COLLEGE OF EDUCATION

ADJUNCT/NEW FACULTY
HANDBOOK

College of
EDUCATION
Minnesota State University, Mankato
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</tr>
</tbody>
</table>
DEPARTMENT ORIENTATION FOR ADJUNCT/NEW FACULTY

Please use this list to make sure you have completed or reviewed these important items with your chairperson and that you understand each one.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction of appropriate personnel (Dean, faculty members, support staff).</td>
</tr>
<tr>
<td>2.</td>
<td>Tour of Department and College offices.</td>
</tr>
<tr>
<td>4.</td>
<td>Explanation of position, procedures, duties and responsibilities.</td>
</tr>
<tr>
<td>5.</td>
<td>Review of IFO Contract Agreement.</td>
</tr>
<tr>
<td>6.</td>
<td>Work schedule identifying coursework and posting of office hours.</td>
</tr>
<tr>
<td>7.</td>
<td>MSU Employee Orientation, if applicable.</td>
</tr>
<tr>
<td>9.</td>
<td>Knowledge of department philosophy, goals, expectations, and policies.</td>
</tr>
<tr>
<td>11.</td>
<td>Understand course/programs outcomes, objectives and standards.</td>
</tr>
<tr>
<td>12.</td>
<td>Evaluation of students for each course should be in alignment with departmental/program outcomes and norms.</td>
</tr>
<tr>
<td>13.</td>
<td>Review performance appraisals and student evaluation forms.</td>
</tr>
<tr>
<td>14.</td>
<td>Review College and Departmental organizational structures.</td>
</tr>
<tr>
<td>15.</td>
<td>Identify each department customer group including other University departments, faculty, staff and students.</td>
</tr>
<tr>
<td>16.</td>
<td>Review College and Departmental resources for supplies, texts, etc.</td>
</tr>
<tr>
<td>17.</td>
<td>Review University registration system and procedures.</td>
</tr>
<tr>
<td>18.</td>
<td>Review key procedures, if applicable.</td>
</tr>
<tr>
<td>20.</td>
<td>Review procedures for student purchase of textbooks.</td>
</tr>
<tr>
<td>22.</td>
<td>Review sequence of courses in program - know where yours fits.</td>
</tr>
<tr>
<td>23.</td>
<td>Review technology in classrooms (what is available, how to use it and where to call for help).</td>
</tr>
<tr>
<td>24.</td>
<td>Review mailboxes, computers, telephone, and office use.</td>
</tr>
<tr>
<td>25.</td>
<td>Review Department website.</td>
</tr>
<tr>
<td>26.</td>
<td>Review parking procedures on campus.</td>
</tr>
<tr>
<td>27.</td>
<td>Review security on campus (emergencies-call extension 2111).</td>
</tr>
<tr>
<td>28.</td>
<td>Review hours and phone numbers of on-campus services (bookstore, food service, Registrar’s office, Graduate Studies office, Dean’s office, department offices, copy shops, Extended Campus, ITS help).</td>
</tr>
<tr>
<td>30.</td>
<td>Reimbursement process for expenses.</td>
</tr>
<tr>
<td>31.</td>
<td>Department committees and advisory boards.</td>
</tr>
<tr>
<td>32.</td>
<td>Review permanent work location policy.</td>
</tr>
<tr>
<td>33.</td>
<td>Assignment of core assessment(s) to the course and submission of data.</td>
</tr>
<tr>
<td>34.</td>
<td>Review grants and fundraising policy</td>
</tr>
</tbody>
</table>

Chairperson or orientation designee and adjunct faculty member have reviewed each item as indicated by check marks.
UNIVERSITY MISSION STATEMENT
Minnesota State University, Mankato promotes learning through effective undergraduate and graduate teaching, scholarship, and research in service to the state, the region and the global community.

UNIVERSITY STATEMENT OF GOALS
The University will foster an actively engaged and inclusive learning community based upon civility, trust, integrity, respect, and diversity in a safe, welcoming physical environment.

The University will prepare students for careers and for life-long learning by providing a clearly defined general education program and focused undergraduate pre-professional, professional, and liberal arts programs.

The University will strengthen its role as a major provider of graduate education, offering intensive, scholarly graduate programs including collaborative efforts with other institutions and professionals, culminating in student expertise at professional levels.

The University will enhance advising, support services, and learning experiences that aid students in identifying life goals, planning academic careers, and achieving timely graduation.

The University will increase the quantity and quality of service to the state, region, and global community through collaborations, partnerships, and opportunities for cultural enrichment and continuous learning.

The University will invest in the professional development of all members of the University Community and in the appropriate technologies necessary to achieve excellence in learning through teaching, research, and service.

The University, as a whole and in all of its parts, will establish priorities through planning and assessment processes that anticipate our needs and focus our efforts and resources in support of our mission and goals.

STRATEGIC PRIORITIES
1. Develop and Implement Campus-wide Plans
   a. Public Relations & Marketing
   b. Enrollment Management Plan
   c. Campus Facilities Master Plan
   d. Fundraising

2. Promote Diversity
3. Establish a Distance Learning Plan
4. Review and Enhance Graduate Education
5. Enhance Academic Excellence in Undergraduate Studies
6. International Education
### UNIVERSITY OFFICES

<table>
<thead>
<tr>
<th>OFFICE</th>
<th>PHONE</th>
<th>LOCATION/MAIL CODE</th>
</tr>
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<tbody>
<tr>
<td>Academic Affairs</td>
<td>1333</td>
<td>WA 315</td>
</tr>
<tr>
<td>Barnes &amp; Noble Bookstore</td>
<td>1649</td>
<td>SU 144</td>
</tr>
<tr>
<td>Business Affairs</td>
<td>2261</td>
<td>WA 236</td>
</tr>
<tr>
<td>Copy Shops</td>
<td>1181</td>
<td>WC 309</td>
</tr>
<tr>
<td>Disability Services</td>
<td>2825</td>
<td>ML 132</td>
</tr>
<tr>
<td>Extended Campus</td>
<td>2572</td>
<td>AF 116</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>1185</td>
<td>WA 109</td>
</tr>
<tr>
<td>Graduate Studies &amp; Research, College</td>
<td>2321</td>
<td>WA 125</td>
</tr>
<tr>
<td>Hub, The</td>
<td>1866</td>
<td>WA 143</td>
</tr>
<tr>
<td>Human Resources</td>
<td>2015</td>
<td>WA 325</td>
</tr>
<tr>
<td>Information &amp; Technology Services</td>
<td>6651</td>
<td>ML 3010</td>
</tr>
<tr>
<td>Institutional Research</td>
<td>6624</td>
<td>WA 323</td>
</tr>
<tr>
<td>Library Services</td>
<td>5952</td>
<td>ML 3097</td>
</tr>
<tr>
<td>MavCard Office</td>
<td>1707</td>
<td>WA 143</td>
</tr>
<tr>
<td>Parking &amp; Traffic Services</td>
<td>2111</td>
<td>WC 222</td>
</tr>
<tr>
<td>Parking Policy/Permits</td>
<td>1866</td>
<td>WA 143</td>
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<tr>
<td>Research and Sponsored Programs</td>
<td>5275</td>
<td>MH 217</td>
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<tr>
<td>Registrar’s Office</td>
<td>6266</td>
<td>WA 132</td>
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<td>Student Affairs</td>
<td>2121</td>
<td>WA 336</td>
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<td>Student Support Services</td>
<td>2797</td>
<td>WC 355</td>
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<tr>
<td>Security</td>
<td>2111</td>
<td>WC 222</td>
</tr>
<tr>
<td>Teacher Licensure</td>
<td>1216</td>
<td>AH 118</td>
</tr>
<tr>
<td>University Development</td>
<td>5279</td>
<td>AF 126</td>
</tr>
</tbody>
</table>

Consult the Campus Directory for a complete listing.
CAMPUS SECURITY

The Department of University Security serves as the University’s primary unit for supporting the personal safety of students, employees, and visitors. Staffed by ten full-time employees, who provide supervision to student employees, the Department is responsible for building/grounds security, dispatch/radio communications, parking enforcement, escort service, crime prevention, and emergency medical services. Uniformed student patrol personnel are unarmed and engage primarily in foot and vehicle patrols of the campus 24 hours-a-day. Security personnel respond to reported incidents in a timely manner. A student communications officer provides services such as initiating appropriate responses to community members in crisis situations or providing information on a 24 hour-a-day basis. Both patrol and communications officers are trained on the job and in the classroom. Reference checks and criminal background checks are performed on all employees. Minnesota State University, Mankato encourages all students and University community members to be fully aware of the safety issues on the campus and to take action to prevent and report illegal and inappropriate activities.

Security staff are available to assist you in protecting yourself by providing regular foot and/or vehicle patrols, security programs, as well as various safety posters and brochures. However, only you can protect yourself by being aware of your surroundings and taking appropriate steps in preventing crime from happening. Personal awareness and personal safety practices are the foundation of a safe community.

Call for an Escort! Security provides a walking escort service on the campus for individuals upon request. The service is available on a 24-hour basis year-round by calling extension 2111 (voice/TTY). Security staff patrol the campus 24 hours a day, 365 days a year. The Security Dispatch Office (V/TTY 389-2111) is staffed on a 24-hour basis.

Use Emergency Telephones. There are fourteen emergency telephones installed on the University campus. These telephones are identified by a blue light and provide a direct line to the Security dispatcher.
ABOUT THE COLLEGE OF EDUCATION

Welcome to the College of Education at Minnesota State University, Mankato. Our College is a vibrant partner to schools and communities in providing a full range of educational services to children, youth, and adults. We provide high quality initial preparation and many forms of ongoing development/education to the professional community in our region and beyond. Faculty in our College conduct research to advance their work and also generously share their expertise through service.

As an adjunct faculty member, your unique contributions are valuable. You bring specialized knowledge and real-world experience to the classroom. We appreciate your efforts in making the College of Education an outstanding enterprise.

Michael A. Miller, Ph.D.
College of Education Dean

COLLEGE OF EDUCATION’S MISSION STATEMENT

The mission of Minnesota State University, Mankato College of Education is to prepare principled professional practitioners who thrive and succeed in diverse environments, promote collaborative and generative communities, and engage in life-long learning.

ACCREDITATIONS

Minnesota State University has been continuously accredited by the National Council for Accreditation of Teacher Education (NCATE) since 1954. Its licensure programs have been fully approved by the Minnesota Board of Teaching.

SCHOLARSHIP OPPORTUNITIES

Approximately 15 undergraduate scholarships are designated for Early Childhood, Elementary Education, and Secondary & K-12 majors. These scholarships are posted through the Dean’s Office and applications become available February 1. The Aviation and Business Education Department coordinates the application and awarding of undergraduate scholarships for their majors. Scholarships for graduate students in particular programs are coordinated and awarded through those graduate departments. In addition, the Military Science and Leadership Department awards approximately seven Army ROTC scholarships each year to qualified students interested in becoming commissioned Army officers upon graduation.
COLLEGE OF EDUCATION MEETINGS, COMMITTEES, & BOARDS

College of Education Meetings

Retreats, called quarterly by the COE Dean and the Coordinator of Professional Education to build clarity, consensus, and update College of Education and professional education faculty regarding diversity, assessment, program quality.

Composition: Unit faculty, including faculty from COE and Arts and Sciences.

College of Education Chairs, called by the College of Education Dean, meet bi-weekly to inform Department Chairs of current issues within the University and College, come to consensus on College policies and procedures, and make recommendations on items related to positions, budget, room assignments, and technology policies. Composition: Department chairs, program directors and coordinators.

Department Meetings convened regularly by department chairs, inform faculty about current issues, make decisions about curriculum and assessment, and make recommendations about personnel.

Composition: Faculty from the respective departments.

The Secondary Education Coalition, convened by two faculty members from the Chemistry and KSP Departments, meets three times annually to examine licensure, testing, assessment, curriculum, clinical experiences, and accreditation.

Composition: All K-12 and Secondary professional education faculty (including faculty teaching content methods courses), Director and Assistant Director of Clinical and Field Experiences, COE Student Relations Coordinator, Coordinator of Professional Education, and the College of Education Dean.

College of Education Committees

Professional Education Assessment Committee meets two to three times per semester at the Coordinator of Professional Education’s request to consider approaches to assessment, assessment data, and recommendations on assessment practices.

Composition: P-12 educators from area schools, student representatives, a faculty representative from each content college within the unit (College of: Arts and Humanities, Allied Health and Nursing, Science, Engineering and Technology, and Social and Behavioral Science) and one representative from each professional education department within the College of Education, as well as the Director and Assistant Director of Clinical and Field Experiences, and the College of Education Dean.

Professional Education Review Board is a unit level appeals body which reviews candidate requests for variances when students are denied progress in the program or do not meet a program requirement. Students are also able to appeal professional concerns reports, suspensions, or expulsions. It is convened by the Coordinator of Professional Education.

Composition: One representative from each department or office within the College of Education and ad hoc members from the content area as needed.

Curriculum Committee reviews and approves curriculum changes. Once the dean reviews these, the dean sends them to the university graduate or undergraduate curriculum and policy committees and Academic Affairs for approval. Composition: One representative from every College department.

Diversity Committee assists the Dean and the College in implementing and evaluating COE diversity and affirmative action plans. The committee also organizes retreats for the College on diversity.

Composition: One representative from every College department.
Reassignment and Research Committee reviews and makes recommendations regarding faculty applications for research and project reassignments. Committee makes recommendations regarding research and graduate load. **Composition:** One representative from every College department.

Technology Committee carries responsibilities related to technology purchase, access, usage, and professional development for the college. **Composition:** One representative from every College department.

Web Committee reviews and oversees web development and communications. Committee members supervise web content for their departments and COE web functionality. **Composition:** One representative from every College department with Ted Johnson or ad hoc member.

International Committee reviews existing programs and develops plans that address the needs of students (both domestic and international) so that they will become engaged citizens in a global environment. **Composition:** One representative from each College department and two students (one international and one who has participated in a study abroad experience, if possible).

