SOUTHWEST
MINNESOTA STATE UNIVERSITY

SCHOOL OF EDUCATION



Candidate Handbook

Greetings from the Southwest Minnesota State University School of Education! We are thrilled you have chosen to pursue a career in education. There is no other field quite like it - so demanding and yet so rewarding! The education of our youth is critical to the development and sustainability of our country's democracy, economy, and security. This guide is intended to provide you with the information to help you successfully navigate the Teacher Preparation Program requirements for teaching licensure recommendation. If you have questions or need clarification along the way, please contact the School of Education, 507-537-7115. We hope you find the SMSU Teacher Preparation Program engaging and exciting!

Sincerely,

Dr. Sonya Vierstraete

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Glossary:

Candidate: SMSU student participating in a clinical experience as part of an education course.
Clinical Experience: Includes Field Experiences, Student Teaching, and Practicums

> **Field Experience:** When a candidate enrolled in either an initial or additional licensure program observes teachers and students, assists, tutors, or conducts research in a school-based setting. Listed in course descriptions as a lab.
> **Student Teaching:** When a candidate enrolled in an initial licensure program assumes teacher responsibilities while working with the cooperating teacher and a university supervisor to practice and demonstrate the knowledge, skills and dispositions necessary to become a teacher.
> **Practicum:** When a candidate enrolled in an additional licensure program assumes teacher responsibilities to practice and demonstrate the knowledge, skills and dispositions necessary to teach the content aligned to the additional license or endorsement.

CPAST – Candidate Preservice Assessment of Student Teaching: Teacher Performance Assessment completed during student teaching.
CT – **Cooperating Teacher:** Teacher currently serving as the teacher of record in an E-12 classroom that has agreed to mentor an SMSU candidate for a clinical experience.
edTPA: Teacher Performance Assessment completed during student teaching.
E-Placement Form: Electronic Placement form
EPP: Educator Preparation Provider
MTLE: Minnesota Teacher Licensure Examinations
OFPL: Office of Placement and Licensure
PELSB: Minnesota Professional Educator Licensing and Standards Board.
Placement: Specifications including school partner, content area/s, grade level/s, and cooperating teacher information for a clinical experience in which a candidate is assigned.
Portfolio: Compilation of artifacts showcasing SEP demonstration for program completion.
Professional Licensure: Tier 3 or Tier 4 Minnesota Teaching License.
School Partner: A school or district that has a signed agreement with SMSU to host candidates for clinical experiences.
SEP: Standards of Effective Practice
SLL: Student Learning and Licensure-Watermark data management system.
SoE: School of Education
SMSU: Southwest Minnesota State University
ST – **Student Teacher:** Candidate completing their student teaching experience for initial licensure.
TPP: Teacher Preparation Program
US – **University Supervisor:** Hired to supervise student teachers and practicum candidates.

Chapter 1: Orientation

Mission:

The mission of the Professional Education programs at SMSU is to create inclusive communities of practice where each learner is an active participant in the investigation of learning, teaching, and leadership processes. Teachers and learners will engage in educational theory, research, inquiry, critical reflection, and application in pursuit of excellence in a culturally responsive education.

Vision:

Inclusive communities of practice investigating learning and teaching.

Code of Ethics:

Code of Ethics for Minnesota Teachers:

A. The Code of Ethics for Minnesota Teachers is established in the Professional Educator Licensing and Standards Board's administrative rules. Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. The principles are reflected in the code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation. The code applies to all individuals licensed under the rules established by the Professional Educator Licensing and Standards Board. (PELSB)

This code shall apply to all persons licensed according to rules established by PELSB.

B. Standards of professional conduct. Minn. Rule 8710.2100, Subp. 2.
1. A teacher shall provide professional educational services in a non-discriminatory manner.
2. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
3. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
4. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
5. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
6. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
7. A teacher shall not deliberately suppress or distort subject matter.

8. A teacher shall not knowingly falsify or misrepresent records of facts relating to that teacher's own qualifications or to other teachers' qualifications.
9. A teacher shall not knowingly make false or malicious statements about students or colleagues.
10. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

National Education Association Code of Ethics can be found at:
https://www.nea.org/resource-library/code-ethics-educators

Standards of Effective Practice:

A candidate for teacher licensure shall show verification of completing the standards in subparts 1 to 8 in a teacher preparation program approved under part 8700.2000. For full SEP listing see Appendix C.

- Standard 1, Student Learning
- Standard 2, Learning Environments
- Standard 3, Assessment
- Standard 4, Planning for Instruction
- Standard 5, Instructional Strategies
- Standard 6, Professional Responsibilities
- Standard 7, Collaboration and Leadership
- Standard 8, Racial Consciousness and Reflection

Effective Date. The requirements in this part for licensure are effective on July 1, 2025, and thereafter.
Statutory Authority: MS s 122A.09; 122A.092; 122A.18
History: 23 SR 1928; 34 SR 595; 47 SR 986
Posted: August 31, 2023

Teacher Preparation Program Portfolio Demonstrating SEPs (initial licensure candidates):

- You will build your portfolio in Student Learning & Licensure starting in ED101. Throughout your coursework you will continually add artifacts to your portfolio for each Standard of Effective Practice (SEP).
- Teacher candidates need to include two to four artifacts per standard. A minimum of one artifact for each standard must be included from your student teaching experience. *Rationales* must be included to support the artifacts with *justifications* of how the artifact matches the specific standard and *reflections* on how it impacts the teaching and learning process.

- School of Education (SoE) faculty review portfolios towards the end of your student teaching semester. Teacher candidates meet virtually or in person with education faculty for the exit interview (portfolio review). If there are missing artifacts or rationales, the teacher candidate will be asked to resubmit to the SoE faculty member who is reviewing the portfolio.

Dispositions:

SMSU Disposition Statement:

The Dispositions Reference Form is completed in all ED 101 or ED601 Introduction to Education courses by the instructor. All SoE TPP courses include this form in the syllabi/course resources. Teacher candidates sign-off acknowledging dispositions at the time of the TPP application/admission.

