Senior Year & Beyond

Action and Job Search

- [Check your APAS again](#), to make sure you are on track for graduation.
- Continue meeting with your academic adviser and other faculty in your program about current trends in the field and current employment opportunities.
- Continue checking with the Career Center about starting your placement file, attending workshops about applying for jobs, and investigating potential employers on-line and reviewing the entire wall of displays in the Career Center dedicated to identifying and posting employment opportunities.
- Sign up and attend job fair
- Apply for graduation and attend grade fair.

APAS (Academic Progress Audit System) an essential resource which both faculty academic advisers, students, and teacher candidates use frequently. APAS is a program which allows faculty and student to check their progress toward completion of a degree. APAS reports identify what requirements have been met, and what remains to graduate. The system will audit a major, a minor, [liberal education requirements](#), upper-division requirements, and total credit requirements. Students who have transferred in credits from another institution should check their reports for appropriate course substitutions in the event they need to [petition](#) a given requirement.

Transfer students:

Transfer students are coded NAS (New Advanced Standing) when they arrive at UMC, and may have only two or three classes from another institution, or several semesters of classes from numerous institutions.

Teacher education required courses will be evaluated on a course-by-course basis. Transfer students who have already taken a course they perceive to be similar to a Teacher Education course will be required to access a syllabus for the course(s) they have completed. The TE Unit needs to verify the relevance and degree to which the course content and learning objectives are sufficiently comparable for the student to have the knowledge and skills to apply the content to successfully pass Minnesota Teacher Licensing Examinations and to help students learn in a classroom.

After the student brings to their TE academic advisor the syllabus for the Teacher Education course he/she completed, the syllabus will also be reviewed by the course instructor. After review by the academic advisor and course instructor, the advisor will bring the student's request to one of the TE Faculty meetings. Review and decision-making at the TE Subject Matter faculty level will be determined at this time. If faculty support the equivalency, each member must initial the Course Substitution Form.

Courses accepted as equivalent will then be submitted to the Department Head for approval before forwarding to the Office of Registrar. The Office of Registrar will then enter into the student's [APAS \(Academic Progress and Audit System\)](#). The academic adviser will keep a copy of the course syllabus and Course Substitution form in the candidate's file for future reference if needed.

In summary, the TE Unit faculty/academic advisor follows this process:

1. Academic Advisor informs student we require a syllabus prior to considering course equivalencies or substitutions.
2. Review by academic advisor.
3. Review by subject matter faculty member who would serve as the course instructor.
4. Review and decision-making at one of the Teacher Education meetings; key factor is student learning outcomes or course objectives and their relevance to PELSB Standards of Effective Practice and Subject Matter Standards.
5. Each member must initial the Course Substitution form, if faculty supports the equivalency.
6. Submit Course Substitution form to the Department Head for approval before forwarding to the Registrar Office.
7. Office of Registrar enters into the student's APAS.
8. A copy of the course syllabus and Course Substitution form are kept in the candidates file that resides in the academic adviser's office.

Students may appeal to the TE Unit department head (Liberal Arts and Education Dept.) if they do not agree with the transfer decision. Dissatisfaction with the appeal decision may be submitted to the Vice Chancellor of Academic and Student Affairs by completing the [Teacher Education Appeals Form](#). Teacher candidates with unresolved disputes affecting recommendation for licensure may pursue assistance from the PELSB.

122A.09 DUTIES

Subd.4 . License and rules. The board must adopt rules to approve teacher preparation programs. The board, upon the request of a postsecondary student preparing for teacher licensure or a licensed graduate of a teacher preparation program, shall assist in resolving a dispute between the person and a postsecondary institution providing a teacher preparation program when the dispute involves an institution's recommendation for licensure affecting the person or the person's credentials. At the board's discretion, assistance may include the application of chapter 14.

VI. SUPPORT SERVICES

CAMPUS SUPPORTING OFFICES and RESOURCES

Teacher Education candidates are encouraged to use the following resources which are available to them for personal, professional, and career counseling.

The [Academic Success Center](#) is located in Owen 270, and can provide academic assistance, tutoring, and study help for students. The [Writing Center](#), located within the ASC, provides help with essays, research papers, lab reports, résumés, personal statements, and virtually any other form of writing. Students can make appointments with tutors and writing consultants through the [Tutoring](#) website.

[Career Development Department](#) is located on the second floor of Sargeant Student Center, and can provide students with assistance in selecting a major, discovering interests and aptitudes, résumé building, and job-seeking strategies.

[The Testing Center:](#) various types of test and inventories may be administered—instruments measuring academic potential, interest, or personality factors. These are administered only when it is felt that results may be useful to the counseling experience. For certain instruments, a nominal fee is assessed.

The center also has available informational material and registration forms for such tests as the Graduated Record Examination (GRE), General Education Diploma (GED), Residual ACT, College Level Exam Program (CLEP), Mn NES, and MTLE.

[Disability Resource Center](#) is located in Owen 270, and can assist students with learning disabilities, physical disabilities, and other situations that may impair learning. Many students come to UMC with undiagnosed learning disabilities, and often it is the academic adviser who notices that the student may be struggling with an issue that can be helped. Referrals from advisers are always welcome.

The [Office of Financial Aid & Scholarships](#) can assist students and advisers with eligibility questions, Satisfactory Academic Progress appeals, and entrance/exit loan counseling. Prior to changing a class schedule, students should consult with the Financial Aid office to avoid hindering their eligibility for aid by inadvertently dropping too many credits, repeating classes that they have already passed, etc.

The [Office of the Registrar](#) can provide valuable assistance with academic policies, registration issues, and probation/suspension. The office is located in the lower level of Hill Hall, and many of its forms are available there.

[Residential Life](#) supports students in their living/learning environment in the residence halls. Often the student's Community Adviser is one of the closest people to the student, and can bring insight into student concerns and issues.

[Student Clubs and Organization](#): UMC encourages students to organize and participate in groups and activities outside of the formal classroom setting. There are a wide variety of clubs and organizations to choose from to engage and participate.

The [Diversity and Multicultural Program](#) is located in Student Center, and provide a variety of services. Its main goals are as follows:

- Develop and implement programs designed to increase and improve diversity awareness at all levels of the university.
- Develop and implement a comprehensive system of responsibility, accountability, and recognition for increasing campus diversity and improving campus climate.
- Support outreach, community and service learning opportunities for multi-ethnic students, GLBT students, and women's concerns.

The [Learning Abroad Office](#) is located at Owen 170. Students should explore opportunities to study or student teach abroad, and encourage to discuss plans with their faculty advisors as soon as possible. The Learning Abroad Office have screened hundreds of programs and have identified several schools with proven track records for onsite services, academic excellence, and good fits for the needs of your students. Students who are interested in study abroad should:

- plan early
- set some goals
- allow yourself time to research costs, fit, and academics
- visit with your advisor about the possibility to study overseas

Global Student Teaching through the University of Minnesota, Morris:

Candidates are encouraged to explore opportunities to student teach at the primary level abroad and to discuss plans with their faculty advisors. Please see the information at <http://www.morris.umn.edu/GST/>