**College of Education Advisory Boards**

*Advisory Council-Alumni and Friends* is convened by the College of Education Dean in the fall and spring to provide counsel to the Dean and members of the college. The council helps advance university and college goals through consultation, advocacy, outreach and support. A priority is to reconnect with alumni and friends and in making new friends to expand networks of support for students and programs. **Composition:** Consists of an executive council and full council-- approximately 25 members

*Professional Education Advisory Council* is convened by the College of Education Dean quarterly to advise the Dean in meeting the needs of schools and learners. **Composition:** P-12 representatives from area districts including teachers and administrators, current candidates (both undergraduate and graduate), university supervisors, professional education faculty from across the unit, Director and Assistant Director of Clinical and Field Experiences, and Coordinator of Professional Education.

The *PDS Governance Council* meets monthly with a vested interest in the PDS mission (professional preparation of candidates, faculty development, inquiry directed at the improvement of practice, and enhanced student learning) and serves as an advisory body to continue dialogue, assess, evaluate, and shape the course of direction for the realization of the mission for all PDS partners. **Composition:** superintendents from the six partnering schools, COE Dean, and Director for the Center for School-University Partnerships.

*PDS Assembly* convenes quarterly to report its impact on P-12 students, teacher candidates, faculty, and other professionals. **Composition:** The membership of this group is comprised of P-12 faculty and administration, along with College of Education faculty members from the following Departments: Clinical and Field Experiences, Elementary and Early Childhood, K-12/Secondary Education, Special Populations, Education Leadership, and Counseling and Student Personnel.

*Student Advisory Council*, called by the Student Relations Coordinator, meets three to four times with the Dean of the College of Education and Student Relations Coordinator to review student perceptions about programs for the purpose of improvement. **Composition:** Undergraduate students from Elementary Education, Early Childhood Education, Secondary and K-12 Education, and Aviation.
UNDERGRADUATE PROGRAMS

MAJORS:
   Aviation
   Business Education (in collaboration with Winona State University)
   Early Childhood Education
   Elementary Education
      Pre-Primary
      Middle Level Specialty (Grades 5-8)
         Mathematics
         Science
         Social Studies
         Communication Arts and Literature
         Modern Language (K-8: French, German, and Spanish)
   Secondary & K-12 Education (majors are in other colleges)
      Art
      English/Speech (Communication Arts and Literature)
      Family Consumer Science
      French
      German
      Mathematics
      Music
         Vocal and Classroom
         Instrumental (Band/Orchestra) and Classroom
      Physical Education
      School Health
      Science Education
         Chemistry
         Earth Science
         Life Science
         Physics
      Social Studies
      Spanish
      Speech/English (Communications Arts and Literature)
      Theatre/Dance Arts
   Special Education (Developmental Disabilities)

MINORS:
   Aviation Management
   Military Science
   Secondary & K-12 Education
      Physical Education Major/Developmental Adapted Physical Education
      TESL (Teaching English as a Second Language)
GRADUATE PROGRAMS

MASTER OF ARTS IN TEACHING
Note: Students may also choose the post-baccalaureate or MN TAPP programs as an option.
Approved licensure areas include:

- Business Education (in collaboration with Winona State University)
- Communication Arts & Literature (English/Speech or Speech/English)
- Developmental Adapted Physical Education (only with Physical Education)
- English as a Second Language
- Health Science
- Languages and Cultures (French, German, Spanish)
- Library Media Specialist
- Mathematics
- Physical Education
- Science (Life Science, Chemistry, Earth & Space Science, and Physics)
- Social Studies
- Visual Arts
- Vocal Music & Instrumental Music

MASTER OF SCIENCE

- Counseling and Student Personnel
  - College Student Affairs
  - Professional Community Counseling
  - Professional School Counseling: K-12
- Educational Leadership
  - Director of Community Education
- Elementary and Early Childhood
- Experiential Education
- Library Media Education
- Special Education (EBD and LD)
- Talent Development and Gifted Education
- Teaching and Learning

SPECIALIST

- Curriculum and Instruction
- Educational Administration
  - K-12 Principal
  - Director of Special Education
  - Superintendent
- Educational Leadership
- Talent Development and Gifted Education

LICENSURE ONLY

- Reading
- Special Education (EBD and LD)
- Library Media Specialist
# COLLEGE OF EDUCATION OFFICES DIRECTORY

<table>
<thead>
<tr>
<th>DEAN'S OFFICE</th>
<th>Provides leadership and management of the College</th>
</tr>
</thead>
<tbody>
<tr>
<td>118 Armstrong Hall</td>
<td>Fax: 389-2566</td>
</tr>
<tr>
<td><strong>Dr. Michael A. Miller</strong></td>
<td>Dean</td>
</tr>
<tr>
<td>Phone: 389-5445</td>
<td><a href="mailto:michael.miller@mnsu.edu">michael.miller@mnsu.edu</a></td>
</tr>
<tr>
<td><strong>Valerie Roberts</strong></td>
<td>Office Administrator</td>
</tr>
<tr>
<td>Phone: 389-2518</td>
<td><a href="mailto:valerie.roberts@mnsu.edu">valerie.roberts@mnsu.edu</a></td>
</tr>
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<table>
<thead>
<tr>
<th>ACADEMIC ADVISING</th>
<th>Coordinates:</th>
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<tbody>
<tr>
<td>117 Armstrong Hall</td>
<td>Undergraduate advising and recruitment</td>
</tr>
<tr>
<td><strong>Cheryl Kalakian</strong></td>
<td>Major and Professional Education Admission</td>
</tr>
<tr>
<td>Student Relations Coordinator</td>
<td></td>
</tr>
<tr>
<td>Phone: 389-1215</td>
<td>Praxis I and II registration materials and</td>
</tr>
<tr>
<td></td>
<td>questions</td>
</tr>
<tr>
<td><strong>Jill Ryan</strong></td>
<td>Scholarship coordinator</td>
</tr>
<tr>
<td>Phone: 389-1217</td>
<td></td>
</tr>
</tbody>
</table>

| CENTER for SCHOOL-       | Coordinates:                                      |
| UNIVERSITY PARTNERSHIPS  | Professional Development School Initiatives       |
| 117 Armstrong Hall       | TOSA (Teacher on Special Assignment)              |
| **Ginger Zierdt**        | Linking Learners Cultural Experiences             |
| Director                 | Graduate Teaching Fellow Program                  |
| Phone: 389-5444          | Institutes for Continuous Improvement (ICI)       |
|                          |                                                   |
| **Jill Ryan**            |                                                   |
| Phone: 389-1217          |                                                   |

<table>
<thead>
<tr>
<th>CLINICAL &amp; FIELD EXPERIENCE</th>
<th>Directs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>119 Armstrong Hall</td>
<td>Student teaching placement and courses</td>
</tr>
<tr>
<td><strong>Dr. Kitty Foord</strong></td>
<td>Clinical placements</td>
</tr>
<tr>
<td>Director</td>
<td>Criminal background checks</td>
</tr>
<tr>
<td>Phone: 389-1123</td>
<td></td>
</tr>
<tr>
<td><strong>Lori Bird</strong></td>
<td></td>
</tr>
<tr>
<td>Assistant Director</td>
<td></td>
</tr>
<tr>
<td>Phone: 389-5716</td>
<td></td>
</tr>
<tr>
<td>Fax: 389-1154</td>
<td></td>
</tr>
<tr>
<td><strong>Pat Harrington</strong></td>
<td></td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td></td>
</tr>
<tr>
<td>Phone: 389-1517</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:patricia.harrington@mnsu.edu">patricia.harrington@mnsu.edu</a></td>
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<table>
<thead>
<tr>
<th>LICENSURE</th>
<th>Processes licensure applications</th>
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</thead>
<tbody>
<tr>
<td>118 Armstrong Hall</td>
<td>Answers general licensure questions</td>
</tr>
<tr>
<td><strong>Gail Orcutt</strong></td>
<td>Answers questions dealing with Praxis II exams</td>
</tr>
<tr>
<td>Licensure Coordinator</td>
<td>Curriculum proposals</td>
</tr>
<tr>
<td>Phone: 389-1216</td>
<td>Room scheduling for courses</td>
</tr>
<tr>
<td><a href="mailto:gail.orcutt@mnsu.edu">gail.orcutt@mnsu.edu</a></td>
<td></td>
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<table>
<thead>
<tr>
<th>PROFESSIONAL EDUCATION</th>
<th>Co-coordinator of accreditation</th>
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</thead>
<tbody>
<tr>
<td>118D Armstrong Hall</td>
<td>Coordinates program approval process and license-</td>
</tr>
<tr>
<td><strong>Dr. Maureen Prenn</strong></td>
<td>sure standards</td>
</tr>
<tr>
<td>Coordinator (on leave for</td>
<td>Answer questions dealing with Praxis II exams</td>
</tr>
<tr>
<td>Fall 2006)</td>
<td>Coordinates Professional Review Board and profes-</td>
</tr>
<tr>
<td>Phone: 389-1777</td>
<td>sional concerns process</td>
</tr>
<tr>
<td><a href="mailto:maureen.prenn@mnsu.edu">maureen.prenn@mnsu.edu</a></td>
<td>Coordinates assessment activities</td>
</tr>
<tr>
<td><strong>Judie Ziemke</strong></td>
<td></td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td></td>
</tr>
<tr>
<td>Phone: 389-5445</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:judith.ziemke@mnsu.edu">judith.ziemke@mnsu.edu</a></td>
<td></td>
</tr>
<tr>
<td><strong>Sheila McCallum</strong></td>
<td></td>
</tr>
<tr>
<td>Processes Assistant</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:sheila.mccallum@mnsu.edu">sheila.mccallum@mnsu.edu</a></td>
<td></td>
</tr>
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</table>
## UNIVERSITY DEVELOPMENT

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<tr>
<th>Name</th>
<th>Title/Contact Information</th>
<th>Details</th>
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<tbody>
<tr>
<td>Lucette Wildt</td>
<td>Director, Phone: 389-5279, <a href="mailto:lucette.wildt@mnsu.edu">lucette.wildt@mnsu.edu</a></td>
<td>Fosters a culture of philanthropy among students, alumni, faculty, staff and friends. MSU appreciates gifts of time, talent and treasure which benefit our students who go on to make the world a better place.</td>
</tr>
<tr>
<td>Judie Ziemke</td>
<td>Administrative Assistant, Phone: 389-5445</td>
<td>Fosters a culture of philanthropy among students, alumni, faculty, staff and friends. MSU appreciates gifts of time, talent and treasure which benefit our students who go on to make the world a better place.</td>
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## OFFICE OF RESEARCH AND SPONSORED PROGRAMS (RASP)

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Susan Kuyper</td>
<td>Director, Phone: 389-5275, <a href="mailto:susan.kuyper@mnsu.edu">susan.kuyper@mnsu.edu</a></td>
<td>Assists faculty and staff to obtain external, public and private funding for their research, scholarship, and creative activities. Carries out academic administrative functions proper to sponsored activities conducted by University personnel Administers the pre-award approval process</td>
</tr>
<tr>
<td>Kristel Lynch</td>
<td>Office Administrative Specialist, Phone: 389-5275</td>
<td>Assists faculty and staff to obtain external, public and private funding for their research, scholarship, and creative activities. Carries out academic administrative functions proper to sponsored activities conducted by University personnel Administers the pre-award approval process</td>
</tr>
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## THE CHILDREN’S HOUSE

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Sandi Jessen</td>
<td>Director, Phone: 389-1645, <a href="mailto:sandra.jessen@mnsu.edu">sandra.jessen@mnsu.edu</a></td>
<td>Fosters a creative and comprehensive teacher education environment for Early Childhood, Family Life and Child Development, and Elementary Education Majors with a Pre-primary emphasis Meets educational and individual needs of young children enrolled in the program</td>
</tr>
<tr>
<td>Kathy Hoffman</td>
<td>Administrative Assistant, Phone: 389-1645</td>
<td>Fosters a creative and comprehensive teacher education environment for Early Childhood, Family Life and Child Development, and Elementary Education Majors with a Pre-primary emphasis Meets educational and individual needs of young children enrolled in the program</td>
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## CENTER FOR ENGAGED LEADERSHIP

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Dr. Jean Haar</td>
<td>Director, Phone: 389-5434, <a href="mailto:jean.haar@mnsu.edu">jean.haar@mnsu.edu</a></td>
<td>Coordinates professional development and leadership experiences for school leaders</td>
</tr>
<tr>
<td>Diane Siebert</td>
<td>Administrative Assistant, Phone: 389-1116</td>
<td>Coordinates professional development and leadership experiences for school leaders</td>
</tr>
</tbody>
</table>

## NORMANDALE TEACHER EDUCATION

<table>
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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Dr. Steve Reuter</td>
<td>Director (on leave Fall 2006), Phone: 952-487-7045</td>
<td>Elementary Education Degree Program Normandale Community College, Bloomington, MN</td>
</tr>
<tr>
<td>Candy Bell</td>
<td>Acting Director (Fall 2006), Phone: 952-487-8101</td>
<td>Elementary Education Degree Program Normandale Community College, Bloomington, MN</td>
</tr>
</tbody>
</table>
## COLLEGE OF EDUCATION DEPARTMENT DIRECTORY

### AVIATION & BUSINESS EDUCATION
328 Armstrong Hall  Fax: 389-1303  
**Joel Patrick McKinzie** - Chair  
Phone: 389-6371  
**Cynthia Broderick** - Business Ed Contact  
Phone: 389-6118  cynthia.broderick@mnsu.edu  
**Karla Worden** - Administrative Assistant  
Phone: 389-6116  karla.worden@mnsu.edu  
**B.S. Business Education Teaching** (in collaboration with Winona State University)  
**B.S. Aviation**

### EDUCATIONAL LEADERSHIP
115 Armstrong Hall  Fax: 389-5863  
**Dr. Scott Wurdinger** - Chair  
Phone: 389-2919  scott.wurdinger@mnsu.edu  
**Diane Siebert** - Administrative Assistant  
Phone: 389-1116  diane.siebert@mnsu.edu  
**Graduate Programs:**  
MS: Educational Leadership  
MS: Experiential Education  
Specialist Degree: Education Leadership  
Specialist Degree: Educational Admin.