The Professional Dispositions adopted by the Southwest Minnesota State University School of Education promote and support professionalism as outlined in state and national standards. These dispositional statements represent one of the foundational tenets of the SMSU Teacher Preparation Program.

These dispositional standards identified are developed in conjunction with the Teacher Education Conceptual Framework, Standards of Effective Practice, Code of Ethics for Minnesota Teachers and are incorporated throughout the Teacher Preparation Program. Specifically, dispositions are patterns of behaviors and actions that occur frequently, in the absence of coercion, and constitute "habits of mind and heart." They are intentional and directed toward particular people and situations, in order to achieve goals. Teacher Preparation Program stakeholders must model and support the development of desirable dispositions and provide opportunities to weaken or eliminate undesirable dispositions. Dispositions that apply the knowledge and skills of teaching and learning are critical to becoming an effective candidate.

Such dispositions valued by the Teacher Preparation Program include, but are not limited to:

- **Enthusiastic:** Shows eagerness and enjoyment working with all stakeholders.
- **Respectful:** Treats everyone with respect and maintains appropriate boundaries.
- **Student-Centered:** Focuses on planning, instruction, and assessment to meet the diverse needs of all learners.
- **Problem-Solver:** Uses patience, deductive reasoning, and common sense to arrive at equitable solutions.
- **Leader:** Shows initiative and inspires others through their leadership qualities.
- **Receptive:** Listens and considers the viewpoints of others to enhance collaborations.
- **Communicator:** Expresses thoughts clearly and tactfully to all stakeholders when using non-verbal, verbal, and written communication.
- **Reflective Practitioner:** Uses inquiry and research in pursuit of lifelong learning. Employs reflection and feedback to gain self-awareness to grow as an educator.

- **Resilient:** Embodies the ability to persevere through adversity and setbacks.
- **Embracer of Diversity:** Embraces a culturally responsive perspective in both teaching and learning to promote social justice and believes diversity enhances the classroom.
- **Responsible:** Demonstrates dependability, punctuality, and efficiency.
- **Professional:** Presents self in a professional manner through one's cleanliness, appropriate attire, and ethical actions.
- **Honest:** Demonstrates honesty and integrity in all interactions.

Programming:

The SMSU SoE prides itself on the ability to offer a variety of programmatic models to accommodate the needs of our candidates and E-12 school partners. We have Residency Model Programs, Para-to-Programs, and Traditional Programs.

Residency Model Programs:

SMSU has established partnerships with a handful of school districts to provide a residency and/or apprenticeship programs. In a residency model program, the candidate must apply for the program through the E-12 school and be accepted as a candidate. Candidates progress through the program as a cohort following a specific course sequence while working for the school/district. Residency model student teaching is a year-long experience.

Para-to-Programs:

We currently offer Para-to-SPED, Para-to-TESL, and Para-to-ELED. Candidates in a Para-to-Program can be employed at any of our school partner schools as a paraprofessional. The school administration must sign paperwork granting permission for the candidate to participate in the program while being employed at their school/district and acknowledge the program's requirements. Just working at a school as a paraprofessional does not mean you are in a para-to-program. Candidates can talk to their advisor for more information about the application process for our Para-to-Programs. Candidates can complete most (can't guarantee all) of their clinical experiences at the school/district in which they work. New cohorts start each fall, and candidates progress through the program with a specific course sequence. Candidates must have an associate degree completed, or all Minnesota Transfer Curriculum goal area courses completed to be eligible for the program. Para-to-program student teaching is a year-long experience in which ½ the day is spent student teaching and ½ the day is spent working as a paraprofessional. Once a candidate has been accepted to the TPP, they may not switch between a para-to-program and a traditional program and vice versa. Reference Chapter 6: Policies and Procedures.

Traditional Programs:

Our ability to offer on campus and online traditional programs for candidates is a source of pride for the SMSU School of Education. We have 18 on campus majors/licensure programs

along with 5 non-licensure minors. Our online programs include 8 various majors/licensure programs with 3 non-licensure minors. We are also able to offer 11 different post-baccalaureate or graduate licensure programs. Our traditional programs allow candidates the ability to complete courses at their own pace through the modality that works best for each individual. Candidates in our traditional initial licensure programs complete a 12-to-16-week student teaching experience while candidates in our additional licensure programs complete a practicum consisting of a minimum of 80 hours.

Chapter 2: Clinical Experiences

A major component of professional teacher preparation involves clinical experiences in E-12 schools. Field experiences, pre-student teaching, student teaching and practicum are the different levels of clinical experiences.

Field Experiences:

Field experiences are built into our program from your first semester to your last semester. Reference Appendix A for the experiences required for your licensure area.

The Clinical Experience Coordinator assigns each experience as quickly as possible. Candidates should complete an E-Placement form at the time of course registration to activate the search for their placement.

See your advising guide to determine the courses requiring field experiences that can be taken before admission to the Teacher Preparation Program (TPP) and courses that require TPP admission prior to registration.

Criteria to Participate in a Field Experience:

You must have at least a C grade or better as of the 9th week of the semester to be eligible to complete your field experience. If you do not meet the requirement, you should withdraw from the course or you risk having a failing grade on your transcript.

Pre-Student Teaching Experience:

The pre-student teaching experience (PSTE) is the step between field experiences and student teaching. This is an opportunity for candidates to spend ten full days (two weeks) in the classroom under the direction of a licensed cooperating teacher. During this time, candidates participate in an observation cycle and performance evaluation using the Pre-Candidate Preservice Assessment of Student Teaching (Pre-CPAST). A university supervisor will be assigned to support each candidate through reflective journal feedback, observation feedback and Pre-CPAST evaluation. A "recommended" from the cooperating teacher (CT) and university supervisor (US) are necessary to be eligible for student teaching. *Reference Chapter 6 Policies and Procedures related to clinical experiences.*

Criteria to Pre-Student Teach:

You must have at least a C grade or better as of the 9th week of the semester to be eligible to complete PSTE. If you do not meet the requirement, you should withdraw from the course or you risk having a failing grade on your transcript.

Professional education courses, including methods courses, are extremely important to stay on track in the program. A candidate must have at least a "C" grade or better in all professional education courses to move to PSTE.

PSTE Weeks:

Candidates should avoid travel during their PSTE weeks. Typically, PSTE weeks are before, during or after spring break. Secondary candidates and K-12 licensure candidates will complete 1 week around spring break and 1 week in May (finals week) to avoid missing classes. If there is a conflict with the scheduled weeks of PSTE due to a university-sponsored event/activity/trip, the teacher candidate will need to contact the Office of Placement and Licensure regarding the schedule change. The cooperating teacher, university supervisor, teacher candidate and Director of Clinical Experiences in Education will mutually determine the weeks.

What if I am seeking more than 1 initial licensure?

If a candidate is seeking more than 1 initial licensure, they will complete 1 additional week (5 days) for each additional licensure sought. ED300L will be taken for 1 credit for the extra licensure area.

Student Teaching:

The culminating clinical experience for initial licensure candidates is student teaching. Candidates experience full-time teaching and complete a Candidate Preservice Assessment of Student Teaching (CPAST) in this 12- to 16- week placement. Candidates will also complete a graduation portfolio review at the conclusion of their student teaching semester. Commitment during student teaching is imperative. Do not plan any absences during your student teaching experience.

Student Teaching Applications:

- Applications for student teaching are accepted from the first day of each spring semester to the due date listed on the Placement and Licensure website. (mid-February)
- The student teaching application e-form can be found on the Placement and Licensure webpage within the School of Education website.
- The application window is for candidates wanting to student teach during the following academic year. Example: You want to student teach fall 2027 or spring 2028, you will apply in the January/February 2027 window.

Student Teaching Documents:

Materials pertinent to student teaching can be found on the Placement webpage within the School of Education website. Candidates will participate in a required orientation and student teaching seminar days. Failure to attend may result in repeating student teaching.

Criteria to Student Teach:

To be eligible to student teach, candidates must have a 2.8 GPA for Professional Education coursework. All "I", "IP","NA", or "C-" and below grades must be successfully resolved to maintain eligibility for student teaching. A "C" grade or better must be maintained in all Education/ECSE/SPED/TESL and methods courses to maintain eligibility for student teaching. Check your advising guide for content courses. *See Appendix B.*

Taking approved courses during your student teaching semester is only permitted in residency model programs. Candidates in traditional programs must complete all coursework prior to student teaching.

Student Teaching Experience:

Student teaching will look different depending on what program you are enrolled in.
All student teachers will have a University Supervisor (US) assigned to them. The US will read your journals, assess your lesson plans, conduct observations, conduct triad meetings, and complete a midterm along with a final evaluation.

All student teachers will work with a cooperating teacher (CT) or a team of cooperating teachers. The cooperating teacher/s will conduct observations, participate in triad meetings, and complete a midterm along with a final evaluation.

See Appendix B for the number of observations and triads required based on your program and licensure area/s you are seeking.

The SMSU Placement and Licensure webpages and D2L will contain all pertinent student teaching information.

Practicums:

Any professionally licensed teacher (tier 3 or 4) seeking an additional licensure will complete a practicum as their culminating clinical experience.

Practicum Applications:

- The practicum application can be found on the Placement and Licensure webpage within the Practicum section.
    - You will need a current resume as one of the application materials submitted. Make sure to include grade levels and content areas taught.
    - Candidates seeking a special education license should include experience with specific disability categories on their resume.
- Part of the application process will consist of a meeting with your advisor to ensure all coursework is completed.

Designing a Practicum Process:

- You will meet with the Director of Clinical Experiences in Education to design a practicum that addresses any gaps in licensure content, scope or experience.
- The evaluation process will take into consideration the scope and content of prior experiences and licensures compared to the licensure you are seeking.
- All practicums will be a minimum of 80 hours total.
- You may need to take time away from your current teaching position to satisfy any gaps in scope or content that are identified.

Clinical Experience Expectations:

When you are in an E-12 school, you are a representative of SMSU. We expect that you will represent SMSU and yourself in a professional and positive manner. Keep in mind that you must complete your clinical experience with a "recommended" or "recommended with reservation". If you complete your clinical experience with a "not recommended" or "not ready" you will not receive higher than a C- and will need to retake the course.

First Contact:

When you get your placement, it is your responsibility to contact your cooperating teacher. Don't wait! If you contact your cooperating teacher by email, only wait 2 days for a response and then follow up with a phone call to the school. Many times, your email goes into their junk/spam and you may end up wasting weeks waiting for a response.

Social Media:

Clean up your social media immediately and keep it clean! Consider using privacy settings. Avoid accepting friend or follower requests for students or parents on your person accounts. Understand that public content may be viewed by students, parents, teachers, and administrators.
See Chapter 6, Social Media Policy.

Reminders:

- Be polite and appreciative.
- Use appropriate language.
    - No: swearing, racial/gender slurs, secular language/references, sarcasm, roasting, slang
    - Yes: please, thank you, developmentally appropriate academic language, positive praise
- Wear professional clothing. It is worth the investment.

    - No: hoodies, jeans, crop tops, hats, leggings unless under a dress/skirt, t-shirts, shorts, short skirts, graphic t-shirts, low rise bottoms, low cut necklines, athletic pants, dirty clothes
    - Yes: dress pants, dresses/skirts with leggings or tights, blouses, dress shirts, sweaters, polo shirts, ties, collared shirts, comfortable shoes, clean clothes
    - If you are not sure if it is ok to wear...do not wear it.
    - Wear an SMSU nametag.
- Stay off your phone! Better yet, don't bring it in the building.
- Practice good hygiene and grooming.
- Do not use your earbuds or headphones while at your placement, even during prep times.
- Engage and be helpful.
- Check in at the school office upon arrival.
- Check to see if the school requires background checks, etc...
- Introduce yourself to the administration, if possible, to start building a professional network.
- Be ON TIME! Communicate if an emergency arises.
- Help your cooperating teacher navigate Student Learning & Licensure.
- Smile and greet others. Use eye contact and show approachable body language.