### ELEMENTARY & EARLY CHILDHOOD
328 Armstrong Hall  Fax: 389-5853  
**Dr. Peg Ballard** - Chair  
Phone: 389-1516  peggy.ballard@mnsu.edu  
**Carol Skorr** - Administrative Assistant  
Phone: 389-1516  carol.skorr@mnsu.edu  
**Undergraduate Licensure**  
Elementary Education  
Early Childhood  
**Graduate Programs:**  
MS: Elementary & Early Childhood Education  
Reading License

### K-12 & SECONDARY PROGRAMS
313 Armstrong Hall  Fax: 389-5751  
**Dr. Patti Hoffman** - Chair  
Phone: 389-1965  patricia.hoffman@mnsu.edu  
**Vicky Hudson** - Administrative Assistant  
Phone: 389-1965  vicky.hudson@mnsu.edu  
**Karla Worden** - Graduate Licensure Programs  
Phone: 389-1162  karla.worden@mnsu.edu  
**Undergraduate Licensure**  
5-12  
K-12  
**Post-Baccalaureate Teaching Licensure**  
**Graduate Programs:**  
MS: Teaching and Learning  
Specialist: C & I  
MS: LME  
Library Media Specialist License  
Master of Arts in Teaching (MAT)

### COUNSELING & STUDENT PERSONNEL
107 Armstrong Hall  Fax: 389-5074  
**Dr. Anne Blackhurst** - Chair  
Phone: 389-5657  anne.blackhurst@mnsu.edu  
**Bev Raimann** - Admissions Coordinator  
Phone: 389-2423  beverly.raimann@mnsu.edu  
**Betty Busby** - Administrative Assistant  
Phone: 389-5725  elizabeth.busby@mnsu.edu  
**Graduate Programs:**  
MS: Professional Community Counseling  
MS: Professional School Counseling  
MS: College Student Affairs
## SPECIAL POPULATIONS

<table>
<thead>
<tr>
<th>Details</th>
<th>Contact Information</th>
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<tbody>
<tr>
<td>313 Armstrong Hall</td>
<td>Fax: 389-5888</td>
</tr>
<tr>
<td>Dr. Gail Zahn - Chair</td>
<td>Phone: 389-5660</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:gail.zahn@mnsu.edu">gail.zahn@mnsu.edu</a></td>
</tr>
<tr>
<td>Jan Gostonczik - Administrative Assistant</td>
<td></td>
</tr>
<tr>
<td>Phone: 389-1122</td>
<td><a href="mailto:janet.gostonczik@mnsu.edu">janet.gostonczik@mnsu.edu</a></td>
</tr>
</tbody>
</table>

### Undergraduate Program:
Developmental Disabilities

### Graduate Programs:
- **MS: EBD** Certificate: EBD
- **MS: LD** Certificate: LD
- **MS: Gifted Educ. & Talent Development**
- **MS: Tch. & Lrn. For Optimal Talent Devl.**
- **Specialist: Gifted Educ. & Talent Devl.**
- **Certificate: Gifted & Talent Development**

## MILITARY SCIENCE & LEADERSHIP

<table>
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<tr>
<th>Details</th>
<th>Contact Information</th>
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<tbody>
<tr>
<td>316 Wiecking Center</td>
<td>Fax: 389-5836</td>
</tr>
<tr>
<td>Lt. Col. Thomas Cooper - Chair</td>
<td>Phone: 389-5832</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:thomas.cooper@mnsu.edu">thomas.cooper@mnsu.edu</a></td>
</tr>
<tr>
<td>Jean Andresen - Administrative Assistant</td>
<td></td>
</tr>
<tr>
<td>Phone: 389-6229</td>
<td><a href="mailto:jean.andresen@mnsu.edu">jean.andresen@mnsu.edu</a></td>
</tr>
<tr>
<td>Lori Olinger - Administrative Assistant</td>
<td></td>
</tr>
<tr>
<td>Phone: 389-6226</td>
<td><a href="mailto:laurel.ongler@mnsu.edu">laurel.ongler@mnsu.edu</a></td>
</tr>
</tbody>
</table>

### 4-Year Program
2-Year Program
Military Science Minor
EXTENDED CAMPUS

Adjunct faculty teaching off-campus courses will receive a packet which includes the following:

- Minimum Enrollment Requirement
- Student Registration Information
- MSU Tuition and Fee Rates
- Classroom Information
- Library Services Guide
- Audio Visual Information
- Class Cancellation Procedures
- Textbook Ordering Information
- Vehicle Information
- Mid-Term Rosters
- Travel Expenses Procedures
- Extended Campus Course Schedule

Please contact Extended Campus at (507) 389-2572 or your respective department administrative assistant or chairperson if you have any questions.

NORMANDALE

We are in the process of establishing a graduate center in which all graduate programs and professional development offerings would be at Normandale Community College in Bloomington, Minnesota. This would enable us to establish a Teacher Development site for the Twin Cities. A full-time commitment of four semesters obtains a B.S.T. degree in Elementary Education and teaching licensure.

Strengths of the Normandale Program

- On-site Coordinator at Normandale Community College
- Performance-based assessment and learning (Coursework)
- Experience gained in diverse elementary student populations
- An academic package designed to satisfy licensure requirements for K-6 with the addition of a middle school licensure
- Limited enrollment to insure space in class

Areas of Specialty

- Middle School Mathematics (5-8)
- Middle School Science (5-8)
- Middle School Social Studies (5-8)
- Middle School Communication Arts and Literature (5-8)
- Other Specialty areas are available through MSU Campus

For more information, contact the Elementary & Early Childhood Education Department at (507) 389-6304.
MILITARY SCIENCE AND LEADERSHIP

The Department of Military Science and Leadership/Maverick Army ROTC offers an excellent opportunity to develop leadership, managerial, and organizational abilities. The skills acquired and practiced through Maverick Army ROTC support both military and civilian career goals and dramatically improve marketability with employers. Maverick Army ROTC offers two, three, and four year programs enabling students/cadets to compete for a commission as an officer in the United States Army, Army Reserve, or Army National Guard. University credit is awarded for the courses in the program.

However, the Military Science program is not an academic major. Students must complete an academic major in another area in addition to the Military Science requirements. An academic minor in military science is available; however, the minor is limited to ROTC cadets who have contracted with Cadet Command. Integration with other related academic programs such as political science, history, business and geography develop well-rounded professional officers for the Army. Leadership skills acquired through ROTC and the practical application of skills provided in the program transfer easily to civilian career goals. ROTC graduates traditionally enter industrial and business career fields with a significant competitive edge.

The program consists of two parts: the basic course and the advanced course. The basic course usually occurs the freshman and sophomore years and students incur no military obligation. After completing the basic course, students may enroll in the advanced course. In order to enroll, students must also execute an enlistment contract with Cadet Command. Additionally, students with military basic training experience may receive advanced placement credit into the ROTC advanced course. The advanced course must be taken after students receive academic junior status. All cadets receive uniforms and the necessary textbooks for military science classes. Also, all contracted cadets will receive a living allowance of at least $250 each academic month of the school year.

Cadets attend fully funded national leadership internships and can compete for other specialized training opportunities during the summer months. All contracted cadets receive a living allowance of $250-$400 each academic month of the school year. Army ROTC scholarships are also available which cover 100 percent of tuition, $600 per year for books, in addition to the living allowance. Call 389-6226 or 6229 for information or visit 316 Wiecking Center.

THE CHILDREN’S HOUSE

The Children’s House at Minnesota State University is a model teacher education facility for prospective and in-service teachers of Early Childhood Education, Family Life and Child Development, and Elementary Education Majors with a Pre-primary emphasis. With its spacious facilities, state of the art equipment and optimum pre-kindergarten child enrollment of 90, The Children’s House provides the setting and the subjects for fostering creative and comprehensive teacher education. The early learning setting meets the educational and individual needs of children ages six weeks through six years who may be enrolled full time or part time in the program.
UNIVERSITY DEVELOPMENT

The University Development office is part of the University Advancement division within the MSU Foundation. Its primary goal is to raise the funds necessary to directly benefit as many students as possible. We endeavor to help students to become successful at MSU and in life knowing that they will move on to make the world a better place. The office assists MSU students, faculty, staff and donors by providing a variety of "behind the scenes" activities related to private support. There are approximately 130,000 alumni and friends. On behalf of donors, the office processes, acknowledges, and answers inquiries regarding the status of gifts. On behalf of students, faculty and staff, the office helps to identify prospects for mailings, visits, and special events; tracks the status of pending gifts; manages the Blackbaud Raiser’s Edge database; conducts research on prospective donors; and prepares reports on private giving such as annual gifts, capital gifts, planned/legacy gifts, corporate gifts and foundation gifts. The development staff can also provide assistance with processing gifts-in-kind. The office is the only division at MSU authorized to formally accept and acknowledge gifts for IRS purposes.

Note: Foundation contacts for all MSU projects must be coordinated with the office of Research and Sponsored Programs, in cooperation with the MSU University Development office.

OFFICE OF RESEARCH AND SPONSORED PROGRAMS (RASP)

RASP, an office within the College of Graduate Studies and Research, assists faculty and staff in identifying potential funding sources for research and projects, provides guidance in writing and editing proposals, and administers the pre-award approval process. The office also provides administrative support for the University’s Faculty Research Grant program and the annual Undergraduate Research Conference.

Reminder: Foundation contacts for all MSU projects must be coordinated with the office of Research and Sponsored Programs, in cooperation with the MSU Development office.
DEVELOPING & TEACHING COURSES
SYLLABUSTEMPLATE

1. Course Number, Title

2. Instructor Phone
   Department E-mail Address
   Office Office Hours

3. Course Description: From the MSU Bulletin.

4. Required Texts/Readings:

5. Conceptual Framework (Put title here): This must be provided on every syllabus for Teacher Preparation programs only.

6. Standards of Effective Practice: As assigned to course for Teacher Preparation programs only.
   Content Standards:

7. Course Objectives:

8. Instructional Strategies: List the strategies you use in this class, e.g. discussion, role-playing, small group activities, etc. This can be combined with your course calendar.

9. Diversity: “Teacher candidates need to develop proficiencies for working with students from diverse backgrounds and with exceptionalities to ensure that all students have the opportunity to learn.” (Standard 4) Describe any content and/or activities that address this standard. This can be combined with your course calendar.

10. Course Requirements:

11. Evaluation and Grading:

12. Class Schedule (format example):

<table>
<thead>
<tr>
<th>Session</th>
<th>*Standard/s</th>
<th>Learning Opportunities</th>
<th>Assessment</th>
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*Standards refer to Board of Teaching content standards or Standards of Effective Practice that have been aligned to this course.

13. Other: Additional information you feel is important.

14. Special Accommodations: Minnesota State University, Mankato provides students with disabilities reasonable accommodations to participate in educational programs, activities, or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should first register with the Office of Disability Services, located in 0132 Memorial Library (507-389-2825, TDD 711) and then contact the instructor as soon as possible thereafter.
Providing Evidence of Performance

The College of Education strongly encourages faculty to evaluate and reflect on their teaching. As an adjunct instructor or new faculty, you may wish to discuss various evaluation methods and your performance with your department chairperson. The Office of Institutional Research has INSTRUCTIONAL EVALUATION SYSTEMS (IES) available for use by all faculty (see the following page for details or call 507-389-6624). You may choose to use an on-line survey or other method to evaluate your teaching.

**Instructional Evaluation System (IES)**

*Instructions for New Faculty*

1. **Select the Appropriate Form**
   a. Evaluation forms, lettered A through D, are available in your department office through the administrative assistant.
   
   **FORM FORMAT**
   
   A  Small Lecture/Seminar – Discussion Format
   B  Large Lecture – Minimum Class Participation
   C  Apprentice Format – Skill Development
   D  Laboratory

2. **Request IES Forms from Your Department Office**
   a. Use the IES Course Information form available in your department office.
   b. Return the completed form to your department administrative assistant and they will forward it to Institutional Research

3. **Administer the IES Forms**
   a. It is suggested that course evaluations be administered sometime during the last third of the term but before the last week of classes. If possible, someone other than the instructor should administer the forms. An independent administrator, such as a colleague or graduate assistant, reduces the pressure of perceived demands. This allows the students to respond according to their own best judgments and not on the basis of their perceptions of what the instructor wants.
   b. The assessment administrator should provide approximately ten minutes of class time for administration of the evaluations. Students should be instructed to use only a No. 2 pencil. The students should be encouraged to correctly mark the faculty IES Instructor ID and Course ID information located in the upper left grids.
   c. Students should be told that the results of their course ratings will not be returned to the instructor until grades are processed at the end of the term.

4. **Return the Completed IES Forms and the Header Form to Institutional Research through Campus Mail**
   a. Return unused (blank) forms to your department office.

5. **Interpret the Results**
   a. The primary purpose of student rating systems is to assist in the discovery of particular areas of strength or weakness in the course environment that warrant further investigation or development. Repeated administration of these forms may help in isolating problem areas.

Please do not make photo copies of forms A-D or the header form! The scanner is unable to read copies.

For more information contact: **Institutional Research**

507-389-6624

Wigley Administration Building 323
MSU GRADING SYSTEM

Grading Policy. A student’s work in any course will be evaluated in accordance with the following system of letter grades: A, B, C, D, F, NC and P. Please consult the class schedule for the deadline pertaining to changes in the grading system.

- **A** represents work of definitely superior quality.
- **B** represents a better-than-average level of performance.
- **C** represents an average-level of performance.
- **D** represents below-average performance.
- **F** represents an unacceptable level of performance (regular graded courses).
- **NC** represents an unacceptable level of performance at the undergraduate level (P/N graded courses).
- **P** represents passing performance (P/N graded courses).

Pass/No Credit Policy. Under the pass/no credit (P/NC) system, a student may register for a course with the understanding that a P will be recorded if passed. If the course is not passed, no credit will be given and an NC will be recorded on the permanent record. Whether the indication is P or NC, the hours taken will not affect the grade-point average. To receive a P, the student is expected to perform at C level or better. Individual departments may offer pass/no credit courses at any level of undergraduate instruction. Courses taken for P/NC credit may be applied to major or minor requirements for graduation but only at departmental discretion. Each student has the responsibility to determine individual departmental policy in this regard. A limited number of P/NC units are accepted to apply toward a major, and no more than one-fourth of the total undergraduate degree requirements may be earned in pass/no credit courses. Courses offered for only P/NC grading are exempted from the one-fourth computation.

Incompletes. The grade of “incomplete” is reserved for special cases and means that, because of extenuating circumstances, the student failed to meet a specific need and an important requirement of the course, but has in other respects done passing work for the semester. The incomplete must be made up in the next semester in which the student is enrolled, unless other arrangements have been made between the student and instructor who assigned the grade. The instructor must file an “Extension of an Incomplete” form with the Office of the Registrar if more time is to be granted. If the deficiency is not made up within the specified time, the grade automatically becomes an F (regular-graded course) or NC (P/NC-graded course). **Students making up an incomplete should not re-register for the class. Students making up incompletes cannot be used for enrollment or financial aid verification in subsequent terms.**

In Progress Grades. The grade of “in progress” is reserved for courses that are designed not to be completed by the end of the term. Quality Points. Quality points (grade points) are determined on the basis of letter grades. For each credit of A quality, students receive four points; of B quality, three points; of C quality, two points; of D quality, one point; of F quality, zero (0) points; and for each incomplete, in progress, pass or no credit, zero (0) points. The number of quality points earned for a course may be determined by multiplying the number of points the grade commands by the number of credits the course carries. Thus, a four-credit course in which the student receives a B grade will carry 12 quality points, and a four-credit course of A quality will carry 16 quality points. Incomplete, in progress, pass, and no credit evaluations are not included when calculating grade-point average.
MSU GRADE APPEALS POLICY

Grade Appeals Policy
Students have the right to ask an instructor for an explanation of any grade received. Grade appeals are reviewed in instances where students perceive that a final grade is unfair, arbitrary, or capricious. Appeals must be filled within two weeks of university notification of a final grade. Students needing assistance at any step in appealing or filing a complaint may contact the Academic Affairs Coordinator of the Student Senate (280 Centennial Student Union; phone 389-2611). Note: Students are encouraged to talk to their instructors before beginning this process to attempt to resolve the matter informally.

Review Process
Step 1. A written petition will be submitted by the student to the instructor of the class. This petition should contain the nature of the problem, relevant information which supports the appeal, and the remedy sought. The student should retain a copy for his/her records. Within two weeks, the instructor will respond to the student in writing. If the student is not satisfied with the response provided by the instructor, he/she may proceed to Step 2. In cases where the departmental chairperson is the faculty member whose grade is being appealed, the student shall proceed to Step 3.

Step 2. A written petition will be submitted by the student to the departmental chairperson with a copy to the instructor. This petition should contain the nature of the problem, a statement that an attempt was made to resolve this issue directly with the instructor, relevant information which supports the appeal, and the remedy sought. The student should retain a copy for his/her records. The student, instructor, and chairperson may meet to discuss the complaint, if necessary. Within two weeks, the departmental chairperson will respond to the student in writing with a copy to the instructor of the class. If the student is not satisfied with the response provided by the chairperson, he/she may proceed to Step 3.

Step 3. A written petition will be submitted by the student to the dean of the college with a copy to the departmental chairperson and instructor of the class. This petition should contain the nature of the problem, a statement that an attempt was made to resolve this issue directly with both the instructor and the departmental chairperson, all relevant information which supports the appeal, and the remedy sought. The student should retain a copy for his/her records. Copies of all materials presented in this matter shall be forwarded to the dean, upon request, by the chairperson. The dean may convene a college grade appeals committee which shall serve in an advisory capacity to the dean. The manner of appointment and number of members on the College Grade Appeals Committee shall be determined within the college. The chairperson of the College Grade Appeals Committee shall be appointed by the dean. Within two weeks*, the chairperson of the College Grade Appeals Committee will make a recommendation to the dean who will respond to the student in writing of the decision reached, with a copy to the instructor and departmental chairperson. If the student is not satisfied with the response provided by the dean, he/she may proceed to Step 4.

Step 4. For undergraduate student complaints, a written petition will be submitted by the student to the Vice President for Academic Affairs with a copy to the instructor of the class, departmental chairperson, and dean. For graduate student complaints, a written statement will be submitted by the student to the Dean of Graduate Studies with a copy to the instructor of the class, departmental chairperson, and dean. The petition should contain the nature of the problem, a statement that an attempt was made to resolve this issue according to Steps 1 through 3, all relevant information which supports the appeal, and the remedy sought. The student should retain a copy for his/her records.
Faculty Right to Appeal. The instructor of the class who is not satisfied with action at either Step 2 or 3 may appeal by submitting a written statement to the dean if the complaint involves the departmental level or Vice President for Academic Affairs if the complaint involves the college level.

ACADEMIC HONESTY

In order for an academic community to teach and support appropriate educational values, an environment of trust, cooperation, and personal responsibility must be maintained. As members of this University community, students assume the responsibility to fulfill their academic obligations in a fair and honest manner. This responsibility includes avoiding such inappropriate activities as plagiarism, cheating or collusion. Students found responsible for one or more of these activities may face both academic sanctions (such as lowering a grade, failing of a course, etc.) and disciplinary sanctions (such as probation, suspension, expulsion). It is the intent of Minnesota State University, Mankato to encourage a sense of integrity on the part of students in fulfilling their academic requirements. To give students a better understanding of behaviors that may constitute academic dishonesty, the following definitions are provided:

Plagiarism — Submission of an academic assignment as one's own work, which includes critical ideas or written narrative that are taken from another author without the proper citation. **This does not apply only to direct quotes, but also to critical ideas that are paraphrased by the student.** Plagiarism includes but is not limited to: submitting the work of others as your own; submitting others work as your own with only minor changes; submitting others work as your own without adequate footnotes, quotations, and other reference forms; multiple submission of the same work, written or oral, for more than one course without both instructor's; permission, or making minor revisions on work which has received credit and submitting it again as new work.

Cheating — Use of unauthorized material or assistance to help fulfill academic assignments. This material could include unauthorized copies of test materials, calculators, crib sheets, help from another student, etc.

Collusion — Assistance to another student or among students in committing the act of cheating or plagiarism.

ACADEMIC ACTIONS REGARDING ACADEMIC HONESTY

Allegations of academic dishonesty, e.g. cheating and plagiarism, are addressed by the instructor. Academic sanctions such as a failing grade or dismissal from the program, will be determined by the instructor and the academic unit. The matter may also be referred to the Office of Student Affairs for possible disciplinary action in addition to the academic consequences imposed by the department.

Graduate students are also subject to academic integrity expectations and review procedures established by the College of Graduate Studies and Research.

In cases of all other behavioral violations, jurisdiction for the original hearing shall rest with the Director of Student Rights and Responsibilities, Hearing Officer or University Judicial Board. The University Judicial Board or Director of Student Rights and Responsibilities has jurisdiction in original hearings and may hear appeals of cases from other units.
DUE PROCESS IN ACADEMIC AND DISCIPLINARY PROCEEDINGS

Academic dishonesty addressed by a faculty member or a violation of administrative procedure addressed by an administrator entitle students to the following due process considerations:
1. Oral or written notice of the allegations.
2. An explanation of the evidence against them.
3. An opportunity to present their side of the story.
4. A written notice of the sanction(s) imposed.
5. An opportunity to appeal the sanction(s).

Disciplinary actions initiated by a Hearing Officer within the Office of Student Affairs entitle students to the following due process considerations:
1. Written notification of the allegations and the responsibility(ies) which allegedly has been violated.
2. An opportunity to hear the evidence against them and to question it.
3. A timely hearing before an impartial person(s).
4. An opportunity to present a defense and witnesses (all witnesses in a hearing have the right to be accompanied by one advisor, (student, faculty, staff member, advocate, attorney, family member or other support person not involved in the same incident). The advisor may not participate in questioning or presentation of information. Witnesses shall be excluded from those parts of the hearing in which they do not testify, in either an open or closed hearing, with the exception of alleged sexual misconduct cases. In accordance with M.S. 135 A.15 subd 2 (4), the witness(es) making the accusation may remain accompanied by one advisor.
5. The right of an accused student to be accompanied by one advisor (student, faculty, staff member, advocate, attorney, family member or other support person not involved in the same incident). The advisor may not participate in questioning or presentation of information.
6. A written notice of the decision and any applicable sanctions.
7. An appeal to the President of Minnesota State University, Mankato, or his/her designee, following a formal hearing when there are sufficient grounds or as a matter of right in case of suspension or expulsion.

PROCESS FOR PROFESSIONAL CONCERNS

1. Faculty reports on website
2. Professional Ed Coordinator sends letter to the student with a copy to the advisor, department chair, and the person reporting the concern.
3. Department action-individual meeting with faculty who filed the concern or advisor or for more serious concerns a department committee (Professional Concerns Committee). Committees should be set at 2-4 members with additional ad hoc member who is involved in the situation.
   Note: the committee may meet first without the student present for background information.
4. A follow-up letter outlining the concern in detail; and when appropriate, a student assistance plan remediating the concern, is sent to the student with a copy to Professional Ed Coordinator and to the advisor.
5. A follow-up check on the progress of the student assistance plan should be done first at 4-6 weeks and again later. The faculty responsible for the follow-up will be named in the student assistance plan.
6. A final follow-up letter when the student assistance plan is resolved should be sent to the student and copied to Professional Ed Coordinator for professional concerns website tracking and to the advisor.

Students can appeal to the Professional Education Review Board at any point in the process. Note: Please see the Continuance Policy for more detail.
PROFESSIONAL EDUCATION REVIEW BOARD
AND VARIANCE REQUEST PROCESS

The Professional Education Review Board is an appeals body which reviews candidate requests for variances when students are denied progress in the program or do not meet a program requirement. Students are also able to appeal professional concerns reports, suspensions, or expulsions. It is convened by the Coordinator of Professional Education.

The purpose of the variance process is to allow students who are in extraordinary circumstances to appeal one or more performance expectations or policies. As part of the process the student provides a rationale of why the expectations should be modified in his/her case. The variance process is not meant to replace the role of the department chairperson in approving substitutions and waivers.

The variance process requires students to complete the form and include a written explanation justifying the request. A current transcript and other relevant information should also be included. Variance requests are to be submitted to the College of Education Dean’s Office in AH 118.

The Professional Education Review Board will consider the case and inform the student of the decision. A request does not guarantee the student will be granted the variance. The Professional Education Review Board generally meets within two weeks of the receipt of the request.

Please see the Variance Request forms for more information.
COMPLAINT OR CONCERN FORM

This form is a tracking slip that is to be completed by MSU Faculty or Staff. Please use the form any time that a complaint is registered. If it is appropriate for you to do so, please attempt to resolve the issue, or pass the complaint, along with the completed form, on to the appropriate MSU employee. Information on the completed form will assist the receiving MSU employee to communicate promptly and effectively. When the issue has been resolved, please forward the form with a copy of all correspondence to the Dean’s Office. The information will be stored in a file in the COE Dean’s Office.

Concern Received
Date: ______________________________  Time: ______________________________
Contact’s Name: __________________________________________________________
If not student, name of student: _______________________________________________
Relationship to Student: __________________  Student ID number: __________________________
Home Phone: ______________ Work Phone: ______________ Email: ________________

Concern
Academic Experience: (faculty, other student)______________________________
Decision: (admission, retention)________________________________________
Disciplinary Response: ______________________________________________

Concern is:

What does the contact want?

Response to contact:

Attach all notes, correspondence, actions and submit to Complaint file in College of Education Dean’s Office, 118 Armstrong Hall

____________________________  ______________________________
Person Receiving Concern         Date
ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

In compliance with the provisions of Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, Minnesota Statute 363, and Minnesota State Colleges and Universities policy, Minnesota State University prohibits discrimination against qualified students with disabilities on the basis of their disabilities. Under the leadership of the President, university officers, faculty and staff will implement the principles of equal access at Minnesota State University.

Communications. All forms of communication with the public, staff and students will be equally accessible and effective for people with disabilities. This includes, but is not limited to, providing written materials in alternative format, TTY service for telephone contact, sign language interpreting and accessible web sites, on-line classes, and distance learning endeavors.

Accessibility. All classes, meetings, programs, or other events will be held in facilities that are accessible. Announcements of meetings or other events will contain a statement indicating the availability of accommodations of disabilities upon request.

Reasonable Accommodations. All programs, services, and activities, when viewed in their entirety, will be accessible to and usable by qualified students with disabilities. Reasonable accommodations may include modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, provision of auxiliary aids or the provision of equally effective programs, services, or activities. Accommodations will not be provided 1) for personal devices or services even though the individual may be a qualified individual with a disability, 2) that result in a fundamental alteration in the nature of a service, program, or activity or an undue financial or administrative hardship, 3) that result in any change in the standards of performance required by an academic program, or 4) when they do not reduce to an acceptable level a direct threat to the health or safety of the student or others. Requests for accommodation must be initiated by the student and supported by documentation of the disability indicating a current need for accommodation. Students may request accommodation through the Office of Disability Services.

Students with disabilities unable to attend class due to emergencies or malfunctions of mechanical equipment (such as inoperable elevators) will be able to meet with the class instructors. The following guidelines have been established to meet these emergencies:

- Reports regarding a physical barrier should be made to the Office of Disability Services.
- Upon notification the Office of Disability Services will report the emergency to the Physical Plant and seek or suggest alternative routes to permit the student to attend the scheduled class.
- If the above procedures are unsatisfactory, and time permits, the instructor or department chairperson will relocate the class.
- If relocation is not possible, the instructor will meet with the student in an accessible location at a mutually agreeable time.
- For more information, contact the Office of Disability Services, 389-2825 or visit them at Memorial Library 116.