Continuous Interview:

Every time you are at a placement, you are being "interviewed and evaluated" by everyone you encounter. Always present yourself with professionalism and integrity. You never know who might become your colleague or boss someday. Network as much as you can!

Commitment and Time Management:

The School of Education faculty and staff are honored that you have chosen to be an SMSU Mustang! Being in the Teacher Preparation Program at SMSU involves numerous clinical experience hours to provide you with a variety of experiences as well as provide you with a wealth of practice opportunities. Due to the many clinical experiences and the hours required you must be dedicated to your coursework and completing the needed hours. This may mean you must take time off from work or other commitments to meet your clinical experience requirements. Sometimes this also means that you may need to complete clinical experience hours during spring break (PSTE) or other days that SMSU does not have classes, but E-12 schools are in session.

You are NOT allowed to skip scheduled class sessions in order to complete clinical experience hours. Plan ahead to attend all in-person or zoom sessions required for courses along with scheduling time for clinical experience hours. You will need to exhibit efficient time management and organizational skills.

You are NOT allowed to double count hours. If you are in multiple courses, you will complete hours for each course, which means you may not count the same hours for more than 1 course. If you are with the same cooperating teacher for more than one course, make sure they know you will be logging your hours separately in the SLL system.

Confidentiality:

All E-12 student information is confidential! Only discuss student information, behaviors, grades, etcetera with the cooperating teacher. Remove student names and identifying data when including student work samples in course work submissions and portfolio artifacts.

Mentality:

- Guest: Candidates should have the mentality of being a guest when in an E-12 school completing a placement. Always show gratitude to your cooperating teacher and administration for allowing you to come into their classroom and school.
- Mentee: You are in each placement to learn, and add to your "teaching tool box". Have a mentee mentality and treat your cooperating teacher as the mentor that they are. You should do your best to emulate your cooperating teacher. You are not there to critique, but rather to learn and grow.

What if?

I am an employee at a school?

Expect to take time off from your job to complete clinical experiences.

I work during the school day (8am-3pm) outside of a school setting?

Expect to take time off from your job to complete clinical experiences.

I am a student athlete or participate in other university sponsored activities?

A teacher candidate may participate in university-sponsored athletics or activities if it is minimally impactful on student teaching. Student teaching must be the priority. The coach/advisor must sign the student teaching application, indicating s/he understands that the teacher candidate/student-athlete must be accountable and make student teaching the priority. Meet with your advisor, coach and Director of Clinical Experiences in Education to determine if you will be able to student teach and participate in your activity simultaneously. Note: it is highly discouraged to student teach while your activity is in season, and in most cases isn't feasible.

Chapter 3: Placement

Applying for Placements:

Electronic Placement Request:

ALL placements must start with an electronic placement form. A placement will not be found for you if you have not submitted an electronic placement form by the specified due date. Even if you are doing a self-placement, you must fill out an e-placement form and have it turned in by the due date.

Tips for filling out the electronic placement form for all types of placements:

- You need a separate electronic placement form for every course.
- Go to the School of Education homepage from smsu.edu and then navigate to the Placement and Licensure page. Click on the "request a placement" bar. Use your StarID and Password to fill out the form.
- Candidates are recommended to withdraw from a course requiring placement who have not submitted an e-placement form by the first Monday in October for fall semester or the third Monday in February for spring semester, and the third Monday in March for summer session. Check our website for due dates each semester.

Placement Office Placements:

The placement office wants you to have exceptional clinical experiences! We take the information you submitted on your e-placement form and work to find you the closest site that meets the specific requirements for your placement. We will do this as quick as possible, please have patience. The placement office facilitates between 1,600 and 2,000 placements each academic year. **Once a placement is made it is FINAL! Make sure your application information is thorough and accurate. We will not change a placement once it is made.**

- Fill out the e-placement form immediately following registration for a course that requires a placement made by the placement office. (see chart below for a course list)
- The address you put on the form is the address we will use to search for a placement nearby. Only include an address that is where you will be driving from to get to the placement.
- Include on the form if you are employed at a school
    - provide the information for the school/district (name, address, ISD#, administrator name and contact info)
    - give a description of your role at the school

- If you are a licensed teacher, indicate what Tier you are and attach a copy of your license to the electronic placement form.
- Verification of liability insurance must be attached to the electronic placement form before you can submit it. We will deny your form if it is not attached.
- You must indicate on every application if you have any special circumstances.

Table 1 Placements made by the Placement Coordinator

Placement Office
E-Placement Form: AGED301, AGED401, ART370, ECSE432, ECSE441, ECSE459L, ED101, ED200, ED296, ED300L, ED301, EDD304, ED315, ED330, ED402, ED404, ED405, ED406, ED407, ED408, ED410, ED411, ED412, ED413, ED414, ED415, ED418, ED424, ED425, ED456, ED458, HLTH492, SPED200, SPED290, SPED400, SPED440, TESL431, TESL435 Student Teaching Application: ECSE462, ECSE467, ED462, ED463, ED464, ED465, ED466, ED467, ED471, ED472, ED496, ED497, SPED466, SPED467, TESL466, TESL467, PE498 Candidates in a Residency Model or Para-to-Program may work with their school/district administration to make their own placements even if the course is listed in this column. However, the placement office reserves the right to approve or deny any placement. Note: Working at a school as a para does not mean you are in the Para-to-Program. These are specific programs you must be enrolled in with specific requirements. Candidates holding a Tier 2, 3, or 4 license may make their own placements within their school/district even if they are listed in this column apart from ED458 and ED304 (PSTE). PSTE placements will be made by the Clinical Experience Coordinator.

Self-Placements:

There are certain situations in which self-placement is allowed, such as if you are already working in a school and the course you are taking is on the self-placement list. See the list of courses indicating those that are placed by the placement coordinator (Table 1) and those that are self-placed courses (Table 3). You still must fill out an e-placement form for self-placements to indicate your placement information. If you are taking a course on the self-placement list and you are not working in a school, or your school does not meet the requirements for the clinical experience, please contact the Director of Clinical Experiences in Education to work together to find a placement for you.

- Fill out the e-placement form after you have found a placement.
- Contact schools indicating who you are and what the expectations are of your clinical experience. Professors for self-placement courses will give you a sample letter or phone script you can use.

- Self-placements at Marshall Public Schools (MPS) must go through additional steps. Ask your professor for the specific procedure to obtain a self-placement at MPS. Do not contact any MPS teachers or administrators.
- Your cooperating teacher needs to be a Tier 3 or Tier 4 licensed teacher in the content area in which the clinical experience is taking place. *See Table 2. (Example: If you are doing an ECSE clinical experience your cooperating teacher must hold a Tier 3 or Tier 4 ECSE License. Out of field teachers and Tier 1 or Tier 2 teachers aren't eligible to be your cooperating teacher.)*
- You must attach a PDF of your cooperating teacher's license to your e-placement form. We will deny your form if it isn't attached.
- Verification of liability insurance must be attached to the electronic placement form before you can submit it. We will deny your form if it is not attached.
- If you are in a para-to-program you must attach your signed administrator letter to each e-placement form you submit. We will deny your form if it isn't attached.
- If you are self-placing and you are a Tier 2, Tier 3 or Tier 4 teacher you must attach a PDF of your license. We will deny your form if it isn't attached.
- You may only seek placement at schools on our List of School Partners. The list can be found on the SMSU Placement webpage.

Table 2 Cooperating Teacher Licensure Requirements

Course Prefix	**Cooperating Teacher Tier 3 or Tier 4 License**
AGED	Agricultural Education 5-12 and/or Work Based Learning*
ART	Visual Arts K-12
DAPE	Developmental Adapted Physical Education PreK-Age 21 (grade 12)
ECSE	Early Childhood Special Education B-Age 6
ED	General Education aligned to the course *
HLTH	Health Education 5-12
PE	Physical Education K-12 *
SPED	Special Education: ABS or Categorical Aligned to the course *
TESL	English as a Second Language K-12
MUS	Music: Instrumental, Vocal, Classroom K-12

**See Appendix E for specific course requirements*

Table 3 Courses with Self-Placement

Self-Placed
E-Placement Form: ECSE532, ECSE541, ECSE632, ECSE641, ED453, ED461, ED502, ED503, ED504, ED518, ED524, ED525, ED526, ED558, ED559L, ED601, ED602, ED603, MUS308, MUS393, SPED460, SPED540, SPED558, SPED559L, SPED560, TESL531, TESL535, TESL559L, PE210*, PE220*, PE401, PE481 Student Teaching Application: ECSE562, ECSE662, ED460, ED470, SPED468, SPED469, SPED566, SPED567, TESL468, TESL469, TESL566

Practicum Application:
ECSE682, ED451, ED468, ED551, ED568, SPED465, SPED 565, SPED670, SPED673, SPED674, SPED680, SPED681, SPED683, SPED684, TESL437, TESL537

Instructor finds placement, use the self-placed section of the placement e-form

**See Appendix A for grade band and hour requirements*

Completing Placements:

Specifics for Courses Requiring Placement:

SMSU works to ensure that every clinical experience is aligned to the scope and content of the licensure sought. You will have experience spanning the entire scope of the licensure area you are seeking to provide you with a variety of experiences. Reference the SMSU Clinical Experience Summary for hours and grade bands required. *Appendix A.*

Diversity of Placements:

Placements will also vary to ensure you have experiences with students who differ in race, ethnicity, home language, socioeconomic status, and experiences with students with a range of exceptionalities, including students on an individualized education plan. The threshold established by the SMSU SoE for diversity is no less than 10%. You may need to travel a significant distance to obtain the needed diversity of placements. Candidates should plan on being in 3 or more schools/districts over the course of their clinical experiences.

Non-Public School Placement:

You may complete clinical experiences including student teaching at a private, parochial, or charter school. However, the school must be accredited through an approved accreditation agency by the Minnesota Department of Education (MDE). The cooperating teacher must meet the same licensing requirements as with all other placements. Lesson plans must indicate the MN State Academic Standards being taught.

Out-of-State Placement:

SMSU has established partnerships with a limited number of sites beyond the borders of MN. Consult the List of School Partners on the Placement and Licensure webpage for out-of-state and international sites. Lesson plans must indicate the MN State Academic Standards being taught.

Background Checks:

Some schools require a background check. If you are placed at a school that requires a background check, you are responsible for any forms needed and the fee that may incur.

D2L:

You will have two D2L assignments to complete for each course that requires a placement.

1. E-Placement Form Submission: Upload a screenshot of your confirmation screen to the D2L assignment to verify submission of your E-Placement form for this course.
2. Placement Information: Upload a screen shot of your Student Learning & Licensure placement information for this course to the D2L assignment.

What If?

I am a tier 2 teacher, can I complete my clinical experiences in the school/classroom I work at?

Yes, however you will not be able to do all your clinical experiences in one district. Your school must also have a Tier 3 or Tier 4 cooperating teacher with the needed qualifications. The placement must meet the scope of the age/grades and content needed for the clinical experience. You will not be allowed to complete both Pre-Student teaching and student teaching in the district in which you are employed, only one or the other. Always note on your e-placement form that you are a Tier 2 teacher working in a district, attach your license to the e-placement form.

I am a Tier 3 or Tier 4 teacher, can I complete my clinical experiences in the school I work at?

Yes, as long as you have a cooperating teacher with the correct qualifications and your school meets the "diversity of placements" requirements.

I have a relative in the building/district I would like to complete a clinical experience at.

It depends on what relation the person of significance is and what their role is in the school. Examples: Your sister is the principal, we will say no. Your child is in the school, but in a different grade level, we might say yes. Your husband teachers in the school but in a different content area, we might say no or yes.

Please contact the placement office if there might be a conflict of interest and we will talk through your unique situation. If we find out after you start the placement and you didn't contact us…you may be removed from the placement/course, receive a failing grade and be required to retake the course. It is better to ask permission than forgiveness.

ED101, SPED290, ED418, and TESL431 are courses that you may complete in your hometown school as they are courses that are mostly observation.