Sample statement regarding accommodations for student with disabilities for use on syllabi: Minnesota State University, Mankato provides students with disabilities reasonable accommodations to participate in educational programs, activities, or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should first register with the Office of Disability Services, located in 0132 Memorial Library (507-389-2825, TDD 711) and then contact the instructor as soon as possible thereafter.
INFUSING TECHNOLOGY IN THE CLASSROOM

Desire to Learn (D2L)
MSU uses an Instructional Management System (IMS) called Desire to Learn (D2L) for faculty to develop web-enhanced and online courses without having to know online programming. Faculty may choose to use Desire to Learn as a course enhancement or offer a total online course, depending on department needs. Visit Educational Technology Services at http://ets.mnsu.edu/ets/d2linfo.html.

Faculty Instructional Support and Training
Training and assistance in using D2L, other types of technology tools, or software training (Access, Microsoft Excel, Microsoft Publisher, etc.) is available through http://ets.mnsu.edu/ets/.

Multimedia Classrooms
Many classrooms on campus are multimedia equipped. To receive access and a short training session, go to http://ets.mnsu.edu/ets/.

Academic Computing Center
The ACC helps faculty, staff, and students to understand and use state-of-the-art computing resources available at the University. To reserve a multimedia classroom or to receive training on how to use computing and multimedia equipment, visit http://www.acc.mnsu.edu/.

Logging On to Campus Computers
Information Technology Services (ITS) provides faculty, staff, and students with a user ID name. To log on to the campus computer system, use user name, password, and select a domain. The University’s website homepage automatically appears.

Email Accounts
The same user ID name and password allow the user to log on to MavMail, the University-wide email system. The complete directory of students, faculty, and staff allows easy and rapid communication. Visit Information Technology Services for assistance http://www.mnsu.edu/its/.

Student Technology Fee
The student technology fee is a mandatory fee assessed for acquisition upgrading and/or maintenance of technology for academic and student support activities. The fee revenue is used to provide or enhance student access to technology services such as the MavNet wireless network, MavDisk, MavMail, Dial-in Access, Academic Computer Service, satellite labs, myMSU, MavPrint, Distance learning support, IMS and technology devices in the classroom (i.e., projectors). MavPrint allows students $15.00 (300 pages) worth of printing per semester.
PERSONAL COUNSELING CENTER

The Counseling Center offers free confidential help to assist students in resolving personal, social and educational concerns that may be interfering with their ability to succeed at the University. Services include short-term counseling, educational programming, crisis intervention, consultation, testing, and referral to outside resources. The Counseling Center also offers Discovering Yourself, a series of 50-minute presentations, designed to help students better reach their potential academically and personally:

- Coping When Bad Things Happen
- Living in Uncertain Times: Coping with Anticipatory Anxiety
- Understanding & Overcoming Test Anxiety
- Dealing with Procrastination
- Bereavement & Grief
- Dealing with Students in Distress
- Choices about Alcohol

The Counseling Center is located in 245 Centennial Student Union and is open from 7:30 A.M. to 4:30 P.M. Monday through Friday during Fall and Spring Semesters. Counseling services are available to students currently enrolled at Minnesota State University, Mankato. Please note: note all services are offered each semester or during University breaks.

CAREER DEVELOPMENT & COUNSELING CENTER

The Career Development & Counseling Center provides assistance to students choosing a major, seeking an internship or job and seeking information on different career options. The career resource library, Four Year Planning Guide, Resume Quick Stop are among the Center’s services. The Career Development & Counseling Center staff is available to meet with students and alumni regarding career development issues. The Career Development & Counseling Center is located in 209 Wigley Administration Center. The Help Desk is open Monday through Friday, 10:00 A.M. to 3:00 P.M. Career Development can be reached by phone at 389-6061 and the Counseling Center can be reached by phone at 389-1455.
PROFESSIONAL EDUCATION
CONCEPTUAL FRAMEWORK

Colleges and universities that provide programs to prepare educators typically have a written document called a “conceptual framework”. This document states the unit’s [the unit is the part of the university that contributes to the preparation of educators, and tends to include, but not be limited to the College of Education] “intellectual philosophy” – the specifics of what the faculty believe about good teaching and learning. Because the conceptual framework reflects the unique thoughts and beliefs of the faculty at that particular institution, it tends to distinguish graduates of that institution from other institutions. Further, it serves to provide direction for the development of programs, courses, teaching practices, performance assessments of candidates, practices and policies regarding service and scholarship, and accountability systems. Simply put, the conceptual framework should be reflected in both what happens and how things are done in the unit. The College of Education’s conceptual framework is as follows:

Diverse learning communities: Nurturing all learners to their fullest potential

Grounded in a vision of learning communities, the Professional Education unit has at its heart collaboration and connectedness to students, schools, neighborhoods, and society. To achieve this vision, the MSU graduate is a person of passion for and proficiency in content, with thoughtful and principled pedagogy, and a strong sense of educational purpose.

These educators possess the attributes, knowledge, and refined skills, including technology, to assist students and families to be successful. They see their own growth as a product of reflection about experience—always seeking answers to questions about student learning and development that begin with words such as “why,” “how,” and “what if.” Similarly, these educators believe that student learning occurs in a cycle of experience, reflection, and re-conceptualization—a process of seeking new knowledge that both fits into and changes existing understanding.

These educators value and have respect for diverse cultures and communities. They work to form broad-based, diverse learning communities. They foster a climate where respectful and enthusiastic conversation, collective consideration, and shared understandings emerge. They guide and nurture learners to live in a diverse and open society. These educators use and implement culturally relevant pedagogy. In these learning communities, understanding, honesty, openness, directness, and good will serve to move everyone forward.

The Professional Education unit and its graduates share with P-12 schools the responsibility for educating growing communities of color and English Language Learners. The focus of this responsibility is to help all students achieve the knowledge and skills needed to flourish as successful members of a pluralistic society.

Themes identified:

- Collaboration and connectedness to students, schools, neighborhoods, and society
- Passion and proficiency in content with pedagogy and purpose
- Continued growth through seeking new knowledge
- Learner-centered pedagogy (constructivist)
- Reflection and problem-solving
- Establishment of diverse learning communities
- Responsibility for educating growing communities of color and English Language Learners
DEVELOPMENT OF A BEGINNING TEACHER

Candidates develop the knowledge, skills, and dispositions of a beginning teacher through Professional Education coursework and field experiences. These are based on the Standards of Effective Practice and the content standards as defined by the Board of Teaching. Candidates begin by developing content knowledge, building knowledge and making connections in their particular field of teaching. The content knowledge is developed through coursework in the college that houses the teaching field major. Teaching candidates are in courses with students from other majors, meeting the same challenges in learning content. Content knowledge and content-specific methods continue to be developed while candidates take coursework in professional education. Content specific methods courses help candidates to integrate their content knowledge so they can make it more comprehensible to their future students.

Candidates go through several stages of development as they take their professional education coursework. Programs are organized into blocks of courses with faculty working as teams to teach concepts and monitor candidates’ progress. Initial coursework is geared toward exploration and introduction to the profession and includes field trips, observations in classrooms, topics related to classroom management, cultural diversity, challenges faced by schools and teachers, and self-assessment of dispositions. At the end of this introductory coursework, students apply for admission to Professional Education. For those students who are accepted, the next focus is on foundations and principles of human development and learning along with special education and working with English Language Learners. Additionally, candidates learn the methods of effective teaching, including development of curriculum, teaching strategies, and assessment. The focus is on theory as a foundation for sound decision-making, research-based teaching approaches, and integrating content and pedagogy. At every stage candidates are in field experiences, practicing and applying new knowledge and skills with individual and groups of P-12 students.

Finally, candidates enter student teaching where they focus on implementing the knowledge, skills, and dispositions learned in coursework in P-12 classrooms. Candidates demonstrate understanding of students’ learning, taking into account diversity of backgrounds, curriculum organization, and effective strategies. They use technology as a tool for effective teaching and managing data. Several major assignments challenge students to demonstrate their impact on student learning and understanding of major concepts related to teaching and learning. Assessment of candidates’ performance is done by both the clinical faculty (cooperating teacher) and the University supervisor using assessment instruments that relate to the program standards.

With successful completion of student teaching, successful completion of all coursework, passing scores on Praxis I and II exams, and successful assessments of dispositions, candidates apply for teacher licensure through the Licensure Coordinator in the College of Education Dean’s office.

ADMISSION TO PROFESSIONAL EDUCATION

All candidates working toward a first professional license in teaching, whether undergraduate or graduate, must be admitted to Professional Education. This ensures our licensing and accrediting agencies that we have reviewed the qualifications of our candidates. Part of the Professional Education admission process involves taking the Praxis I exam (PPST), participating in a process session, completing prerequisite coursework, and successfully passing department review. The deadline for fall is mid-October and for spring mid-March. Special dates are set for summer admissions.
COLLEGE OF EDUCATION RELATIONSHIPS WITH P-12 SCHOOLS

The College of Education at Minnesota State University, Mankato has numerous relationships with P-12 schools throughout southern Minnesota and the Twin Cities metropolitan area. Various types of associations are maintained through school-university partnerships. One such link is the Professional Development Schools initiative where pre-service teachers spend much of their time in P-12 classrooms and work with collaborative teams of faculty from school districts and the COE. PDS partner districts include Faribault, LeSueur-Henderson, Mankato, Owatonna, Sibley East, and Waseca. In conjunction with departments in the College, the Center for School University Partnerships has helped establish pilot sites in rural and urban settings, in traditional and non-traditional schools, with the goal of developing these into full-fledged teacher preparation partnerships. PDS initiatives involving partner districts and MSU support collaborative projects that meet the unique needs of individual buildings in a district, professional development opportunities for in-service and pre-service teachers, quality clinical experiences for pre-service teachers, mentorship opportunities for pre-service and beginning teachers, educational exchanges to share resources and best practices, and increase student achievement in P-12 classrooms. In addition, partnerships create opportunities for research, including action research.

As the College continues to move teacher education programs toward the PDS model, the updated Teacher on Special Assignment (TOSA)/Graduate Teaching Fellow program aims to meet the needs of partner districts and the University by releasing P-12 faculty from their classroom duties for one to two years. Preference is given to those districts that have agreed to act as PDS partner sites with the College. In addition to mentoring their replacement Graduate Teaching Fellow, TOSAs will assume a half-time University role, aligning with the PDS Standards provided by the National Council for the Accreditation of Teacher Education, which clearly indicates the need for master practitioners to play a larger role in pre-service teacher education.

Each TOSA is paired with a University professor and welcomed as an adjunct faculty member in one of the College departments. The TOSA, as a Master Teacher, assumes responsibility for the equivalent of 12 credits per academic year. Three of these credits focus on PDS development in collaboration with an MSU faculty member. The remaining credits may include teaching courses in the College and/or supervising student teachers. TOSAs work with their districts to create activities to meet individual needs for the remaining 50% of the appointment. Ideas include development of new teacher induction programs, curriculum development or work with state standards.

The Graduate Teaching Fellow Program allows teachers newly licensed in Minnesota, upon application and admission to an MSU graduate program, to be hired by the University as full-time graduate assistants. Teaching Fellows are expected to register for six graduate credits per semester. However, their graduate assistantship is to assume the full responsibilities of a classroom teacher for one year in one of the participating school districts. In addition to a graduate assistant stipend (roughly 2/3 that of a first year teacher), Teaching Fellows receive free graduate tuition (up to 9 credits per semester) and have opportunities for numerous professional development activities and the advantage of one-on-one mentoring from a master teacher throughout the year.

(Continued on next page)
The College of Education maintains relationships with schools in the metropolitan area. “Linking Learners Across Cultures,” the College exchange with Bancroft Elementary School in Minneapolis, furnishes Bancroft students in fourth and fifth grades the opportunity to visit the MSU campus and perform presentations and demonstrations for students, staff, and faculty. The College also maintains a relationship with St. Paul Public Schools through the Urban Teacher Education Partnership consortium. MSU students in specific education courses complete their clinical experiences at Humbolt High Schools. In turn, Humbolt students also travel to MSU for a University experience during which they learn about educational opportunities at MSU.

Though the nature of these relationships varies from school to school, the belief in shared responsibility for educating all learners remains the same. MSU cannot prepare future teachers and other school personnel without our partners in P-12 schools. Additionally, school districts are under tremendous pressure to perform: The increased public nature of student success (No Child Left Behind legislation, test scores, etc.) is an example. Because of this, schools need to be very cautious about inviting students into the classroom for practice teaching when instruction time is such a precious commodity. Yet, without access to observations of top quality teachers and opportunities to put theory into practice, MSU candidates cannot develop the skills needed for their future success in schools.

**CLINICAL EXPERIENCES IN P-12 SCHOOLS**

The MSU process for Clinical Experiences is as follows:

- The programs and departments within the Professional Education unit offer state-approved licensure programs. MSU is currently eligible to recommend candidates for licensure in the following areas: Early Childhood Education, Elementary Education, and K-12 or 5-12 teacher licensure.

- Courses taken during the same term are often scheduled as “blocks” in which several courses are offered back-to-back. Students use designated block times to work in a school to help improve the performance of the Pre K-12 students. University students have their skill level documented in a classroom while under the guidance of the cooperating teacher. This observation and documentation may be done by the cooperating teacher or by the instructor of the course or both.

- Instructors who are teaching courses for which the department has designated a clinical need to work with the department chair and block instructors for EEC or with the KSP Undergraduate Curriculum Committee to understand the purpose of the clinical. ESSP undergraduate program faculty need to work together to coordinate their activities. Incoming instructors need to know how the clinical is structured, how the school site has been chosen, and what the relationship of the instructor is to the school site. Steps are taken to assure consistency of time and experience among sites and sections.

- Clinical experiences for graduate programs, including educational administration, school counseling, speech language pathology, reading, library media, and special education are arranged by their respective departments and information shared with the Clinical and Field Experience Office.