Student Learning and Licensure (SLL):

All placements MUST be documented in the SLL system. Login guides and help guides for SLL can be found on the SoE webpage > Teacher Candidate Resources > Student Learning and Licensure Guides. Go to the watermark support site for SLL to find additional guides and videos for SLL.

Candidate SLL Account:

Resources
Overview Video

- You are not authorized to start clinical experience hours until your placement is in SLL!
- Your graduation portfolio will be created in SLL. Make sure to add artifacts for all SEPs throughout your clinical experiences for a robust graduation portfolio. This will also save you from tracking down artifacts when it is time to present your portfolio at the end of student teaching.
- If you do not check your school email often, please have your school email forwarded to an email you do check often. Your SLL account is set up through your SMSU email address and all placement notifications will be sent to that email address.
- Your professor or instructor for your course will monitor assignment/key assessment completion in SLL.
- Make sure your cooperating teacher knows how to approve your hours in SLL. Do not leave the school for the last time until this is done.
- Your professor will not report a grade for any course with a placement in SLL until:
    - ✓ required hours are logged and approved
    - ✓ demographics completed
    - ✓ all assessments are completed by you, your cooperating teacher and university supervisor (must have "recommended" or "has completed" within each assessment from the CT and US to pass the course)
    - ✓ SPED demographics tracking is completed with thorough descriptions (SPED courses only)
    - ✓ Required number of observations from the CT and US are uploaded (ST and Practicums only)
    - ✓ Required number of triad meetings are uploaded (ST and Practicums only)

Please Note: Reference your course syllabi and D2L for assignment due dates, not SLL.

Cooperating Teacher SLL Account:

Guide
Resources

- Your cooperating teacher will receive an email from support@watermarkinsights.com with a link to the SLL system. This often goes to their junk or spam folder. On your first visit, please talk to them about the email from watermark because it will expire.

- Please help your CT log in if they are struggling. If they can't find the email or the email has expired, please help them reactivate their account. This is done by going to: https://sll.watermarkinsights.com/ > Login > Forgot Your Password? > enter the cooperating teachers school email address > have the CT go to their school email in which they should find a new email from Watermark > the email will contain a new link or directions for logging in.
- Your cooperating teacher is responsible for completing all activities assigned to them as well as approving your hours.
- If your CT would like to submit Continuing Education Credits (CEUs) for hosting you, they can find the form in the SLL activity titled Continuing Education Units Document.
- During student teaching and or practicum, your CT will upload their observation reports as attachments in the observation activities. It is the candidate's responsibility to ensure all documents are uploaded for course credit.

University Supervisor SLL Account:

Assessing Activities Video

- You will have a university supervisor assigned to you for pre-student teaching, student teaching, advanced student teaching, and practicum experiences. Your professor will serve as your US for graduate level practicums.
- Your US will upload observation forms and triad meeting forms to SLL. It is the candidate's responsibility to ensure all documents are uploaded for course credit.

Professor/Instructor SLL Account:

Assessing Activities Video
Assessment Results

- Your professor or instructor for your course will monitor assignment/key assessment completion in SLL.
- Your professor will not report a grade for any course with a placement in SLL until:
  - ✓ required hours are logged and approved
  - ✓ demographics completed
  - ✓ all assessments are completed by you, your cooperating teacher and university supervisor (must have "recommended" or "has completed" within each assessment from the CT and US to pass the course)
  - ✓ SPED demographics tracking is completed with thorough descriptions (SPED courses only)
  - ✓ Required number of observations from the CT and US are uploaded (ST and Practicums only)
  - ✓ Required number of triad meetings are uploaded (ST and Practicums only)

Liability Insurance:

You must have current liability insurance before you can complete any clinical experience!!

How do I obtain liability insurance?

- Option 1: You can get liability insurance through Education Minnesota Aspiring Educator (EMAE). https://educationminnesota.org/
    - Click on membership & benefits > Aspiring educator > Online application
    - If you are already a member and misplaced your "proof of membership" this is also the place to get another "proof of membership" document.
- Option 2: If you are employed in an E-12 school you are likely to have liability coverage through your employer while completing a clinical experience in your place of employment. Inquire with your human resources department or your union to see if you are covered. Your employer's insurance will likely not cover you if you are going to another school/district for a placement, but union insurance might.

What do I do with my proof of insurance?

- You must attach your proof of insurance PDF to every e-placement form you complete.

Did you know?

- We will not put any placement into Student Learning & Licensure without proof of liability insurance. Remember that you are not allowed to start hours before your placement shows up in Student Learning & Licensure.
- We have a contract with each school partner stating you will not be allowed in their school until you have current liability insurance and that you will keep your insurance current without a lapse.
- You may renew your liability insurance through Education Minnesota before it expires, so you don't have days that you aren't covered.
- If you work at a school and aren't sure if you are covered, you can contact Education Minnesota and ask them, and if you are, they can send you documentation stating so.

Chapter 4: Licensure

Minnesota Professional Educator Licensing and Standards Board (PELSB):

PELSB is the official licensing board that issues all Minnesota professional licenses. Whether you are applying for an initial or additional license, all the answers to your questions can be found on the PELSB web site.

MN Tiered Licensure System:

Candidates who complete one of SMSU's licensure field programs are eligible for a tier 3 initial professional license. There are other opportunities for candidates to teach in Minnesota without these qualifications. Use the Tiers Without Fear interactive tool to determine which tier you can apply for and which qualifications you need to be a teacher in Minnesota.

Minnesota Teacher Licensure Examinations (MTLE):

Effective August 1, 2023 the following teachers, who are applying for a Tier 3 or Tier 4 license, are exempt from taking the MTLEs:

- Teachers who completed an approved teacher preparation program in Minnesota; and
- Teachers who completed an approved teacher preparation program in another state and passed those exams (if applicable).

Use this flow chart to see whether you will need to take content or pedagogy exams. Note: The flow chart is meant to offer common examples or scenarios that may lead to an exemption from exams. PELSB encourages candidates to submit an application to their office and they will reach out if any additional testing materials are needed.

Teacher Performance Assessment:

The edTPA is a performance-based, subject-specific assessment completed during student teaching for initial licensure. Teacher candidates develop a portfolio demonstrating their readiness to teach, with a focus on planning, instruction, and assessment. All candidates must complete the edTPA submission and any required remediation to receive credit for student

teaching. Additional details are available in the ED 473/573 D2L course. More information about this assessment can be found on the edTPA website.

CPAST Pilot

SMSU has received approval to participate in Minnesota's Candidate Performance Assessment for Student Teaching (CPAST) pilot. During this period, edTPA is not required. The CPAST is a standards-based assessment used during student teaching to evaluate candidates' ability to plan instruction, engage learners, assess student learning, and reflect on practice. More information about this pilot can be found on the PELSB website.

Requirements for Licensure:

Before SMSU can recommend you for licensure, you need to complete these tasks:

- If this is your first bachelor's degree, a degree check will need to be completed and your degree must be posted on your transcript.
- Check to make sure your University Supervisor and Cooperating Teacher have completed your evaluations in Student Learning & Licensure.
- All needed observations and triads are uploaded to Student Learning & Licensure.
- **Practicum candidates** must have all hours logged and approved by their cooperating teacher.
- Demographics are completed in Student Learning & Licensure.
- Initial licensure candidates must submit an edTPA to Pearson. If you do not meet the state recommended threshold, you are required to revise your submission and resubmit. *NOTE: SMSU has a variance granting permission to participate in the CPAST Pilot in MN. During that time the edTPA will not be required.*

Applying for Licensure:

Applications for an initial license can be completed through PELSB's Online Licensing System or can be printed from PELSB's web site. Applications for adding a licensure area to a current Minnesota professional license are also available on PELSB's website.

When you are finished with your student teaching or advanced practicum, an SMSU Certification Officer will need to complete Section 6: Verification of Completion of State-Approved Licensure Program. Complete the Request for Licensure Verification Form on the SMSU Education Licensure webpage.

If you are applying for a tier 2 license or an out-of-field permission (OFP) and are currently enrolled in SMSU classes that lead towards licensure, you will need an SMSU Certification

Officer to complete Section 8: Verification of Enrollment and Meaningful Licensure Program Progress. Complete the Request for Licensure Verification Form on the SMSU Education Licensure webpage.

What you'll need to submit to PELSB for initial licensure:

- PELSB license application
- An official transcript with your degree posted*
- Completed fingerprint card (for initial licensure only)
- Processing fee

What you'll need to submit with your PELSB application for adding an additional licensure area to your current MN teaching license:

- PELSB License Application
- An official transcript*
- Processing fee

  Application materials can be sent to:
  Professional Educator Licensing and Standards Board
  1021 Bandana Blvd. E., Suite 222
  St. Paul, MN 55108-5111

Items to note: *If credits were transferred from other colleges and they count towards licensure (appear on your advising guide), you will need to submit official transcripts from those colleges, as well. *If you have a previous degree and are seeking a teaching license only, you will not need to wait for a degree to be posted.

Chapter 5: Teacher Preparation Program

Keys to Success:

Listserv:

Notices are posted and students can use this to announce education related events. A subscription to the listserv is required for admission to the Teacher Preparation Program (TPP).

SMSU Email:

Use your @my.smsu.edu email! Get in the habit of checking it daily and using it for all communication with cooperating teachers, university supervisors, Placement and Licensure staff, faculty, advisors, SoE administrative assistant and the Registrar's office.

- Include the course and section you are in when inquiring about something course specific.
- Set up your email signature with your name, major, and tech ID (8 digit #). Also include any programs or cohorts you are part of such as "extended learner" or "para-to-tesl".
- Include a greeting addressing the recipient by their professional title.
- In the subject line give a specific reason for the email. Example: "advising" or "registration"

Advisor:

Stay in contact with your advisor/s!

- ECE, ECSE, ELED, TESL, and SPED majors have an advisor in the School of Education.
- Secondary and K-12 content majors have two advisors: A main advisor in the content area and a faculty advisor in the SoE. Please see content advisors regarding liberal education/MnTC and content courses prior to visiting with your SoE advisor.

Emulate the SoE Dispositions:

Always keep the SMSU Teacher Candidate Dispositions and the MN Code of Ethics for Teachers in mind! Consider yourself as a teacher from today forward. Your actions in class and in your clinical experiences should reflect that of a highly respected educator. Having a disposition violation in your file could mean denial to proceed in the TPP.

Excuses vs Reasons:

SMSU TPP Candidates are responsible for demonstrating proficient time management and organization. Know the difference between "Excuses" and "Reasons". Excuses come from

things a candidate should be able to plan ahead for – such as a day care provider being ill, computer crash, or activity attendance. Plan ahead for these types of situations! Have backup daycare, have work saved to a one drive, cloud or flash drive, schedule time to work on your coursework based on activities you may need to attend. Reasons come from things that cannot realistically be planned for – such as a snowstorm, serious illness, or car trouble. Most problems can be avoided with careful planning and thinking ahead. Avoid the need for Excuses which do not make a good impression!

Work with Children:

Find ways to work or volunteer with children. You will want as much experience working with children and families as possible. Find ways to gain experience such as becoming a substitute paraprofessional at your local school. Many schools will take you as a para sub for even half a day and all you need is a high school diploma and a background check. Another great way to gain experience is to work or volunteer at an after-school program. Many candidates also find tutoring to be a rewarding way to build a resume.

Get involved:

As an SMSU teacher candidate, your student organization is Education Minnesota Aspiring Educators (EMAE). When you purchase liability insurance through EMAE you are automatically a member. Attend the monthly meetings (zoom option is available) and become involved in EMAE activities throughout the year.