Complete information on clinicals can be found in the Handbook for Clinical and Field Experiences, available in 119 Armstrong Hall and on the Clinical and Field Experience website.
The Center for Engaged Leadership (CEL) is housed in the Department of Educational Leadership. The department focuses on educational leadership, experiential education, and educational administration. The purpose of CEL is to develop and strengthen leadership through quality professional development programs. With an emphasis on improving student achievement, the Center will enhance the leadership of teachers, administrators and other school-based educators. The programs will engage educators in developing leadership skills as they work in their schools. An ultimate goal for the Center is to become an integral component in establishing quality schools led by quality principals and teacher leaders and in establishing quality districts led by quality superintendents.

All of the professional development programs will involve experience-based learning such as group process skills, communication, trust-building, problem-solving, and collaboration-building. Use of skills will be practiced through experiential learning in a safe, collegial environment prior to application in real school settings.
ASSESSMENT

At each stage of their programs, undergraduate and graduate students are assessed on knowledge, skills, and dispositions. Stages include admission to the program, admission to the clinical (if applicable), completion of the clinical (or student teaching), and completion of the program. The flow chart of assessment progression (page 45) illustrates each stage.

Key Questions for Assessment

Admission to Program
- How do we know they have the **prerequisite** knowledge, skills, and dispositions to be successful?
- How do we know they will represent MSU well?

Admission to Clinical
- How do we know they are **ready to apply** the knowledge, skills, and dispositions they have been learning in coursework?
- How do we know they will represent MSU well?

Completion of Clinical
- How do we know they are **applying** the knowledge, skills, and dispositions of the profession in setting?
- How do we know they are representing MSU well?

Graduation
- How do we know they have **obtained** the knowledge, skills, and disposition of the profession?
- How do we know they will represent MSU well?

In the Field
- How do we know they are **putting into practice** the knowledge, skills, and disposition for the profession?
- How do we know how they represent MSU?

Undergraduate Programs

The first stage of assessment occurs at admission to Professional Education. Admission requires candidates to take (but not necessarily pass) the Praxis I (Pre-Professional Skills Test). In addition to a writing sample and minimum GPA, candidates’ previous coursework and other experiences are considered by faculty as factors for admission. The next assessments occur in the blocks of courses that make up the undergraduate programs in K-12 and Secondary Teacher Education, Elementary Education, and Early Childhood Education. Faculty teaching the blocks collaborate to assess candidates on core assessments in the courses and in the corresponding field experiences. During the final block, candidates are admitted to student teaching based on their previous performance in the blocks and in their subject area coursework (second stage). For the third stage of assessment (student teaching) candidates are regularly evaluated by both their cooperating teacher and university supervisor. For the final stage of assessment, candidates must successfully complete the state licensure examinations (including Praxis II), complete all requirements for graduation, and apply for teacher licensure.

(Continued on next page)
Graduate Programs

The first stage of assessment occurs at admission to Graduate Studies and the individual program. Faculty consider undergraduate program, GPA, recommendations, and other experiences as factors for admission. Between the first and second stages assessments are integrated into coursework. Each program has designated several core assessments that all candidates will complete. The second stage of assessment occurs at admission to the clinical experience or internship (if applicable). Admission to the clinical is based on previous performance in coursework. During the third stage of assessment (completion of clinical) candidates are evaluated on performance in the school setting. For the final stage of assessment, candidates complete requirements for the degree, overall program assessments, and apply for license (when applicable).

Core Assessments

Faculty in each undergraduate and graduate program have identified a set of core assessments that are representative of the standards and content in the program. These assessments are common across faculty members teaching the same course (including adjunct faculty). At the end of the course faculty enter the results of the core assessments for each student on the University Assessment Database. The data are used in two ways. First, all candidates must pass all core assessments for program progress and completion. Second, the data for each program is analyzed and used by faculty to determine strengths and areas of improvement.
Variance Request for the Professional Education Program

Minnesota State University, Mankato

College of Education

Complete all sections of the form.

Note: This form is to be used to appeal decisions made by the department and other COE personnel regarding admission and progression in the program. University policies and procedures are to be used for the appeal of grades.

MSU students in teacher preparation programs are expected to demonstrate minimum satisfactory progress in academic achievement and professional development, including performance in clinical experiences and development of dispositions. Along with course grades, students’ demonstration of effective teaching skills, content knowledge, and professional dispositions and ability to adhere to ethical standards for the profession will be evaluated. A student assistance plan may be initiated as a result of an instance of inappropriate or inadequate performance or an identification of a pattern of inappropriate or inadequate performance. The purpose of the process is to identify student needs and articulate needed support.

Students are formally evaluated at specified transition points in Professional Education: 1) Admission, 2) Prior to student teaching, 3) Completion of student teaching and 4) Program completion. A report of Professional Concerns as a result of an instance of inappropriate or inadequate performance or identification of a pattern of inappropriate or inadequate performance may occur at any point in the program.

Note: Individual programs may have additional transition points.

The Professional Education Review Board, representing the Professional Education unit, will hear appeals of students who do not qualify to move to the next transition point. The Review Board will also automatically hear cases of students who may be placed on non-continuance or expulsion and will hear cases of professional concerns reports if candidates wish to appeal them. The committee will be established for each academic year and consist of representatives from each professional education department in the College of Education. When a student from a major outside the College of Education has an appeal before the committee, a faculty member from the student’s department will also serve on the committee.

The Review Board will also hear appeals from candidates who request an alternative to established policies.

I. Student Information

Name ____________________________________________
Tech ID __________________________ Local Phone _______________________
Local Address ____________________________________________
City ___________________________ State ______ Zip Code __________

MSU Email Address __________________________
Advisor __________________________ Bulletin Followed (Year) __________
Program __________________________

Earning first professional license? Please fill out section II in the shaded box. All others skip to section III.
II. **Licensure Level** (please check one):

___ Early Childhood  
___ Elementary Education  
___ Undergraduate (Please indicate teaching field)  

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___ Graduate Initial Licensure (Please indicate teaching field)

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III. **Transition Point** (please check one):

___ Admission to Professional Education  
___ Admission to Student Teaching  
___ Completion of Student Teaching or Internship  
___ Program Completion

**Issue** (please check one):  
___ Professional Concern  
___ Program Requirements  
___ Other ______________________

**Specific Deficiency:** ___________________________________________________

IV. On a separate piece of paper, explain why this variance request should be granted. In your explanation be sure to identify specific factors that have contributed to your deficiency, and your proposed solution.

*Please attach the written explanation, transcripts, and other relevant documentation for your case. Submit completed form, explanation, transcripts, and other relevant documentation to College of Education Dean’s Office at 118 Armstrong Hall, Minnesota State University, Mankato, Mankato, MN 56001. The Professional Education Review Board generally meets within two weeks of the receipt of the request.*

Applicant’s Signature ___________________________  
Date ___________________________
The Professional Education Unit at Minnesota State University, Mankato is committed to the policy that all persons shall have equal access to its programs, facilities and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, or sexual orientation.

In adhering to this policy, Minnesota State University, Mankato abides by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Minnesota Human Rights Act and other applicable statutes and regulations relating to equality of opportunity. In this venue, the Professional Education Unit at Minnesota State University, Mankato encourages all individuals to apply for admission.

The Professional Education Unit at Minnesota State University, Mankato recognizes the award of a Bachelor of Science degree with the recommendation for teacher licensure as well as Master’s and Specialist’s degrees. The degrees carry with them the full authority of the institution and communicate competencies to those who might seek the services of the degree awardees. This requires that candidates acquire the knowledge, skills, and dispositions essential to the profession.

The Professional Education Unit at Minnesota State University, Mankato is mindful of the unique nature of the professional education curriculum. Applicants must possess skills and abilities that will allow them to successfully complete the course of study and receive the full benefit of the education. In the process, candidates are required to direct and perform a wide range of activities and experiences with youth in Minnesota schools. This includes providing safe and appropriate learning opportunities. Candidates must be able to meet the following technical standards with or without reasonable accommodation.

**Physical Capabilities:**

General: Candidates should have sufficient motor function so they can execute movements reasonably required to provide general care and teaching to students within an acceptable amount of time.

Specific: It is required that candidates possess the motor function to:

- operate the technology and equipment necessary to teach and assist students in the particular area of licensure for which the candidate is applying.

- form one-to-one connections with students, monitor work, and intervene in natural classroom activity in providing for the learning and the safety of the students.

**Sensory/Observation Capabilities:**

General: Candidates must be able to acquire and comprehend a defined level of required information through demonstrations and experiences in teacher education and disciplinary content.

(Continued on next page)
General: Candidates must have the sensory ability to observe and monitor academic, behavioral, and non-verbal student activity in order to maintain a safe, responsive, and productive classroom environment.

Specific: It is required that candidates possess the sensory capability to:

- use visual, auditory, and kinesthetic inputs in assessing student needs.
- operate the technology and equipment necessary to teach and assist students in the particular area of licensure for which the candidate is applying.
- teach and assess the specific discipline and students in the particular area of licensure for which the candidate is applying.

**Communication Capabilities:**

General: Candidates must be able to communicate issues and perspectives effectively and sensitively in standard English with students, parents and guardians, colleagues, and community members from diverse backgrounds.

Specific: It is required that candidates possess the:

- written and oral communication skills to build and maintain positive relationships with students, parents, colleagues, and the general public.
- written and oral communication skills to provide corrective and instructional feedback.
- written and oral communication skills to articulate cultural understanding.
- reading skills to learn from text.
- written and oral communication skills that provide positive and accurate models for learners.

**Cognitive Capabilities:**

General: Candidates must be able to measure, calculate, reason, analyze, predict, integrate, synthesize and evaluate. Problem solving as well as instructional planning and design are critical skills for educators and require all of these cognitive abilities. Candidates must be able to perform these responsibilities in a timely fashion for effective instruction and classroom management.

Specific: It is required that candidates possess:

- cognitive capabilities to understand and use concepts within the discipline as well as interdisciplinary concepts.

**Behavioral Capabilities:**

General: Candidates must possess the emotional and physical health required for full use of their intellec-
tual abilities, exercise of good judgment, maintenance of confidentiality, prompt completion of all responsibilities attendant to teaching and learning, and development of mature, sensitive, and effective relationships with individual and groups of students, their parents or guardians, and the school community.

Specific: A profession in education is mentally, emotionally and physically demanding. Candidates must be able to:

- tolerate demanding workloads, function under stress, adapt to changing environments, and learn to function in the face of uncertainties inherent in the learning challenges of students.
- understand and respect diverse backgrounds of students and their families.
- manage apprehensive and troubled students with a range of moods and behaviors in a tactful, congenial, personal manner so as not to alienate or antagonize them.
- reasonably accept constructive feedback and respond by appropriate modification of practice.

In order to support candidates, dispositions (states of being) have been identified and are assessed during admissions, throughout the educational program, and at the program completion. Following a self-assessment of their dispositions by the students at the beginning of the program, dispositions are assessed during the program through documentation of behaviors that reflect the dispositions.

The Professional Education Unit dispositions include Planning and Preparation: inclusive planning, effort and preparation; Classroom Learning Environment: proactive, honor differences; Teaching for Student Learning: research-based strategies, active learning, reflection and revision, differentiation, knowledge; Professionalism: respectful relationships, integrity, responsibility and work ethic, commitment to teaching and professionalism.

Technical standards in the College of Education at Minnesota State University, Mankato are required for admission. These competencies are available upon request from the Dean of the College of Education, Minnesota State University, Mankato, 118 Armstrong Hall, Mankato, Minnesota 56001. Phone: (507) 389-5445. Fax: (507) 389-2566.
Minimum Technical Standards for Admissions and Matriculation
Department of Educational Leadership at Minnesota State University, Mankato
August 30, 2004

The Department of Educational Leadership at Minnesota State University, Mankato is committed to the policy that all persons shall have equal access to its programs, facilities and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, or sexual orientation.

In adhering to this policy, Minnesota State University, Mankato abides by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Minnesota Human Rights Act and other applicable statutes and regulations relating to equality of opportunity. In this venue, the Department of Educational Leadership Program at Minnesota State University, Mankato encourages all individuals to apply for admission to the program.

The Department of Educational Leadership at Minnesota State University, Mankato recognizes the award of a Master’s degree in Educational Leadership and Experiential Education and a Specialist degree in Educational Administration and Educational Leadership. The degrees carry with them the full authority of the institution and communicate competencies to those who might seek the services of the degree awardees. This requires that candidates acquire the knowledge, skills, and dispositions essential to the profession.

The Department of Educational Leadership at Minnesota State University, Mankato is mindful of the unique nature of the professional education curriculum. Applicants must possess skills and abilities that will allow them to successfully complete the course of study and receive the full benefit of the education. In the process, successfully admitted students, candidates, are required to direct and perform a wide range of activities and experiences with children and adults. This includes providing safe and appropriate learning opportunities. Candidates must be able to meet the following technical standards with or without reasonable accommodation.

Physical Capabilities:

General: Candidates should have sufficient motor function such that they are able to execute movements reasonably required to provide general care and supervision to staff, and students (clientele) within an acceptable amount of time.

Specific: It is required that candidates possess the motor function to:

- operate the technology and equipment necessary to monitor, supervise, and lead staff and students (clientele) in the particular area of licensure for which the individual is applying.

- form one-on-one connections with staff and students (clientele), monitor and supervise work, and intervene in natural school activities in a manner that provides for the learning and the safety of the students (clientele).

(Continued on next page)
**Sensory/Observation Capabilities:**

General: Candidates must have the sensory ability to observe and monitor academic, behavioral, and non-verbal activity in order to maintain a safe, responsive, and productive learning environment.

Specific: It is required that candidates possess the sensory capability to:

- use visual, auditory, and kinesthetic inputs in assessing staff and student (clientele) needs.
- operate the technology and equipment necessary to establish a learning environment for staff and students (clientele) in the particular area of licensure for which the individual is applying.
- supervise and assess the disciplinary content and the pedagogical content of staff (clientele) in the particular area of licensure for which the individual is applying.

**Communication Capabilities:**

General: Candidates must be able to communicate effectively and sensitively in standard English with students (clientele), parents and guardians, colleagues, and community members from diverse backgrounds.

Specific: It is required that candidates possess the:

- written and oral communication skills to build and maintain positive relationships with students (clientele), parents, colleagues, and the general public.
- written and oral communication skills to provide corrective and instructional feedback.
- written and oral communication skills to collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources.
- reading skills to learn from text.
- process skills in problem-solving and resolution.

**Cognitive Capabilities:**

General: Candidates must be able to acquire and comprehend a defined level of required information through demonstrations and experiences in educational administration or experiential education.

General: Candidates must be able to measure, calculate, reason, analyze, predict, integrate, synthesize and evaluate.

Specific: It is required that candidates possess:

- the cognitive capabilities to understand and use concepts within the discipline.
- a sound knowledge base that demonstrates an understanding of educational administration or experiential education.

(Continued on next page)
Behavioral Capabilities:

General: Candidates must possess the emotional and physical health required for full use of their intellectual abilities, the exercise of good judgment, maintenance of confidentiality, the prompt completion of all responsibilities attendant to teaching and learning, and the development of mature, sensitive, and effective relationships with individual and groups of students (clientele), their parents or guardians, and the school community.

Specific: Educational leadership is mentally, emotionally and physically demanding. Candidates must be able to:

- tolerate demanding workloads, function under stress, adapt to changing environments, and learn to function in the face of uncertainties inherent in the learning challenges of students (clientele).
- understand and respect diverse backgrounds of students (clientele) and their families.
- manage apprehensive and troubled students with a range of moods and behaviors in a tactful, congenial, personal manner so as not to alienate or antagonize them.
- reasonably accept criticism and respond by appropriate modification of practice.
- maintain appropriate boundaries in professional relationships.
- exercise sound judgment in decision-making.

Leadership Capabilities:

General: Candidates must possess the ability to develop a level of professional responsibility to provide adequate leadership for the learning community. Problem solving and conflict resolution are critical skills for educational leaders.

Specific: Candidates must be able to:

- make the well-being of students (clientele) the fundamental value of decision-making and actions.
- fulfill professional responsibilities with honesty and integrity.
- respect and uphold the confidentiality of staff and students (clientele).
- maintain a commitment to on-going professional growth.

The Department of Educational Leadership at Minnesota State University, Mankato’s Technical Standards are required to successfully be admitted. These competencies are available upon request from the Dean of the College of Education, Minnesota State University, Mankato, 118 Armstrong Hall, Mankato, Minnesota 56001. Phone: (507) 389-5445. Fax: (507) 389-2566.
The Department of Counseling and Student Personnel at Minnesota State University, Mankato is committed to the policy that all persons shall have equal access to its programs, facilities and employment without regard to race, ethnicity, culture, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, socioeconomic status, or sexual orientation. In adhering to this policy, Minnesota State University, Mankato and the Department of Counseling and Student Personnel abide by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Minnesota Human Rights Act and other applicable statutes and regulations relating to equality of opportunity.

The Department of Counseling and Student Personnel at Minnesota State University, Mankato confers the Master of Science degree, with associated recommendations for program-specific licensure for graduates where appropriate. The degree carries with it the full authority of the institution and communicates competencies to those who might seek the services of the degree awardees. This requires that candidates acquire the knowledge, skills, and dispositions essential to the profession.

The Department of Counseling and Student Personnel at Minnesota State University, Mankato is mindful of the unique nature of the professional graduate education, counseling, and college student affairs curricula. Applicants must possess skills and abilities that will allow them to successfully complete the course of study and receive the full benefit of the education. In the process, candidates are required to direct and perform a wide range of activities and experiences with youth in schools, students on college campuses, and clients in counseling settings. Candidates must be able to meet the following technical standards \textit{with or without reasonable accommodation}.

\textbf{Physical Capabilities:}

General: Candidates should have sufficient motor function so they can execute movements reasonably required to provide necessary service to their clientele within an acceptable amount of time.

Specific: Candidates are required to possess the motor function to:

\begin{itemize}
  \item operate the technology and equipment necessary to carry out the counseling, teaching, and student or client assistance tasks that are required of counseling and student affairs professionals.
  \item complete job-specific activities necessary to insure the safety of their clientele.
\end{itemize}

\textbf{Sensory/Observation Capabilities:}

General: Candidates must have adequate sensory ability to observe and monitor the academic, behavioral, and nonverbal activity of their students or clients in order to maintain a safe, responsive, and productive classroom, campus, or counseling environment.

Specific: It is required that candidates possess adequate sensory capability to:

\begin{itemize}
  \item use visual, auditory, and kinesthetic inputs in assessing student or client needs.
\end{itemize}
• operate the technology and equipment necessary to provide necessary services to students or clients consistent with the candidate’s program area.

• provide necessary direct service to students or clients.

General: Candidates must have adequate sensory ability to develop relationships and respond to concerns of students or clients.

Specific: It is required that candidates possess adequate sensory capability to:

• use visual, auditory, and kinesthetic inputs to accurately perceive both explicit and implicit cognitive, behavioral, and affective communications, build trusting relationships, and assist with student or client concerns.

**Communication Capabilities:**

General: Candidates must be able to communicate issues and perspectives effectively and sensitively with the range of clientele and stakeholders associated with their anticipated work setting.

Specific: It is required that candidates possess the:

• written, oral, and nonverbal communication skills to build and maintain positive relationships with their anticipated clientele, colleagues, supervisors, and stakeholders.

• written, oral, and nonverbal communication skills to provide corrective and instructional feedback where appropriate.

• written, oral, and nonverbal communication skills to articulate cultural understanding.

• written communication skills to effectively complete necessary professional documentation and correspondence.

• reading skills to learn from professional literature.

• written, oral, and nonverbal communication skills that provide positive and accurate models for clientele and stakeholders.

**Cognitive Capabilities:**

General: Candidates must be able to measure, calculate, reason, analyze, predict, integrate, synthesize and evaluate. Problem solving as well as instructional or other types of planning and design are critical skills for counselors and college student affairs personnel and require all of these cognitive abilities. Candidates must be able to perform these responsibilities in a timely fashion for effective completion of work tasks.

Specific: It is required that candidates possess:

• cognitive capabilities to understand and use concepts within their discipline as well as interdisciplinary concepts.

General: Candidates must be able to acquire and comprehend a defined level of required information through instruction, demonstrations, and experiences in counseling and student personnel.

*(Continued on next page)*
Behavioral Capabilities:

General: Candidates must possess the emotional and physical health required for full use of their intellectual abilities, exercise of good judgment, maintenance of confidentiality, prompt completion of all job responsibilities, and development of mature, sensitive, and effective relationships with their colleagues, supervisors, faculty, clientele, and stakeholders.

Specific: A profession in counseling, or college student affairs is mentally, emotionally, and physically demanding. Candidates must be able to:

- tolerate demanding workloads, function under stress, adapt to changing environments, and learn to function in the face of uncertainties inherent in the challenges of students and clients.
- refrain from abusing substances in a manner that impairs their professional conduct or professional reputation.
- understand and respect diverse backgrounds of students, students’ families, clients, and colleagues.
- manage apprehensive and troubled students or clients with a range of moods and behaviors in a tactful, congenial, personal manner so as not to alienate or antagonize them.
- develop and maintain professional, interdependent relationships with other counseling and student affairs professionals.
- demonstrate respect and sensitivity for persons from diverse backgrounds that are not limited to race, ethnicity, national origin, gender, age, ability, sexual orientation, religion, marital status, and socioeconomic status.

Counseling Capabilities:

General: Candidates must possess the ability to develop a level of professional responsibility necessary for adequate provision of counseling services.

Specific: Candidates must be able and willing to:

- respect and uphold the confidentiality of their clients’ issues and concerns.
- maintain a commitment to on-going professional growth, particularly the ability to recognize and work to develop professional competencies and overcome personal deficiencies.
- adhere to the ethical, legal, and professional guidelines of the counseling and student affairs profession.
- invest the time and energy necessary to develop professional counseling skills.
- complete case reports and/or other professional correspondence and documentation punctually and conscientiously.

General: Candidates must possess the ability to develop a trusting, therapeutic relationship with clients, regardless of the client’s race, ethnicity, culture, national origin, gender, age, ability, sexual orientation, religion, marital status, and socioeconomic status.

Specific: Candidates must:

- develop rapport with a variety of clients.

(Continued on next page)
• actively and effectively listen to clients’ explicit and implicit concerns.
• avoid the imposition of personal values on clients.
• accept and respond effectively to both positive and negative affect displayed by clients.
• maintain appropriate professional boundaries in the counseling relationship.
• understand and respect the diverse cultural backgrounds of clients and the impact of their own cultural identity on the counseling or professional interaction

General: Candidates must possess the ability to develop a level of self-awareness necessary for effective provision of counseling and student development services.

Specific: Candidates must:
• seek and accept feedback from peers, supervisors, and faculty about their professional knowledge and skills and use this feedback to improve their professional behavior, functioning, and self-development.
• be aware of their own feelings during a counseling session and effectively communicate those feelings to clients when appropriate.
• seek and accept feedback about their personal and interpersonal functioning and use this feedback to improve their professional functioning.
• recognize their own competencies and skills and share them with peers, supervisors, and faculty.
• recognize their own counseling style and its impact on clients from diverse backgrounds.

General: Candidates must possess the ability to make good decisions regarding the provision of counseling techniques and approaches.

Specific: Candidates must have the capacity to:
• conceptualize a counseling or student development case or issue based on appropriate and culturally relevant theoretical models, accurate behavioral observations, and collection of relevant information.

Competencies are available upon request from the Dean of the College of Education, Minnesota State University, Mankato, 118 Armstrong Hall, Mankato, Minnesota 56001. Phone: (507) 389-5445. Fax: (507) 389-2566.
Teacher education students in all licensure programs at MSU must document, at minimum, a satisfactory performance on all of the dispositions listed below. A disposition is a state of mind that leads one to act in certain ways; dispositions are reflected through behaviors. Dispositions are assessed throughout the program, and a final documentation of performance of all dispositions is required before a teacher candidate will be approved for licensure. Teacher candidate performance will be assessed according to these levels:

### Domain A: Planning and Preparation

**Proactive**
- Acts to create structure and a positive learning environment
- Seeks to prevent problems rather than react to them
- Student-centered: Listens and responds appropriately to student needs

**Respect differences**
- Encourages talents of all students, parents, and coworkers
- Recognizes and respects individuality of all students, parents, and faculty

**Comments:**

### Domain B: Classroom Learning Environment

**Inclusive planning**
- Differentiates the curriculum in order to meet the needs of all students

**Effort and preparation**
- Demonstrates thoughtful preparation, research-based strategies, intellectual acumen, and academic rigor in lesson plans

**Comments:**

(Continued on next page)
<table>
<thead>
<tr>
<th>Dispositions</th>
<th>Behaviors</th>
<th>Assessment Level</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>U</td>
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</tbody>
</table>

**Domain C: Teaching for Student Learning**

- **Research-based strategies**
  - *Uses research-based strategies and activities to enhance learning*

- **Active learning**
  - *Actively engages students in the learning process*

- **Reflection and revision**
  - *Uses formative and summative evaluation to monitor and adjust teaching*
  - *Engages in post-lesson reflection and makes changes based on that reflection*

- **Differentiation**
  - *Differentiates lessons, learning activities, and assessments to meet the differing needs of students*

- **Knowledge**
  - *Demonstrates necessary knowledge related to teaching and learning and specific content area*

**Comments:**

**Domain D: Professionalism**

- **Respectful relationships**
  - *Interacts with students, co-workers, parents, and community in a positive, professional manner*
  - *Perceives and respects the physical, emotional, and social boundaries of others*
  - *Perceives and respects diversity among groups of people and individuals based on age, ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area*
  - *Listens and values others’ ideas*

- **Integrity**
  - *Adheres to the guidelines for ethical conduct as described by Minnesota Board Of Teaching*
  - *Maintains confidentiality standards*
  - *Values and demonstrates honesty*

- **Responsibility and work ethic**
  - *Arrives on time and completes assigned tasks on schedule*
  - *Accepts personal responsibility for one’s own actions*
  - *Arrives ready and able to support students’ intellectual, academic, social, and emotional growth*

- **Commitment to teaching and professionalism**
  - *Engages in professional growth: reading, scholarly work, conferences, workshops and further coursework*
  - *Uses proper grammar and vocabulary in written and oral communication*
  - *Maintains personal hygiene*
  - *Dresses appropriately*

**Comments:**
Educational Administration: Assessment of Dispositions

Educational administration students in all licensure programs at MSU must demonstrate, at minimum, an intermediate performance on all of the dispositions listed below. Dispositions are assessed throughout the program. Candidate performance will be assessed according to these levels:

<table>
<thead>
<tr>
<th>Assessment Level</th>
<th>Unaware</th>
<th>Novice</th>
<th>Intermediate</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviors do not reflect the disposition. May be unaware of need for disposition.</td>
<td>Behaviors begin to reflect the disposition. However, implementation is not always consistent or successful.</td>
<td>Behaviors consistently reflect the dispositions.</td>
<td>Behaviors frequently go above and beyond expectations. Shows leadership or passion. Engages in proactive behavior successfully.</td>
<td></td>
</tr>
</tbody>
</table>

### Domain A: Planning and Preparation

**Inclusive planning**
- *Envisions and enables instructional and auxiliary programs for improvement of teaching and learning*

**Effort and preparation**
- *Develop, monitor, assess programs for a positive learning environment*

**Comments:**

### Domain B: Classroom Learning Environment

**Proactive**
- *Mobilizes others to create structure and a positive learning environment*
- *Addresses problems rather than avoids problems*
- *Listens and responds appropriately to student and staff needs*

**Honor differences**
- *Encourages talents of all students, parents, and staff*
- *Recognizes and respects individuality of all students, parents, and staff*

**Comments:**

### Domain C: Teaching for Student Learning

**Research-based strategies**
- *Uses research and best practices to identify and articulate clear expectations of teaching and learning*

**Active learning**
- *Observes classroom practices to assure students are meaningfully engaged in active learning*

**Differentiation**
- *Understands and supports curriculum, standards, assessments to meet the differing needs of students*

(Continued on next page)
### Domain C: Teaching for Student Learning (continued)

<table>
<thead>
<tr>
<th>Reflection and revision</th>
<th>Assessment Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Develops a school culture that is flexible, collaborative, innovative and supportive of efforts to improve achievement of all students</em></td>
<td></td>
</tr>
<tr>
<td><em>Collects and analyzes data to improve decision-making about instruction and student learning</em></td>
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<tr>
<td><em>Provides time for reflection as an important part of improving practice</em></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Assessment Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Demonstrates necessary knowledge related to educational leadership, teaching, and learning</em></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

### Domain D: Professionalism

<table>
<thead>
<tr>
<th>Dispositions</th>
<th>Behaviors</th>
<th>Assessment Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respectful relationships</td>
<td><em>Interacts with students, faculty, parents, and community in a positive, professional manner</em></td>
<td></td>
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<tr>
<td></td>
<td><em>Perceives and respects the physical, emotional, and social boundaries of others</em></td>
<td></td>
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<tr>
<td></td>
<td><em>Perceives and respects diversity among groups of people and individuals based on age, ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.</em></td>
<td></td>
</tr>
<tr>
<td>Integrity</td>
<td><em>Adheres to the guidelines for ethical conduct as described by Minnesota Board of Administration</em></td>
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<tr>
<td>Responsibility and work ethic</td>
<td><em>Completes tasks in a timely and responsible manner</em></td>
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<tr>
<td></td>
<td><em>Accepts personal responsibility for one’s own actions</em></td>
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<tr>
<td></td>
<td><em>Supports the intellectual, academic, social, and emotional growth of students and staff</em></td>
<td></td>
</tr>
<tr>
<td>Commitment to teaching and professionalism</td>
<td><em>Engages in professional growth: reading, scholarly work, conferences, workshops and further coursework</em></td>
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<tr>
<td></td>
<td><em>Uses proper grammar and vocabulary in written and oral communication</em></td>
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<tr>
<td></td>
<td><em>Maintains personal hygiene</em></td>
<td></td>
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<tr>
<td></td>
<td><em>Dresses appropriately</em></td>
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</tbody>
</table>

**Comments:**
Experiential Education: Assessment of Dispositions

Beginning January 2004, newly enrolled graduate students in the Experiential Education Master’s program at MSU will be asked to assess themselves according to the following four disposition domains upon entering the program and also toward the end of their final semester before graduating. Additionally, the student’s field supervisor will be asked to assess the student according to the following disposition domains during their practicum (ExEd 634) or internship (ExEd 635) field experience.*

* Field supervisors: Please mail or FAX a copy of the completed disposition survey to the student’s advisor at Dept. of Educational Leadership, MSU, 115 Armstrong Hall, Manakto, MN, 56001, or FAX: 507-389-5863. It is also appropriate to provide the student with a copy of the completed survey.

Student Name_________________________________     MSU Advisor’s Name_________________________________
Mon/Yr of Entering______________________________
Master’s in Experiential Education program______________ Anticipated Graduation Mon/Yr________________________

Check one:
_____Student Self-Assessment 1 (beginning of Master’s program)
_____Student Self-Assessment 2 (near completion of Master’s program)
_____Field Supervisor Assessment (near completion of internship or practicum experience)

If field supervisor assessment:
Name & Title of Supervisor________________________________________________________________________
Address_____________________________________________________________________________________
Phone_______________________ Email__________________________________________________________
Signature of Student or Field Supervisor_______________________________________ Today’s Date________________

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<table>
<thead>
<tr>
<th>Domain A: Planning and Preparation</th>
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<tbody>
<tr>
<td><strong>Dispositions</strong></td>
</tr>
<tr>
<td><strong>Unaware</strong></td>
</tr>
<tr>
<td>Behaviors do not reflect the disposition. May be unaware of need for disposition.</td>
</tr>
</tbody>
</table>

**View each person as unique**

* Shows awareness and appreciation of others’ varied approaches to learning/diverse interests
* Shows awareness and appreciation of others’ abilities, strengths, culture, linguistic heritage
* Shows awareness and appreciation of others’ stages of development
* Selects appropriate and inclusive assessments

Comments:

(Continued on next page)
### Domain B: Learning Environment/Work Climate

<table>
<thead>
<tr>
<th>Open to views of others</th>
<th>* Interacts positively</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>* Views things from other’s perspective</td>
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</tbody>
</table>

| Expect the best | * Establishes clear and appropriate expectations of self and others |  |

Comments:

### Domain C: Teaching/Leading for Learning

<table>
<thead>
<tr>
<th>Engaging</th>
<th>* Designs learning activities that actively engage students/participants/clients</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Connecting school to life</td>
<td>* Implements appropriate instructional strategies, activities and assessments for real-life situations</td>
<td></td>
</tr>
</tbody>
</table>

| Flexibility | * Monitors and adjusts instruction/facilitation to |  |

Comments:

### Domain D: Professionalism

<table>
<thead>
<tr>
<th>Orientation to Relationships and Communities</th>
<th>* Establishes effective relationships with colleagues/peers/faculty/students</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>* Recognizes rights and responsibilities of others</td>
<td></td>
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<tr>
<td></td>
<td>* Demonstrates effective communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Demonstrates appropriate boundaries</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enthusiasm and Passion</th>
<th>* Displays enthusiasm</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>* Enjoys teaching/leading/facilitating</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflection</th>
<th>* Reflects on tasks and teaching/leading/facilitating</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>* Responds to feedback</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Integrity</th>
<th>* Acts in an ethical or moral manner</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>* Values and exhibits honesty, personally and professionally</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Responsibility and Work Ethic</th>
<th>* Arrives on time</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>* Participates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Completes assigned tasks on schedule</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Accepts personal responsibility</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Commitment to Professionalism</th>
<th>* Sets high standards for professional behavior</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>* Seeks professional development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Dresses in a professional manner/maintains hygiene</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Respect</th>
<th>* Respects colleagues/peers/faculty/students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>* Listens to and values other opinions</td>
<td></td>
</tr>
</tbody>
</table>

Comments:
**Counseling and Student Personnel: Assessment of Dispositions**

All CSP students must demonstrate, at minimum, an intermediate level of performance on all of the dispositions listed below. A disposition is a state of mind that leads one to act in certain ways; dispositions are reflected through behaviors. Dispositions are assessed throughout the program, and a final documentation of all dispositions is required before a CSP student will be approved for graduation. Student performance will be assessed according to these levels:

**Domain A: Professionalism**

<table>
<thead>
<tr>
<th><strong>Professional Attitude</strong></th>
<th>Uses proper grammar and vocabulary in written communication.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Maintains personal hygiene.</td>
</tr>
<tr>
<td></td>
<td>Dresses appropriately for the professional setting.</td>
</tr>
<tr>
<td><strong>Relationships with others</strong></td>
<td>Interacts with peers, faculty, supervisors, and internship clientele in a positive, professional manner.</td>
</tr>
<tr>
<td></td>
<td>Offers feedback to peers, faculty, and supervisors in a respectful and solution-oriented manner.</td>
</tr>
<tr>
<td></td>
<td>Perceives and respects the physical, emotional, and mental health of others.</td>
</tr>
<tr>
<td></td>
<td>Perceives and respects diversity among groups of people and individuals based on age, ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geography.</td>
</tr>
<tr>
<td></td>
<td>Develops and maintains professional, interdependent relationships with other counseling and student personnel peers and professionals.</td>
</tr>
<tr>
<td></td>
<td>Engages in open, comfortable, clear communication.</td>
</tr>
<tr>
<td></td>
<td>Respects opinions, practices, values, and emotional reactions that are different from one’s own.</td>
</tr>
<tr>
<td><strong>General work attitude and enthusiasm</strong></td>
<td>Tolerates demanding workloads and stressful situations.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates the ability to function in ambiguous situations.</td>
</tr>
<tr>
<td></td>
<td>Seeks and uses feedback from peers and supervisors.</td>
</tr>
<tr>
<td><strong>Commitment to professional development</strong></td>
<td>Engages in professional growth: reading, scholarly work, conferences, workshops, and additional training.</td>
</tr>
<tr>
<td></td>
<td>Invests the time and energy to develop professional counseling and student development skills.</td>
</tr>
<tr>
<td></td>
<td>Recognizes and demonstrates a commitment to overcome personal, interpersonal, and professional challenges.</td>
</tr>
</tbody>
</table>

(Continued on next page)
### Domain B: Planning, Preparation, and Productivity

<table>
<thead>
<tr>
<th>Integrity</th>
<th>Adheres to the ethical guidelines of the counseling and student affairs professions.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Respects and upholds the confidentiality of clients’ issues and concerns</td>
</tr>
<tr>
<td>Professional judgment</td>
<td>Exercises professionally sound judgment in the selection, timing, and implementation of counseling and student development techniques and strategies.</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

**Domain B: Planning, Preparation, and Productivity**

<table>
<thead>
<tr>
<th>Dependability, conscientiousness, responsibility</th>
<th>Arrives on time to academic and professional commitments.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Meets attendance obligations and expectations.</td>
</tr>
<tr>
<td></td>
<td>Accepts personal responsibility for one’s own actions</td>
</tr>
<tr>
<td></td>
<td>Is punctual and reliable in the completion of assignments and correspondence during coursework and</td>
</tr>
<tr>
<td></td>
<td>Arrives able to perform professional tasks and functions</td>
</tr>
<tr>
<td>Effort and preparation</td>
<td>Arrives prepared to perform professional tasks and</td>
</tr>
<tr>
<td></td>
<td>Demonstrates thoughtful preparation and effort</td>
</tr>
<tr>
<td>Productivity</td>
<td>Completes assigned tasks on schedule.</td>
</tr>
<tr>
<td></td>
<td>Works effectively as part of a group, as well as inde-</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

**Domain C: Commitment to Developing Professional Competencies**

<table>
<thead>
<tr>
<th>Commitment to developing multicultural competencies</th>
<th>Demonstrates appreciation for diversity.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Understands and respects diverse backgrounds, beliefs, and</td>
</tr>
<tr>
<td></td>
<td>Seeks feedback about multicultural knowledge and skills and</td>
</tr>
<tr>
<td>Commitment to developing interpersonal competencies</td>
<td>Seeks and uses feedback about one’s personal and interpersonal</td>
</tr>
<tr>
<td></td>
<td>functioning and uses this feedback to improve professional</td>
</tr>
<tr>
<td></td>
<td>Demonstrates respect, clear communication, and a commit-</td>
</tr>
<tr>
<td></td>
<td>ment to collaborative problem solving when facing interper-</td>
</tr>
<tr>
<td>Commitment to developing counseling or student</td>
<td>Recognizes one’s own professional competencies and shares</td>
</tr>
<tr>
<td></td>
<td>Seeks feedback from peers, supervisors, and faculty about one’s</td>
</tr>
<tr>
<td>development competencies</td>
<td>professional knowledge and skills and uses this feedback to</td>
</tr>
<tr>
<td></td>
<td>Demonstrates willingness to learn new modes of service deliv-</td>
</tr>
<tr>
<td></td>
<td>Demonstrates willingness to use technology as a tool in service</td>
</tr>
<tr>
<td></td>
<td>Demonstrates commitment to improving practice through data</td>
</tr>
<tr>
<td></td>
<td>Demonstrates commitment to lifelong learning.</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>
TEACHER LICENSURE

The University recommends candidates for licensure to the State upon the satisfactory completion of a licensure program. However, licensure does not occur automatically through graduation and the awarding of a diploma. Students need to apply for a Minnesota teaching license at the close of the term in which they graduate. The College of Education coordinates the licensure process. In addition to meeting all program requirements, the Praxis I (PPST) examination of skills in reading, writing, and mathematics needs to be successfully completed, as well as the Praxis II pedagogy and/or content examination. Minnesota state law requires that all candidates applying for initial licensure in this state be fingerprinted for national background checks. A conduct review statement will also need to be completed and signed. There is a $31 fee for the criminal background check. The fee for the issuance of a State of Minnesota teaching license is $57.

MSU Contact:
Gail Orcutt, Licensure Coordinator
gail.orcutt@mnsu.edu
Armstrong Hall 118
(507) 389-1216

PRAXIS INFORMATION

All applicants for a first-time Minnesota teaching license must complete required teacher licensure tests. Those tests include the Praxis I: Pre-Professional Skills Tests (PPST) and the Praxis II: Principles of Learning and Teaching and Content/Subject Assessment Tests. Minimum passing scores set by the State must be achieved on all tests to be eligible for licensure. All tests are offered on six different Saturdays scheduled throughout the academic year.

The PPST is a basic competency test in reading, writing and mathematics. Evidence of having taken the test is required as part of the admission process for Professional Education. The PPST may be taken via computer at one of the computer-based testing centers.

The Praxis II test consists of the Principles of Learning and Teaching (PLT) which measure general pedagogical knowledge and the Content/Subject Assessment tests which measure general and subject-specific content knowledge. Principles of Learning and Teaching (PLT) consists of three levels of assessment. Students take one test within the scope of their licensure: Elementary Education or Early Childhood (K-6 level), Secondary (5-9 level or 7-12 level), K-12 Specialist (K-6 level or 5-9 level, or 7-12 level).

In addition, students take a Content/Subject Assessment Test for each teaching field. For example, a Social Studies and ESL major would take the Social Studies content and the ESL content tests. Note: Elementary Majors also take a content test for their specialty area, grades 5-8. It is recommended that candidates take the PLT as late as possible during student teaching. The Content/Subject Tests can be taken at the same time or prior to student teaching. Registration materials including inserts listing required tests for teaching field and sample registrations are available online at: www.ets.org/praxis/, or from the College of Education Advising Office, 117 Armstrong Hall, (507) 389-1215.