Teacher Preparation Program (TPP) Application:

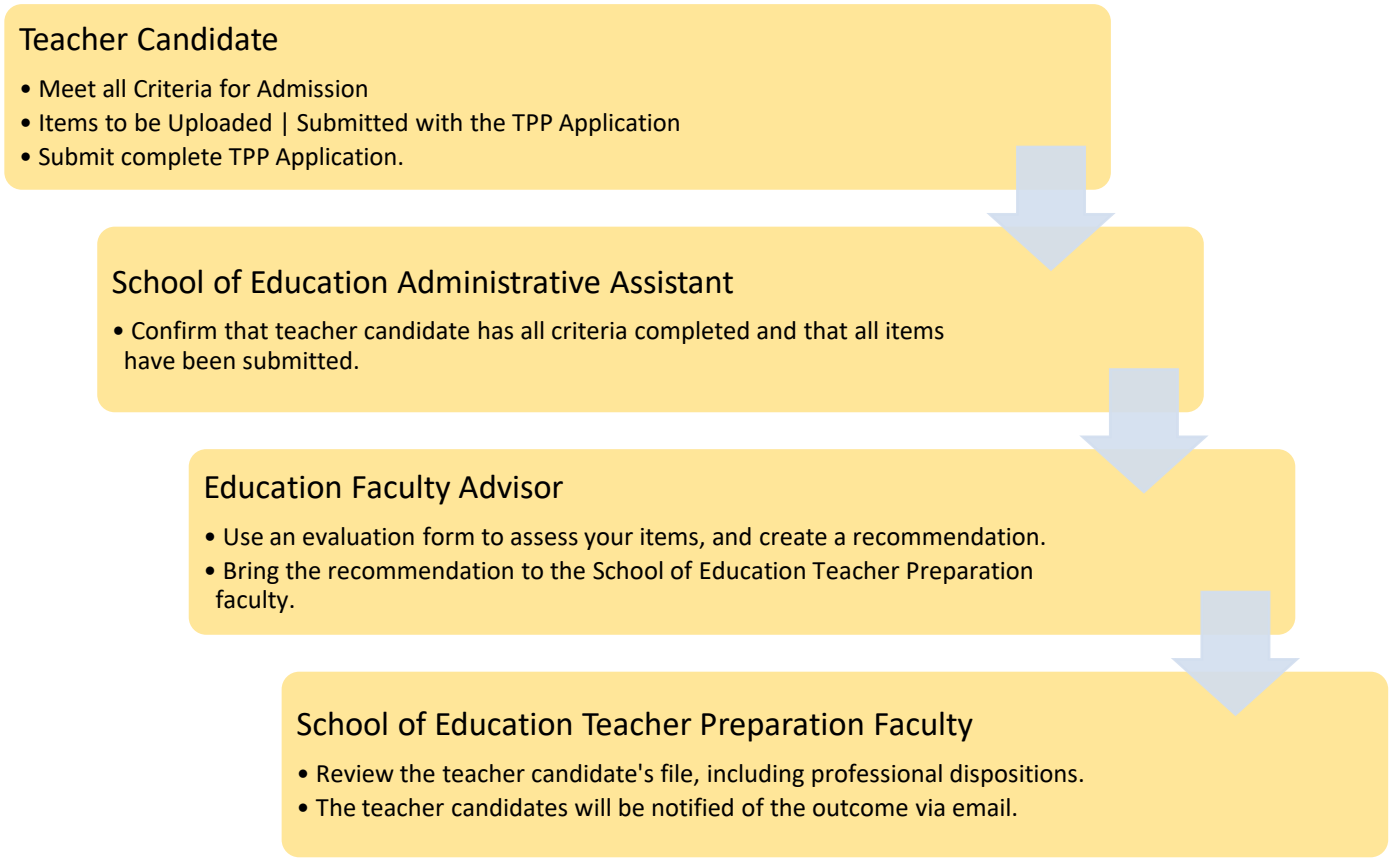
A teacher candidate must put forward a formal application for admission to the Teacher Preparation Program if they are pursuing an Education major leading to licensure. Admission to the Teacher Preparation Program is a prerequisite for most upper division (300 and above) Education methods courses.

Once a teacher candidate has met all **Criteria for Admission**, they will start an application. A teacher candidate will not be able to register for methods classes that require admission to the Teacher Preparation Program until being formally admitted, so it is important to start this process as soon as criteria is met, which is typically one to two semesters prior to enrolling in methods courses.

Applications submitted after August 1st will be considered for admission for the following spring term.

It is the responsibility of the teacher candidate to see that all forms are uploaded into their online TPP Application. All work must be completed and submitted together, so forms need to be prepared in advance. The work cannot be saved intermittently so please be mindful as documents are uploaded.

Chart 1 TPP Application Process



Criteria for Admission to the Teacher Preparation Program

Applicants to SMSU's Teacher Preparation Program (TPP) must:

1. Have completed at least **45 semester credits** prior to applying and show evidence that a minimum of **60 semester credits** will be satisfactorily completed at the end of the semester in which the application is being made. If you have a requirement that will be met during the summer term, candidates may be conditionally admitted to the TPP and should apply in the spring or summer/when admitted to SMSU. Candidates need to successfully meet the requirements for full admission by the end of the following fall term. Only candidates with full admission to the TPP will participate in student teaching.
2. **To be eligible for admission to the TPP, candidates must have a 2.8 GPA for Professional Education coursework.** All "I", "IP","NA", or "C-" and below grades must be successfully resolved to maintain eligibility for student teaching. A "C" grade or better

must be maintained in all Education/ECSE/SPED/TESL and methods courses to maintain eligibility for student teaching. Check your advising guide for content courses.

3. Have completed the following courses (or the equivalents):
   - **ENG 151** (Academic Writing) **OR ENG 251** (Writing in Professions) with a minimum grade of 'C' or better in one of the classes **OR** meeting PELSB approved ACT/SAT scores **OR** passing scores on the NES EAS tests in Reading and Writing.
   - **COMM:** Goal 1 COMM class with a Comm prefix with a minimum grade of 'C' or better. Recommended: COMM 110 Essentials of Speaking & Listening or a comparable course.
   - **MATH: Goal 4 MATH class with a MATH prefix** with a minimum grade of 'C' or better **OR** meeting PELSB approved ACT/SAT scores **OR** passing scores on the NES EAS test in Math.

     *All ELED majors will need to take MATH 110 (or higher level math course – reference advising guide) as it is a prerequisite for MATH 129, which is required for the major.
   - The above requirements for ENG, COMM, and MATH are considered met with a previous degree for admission to the TPP.
   - **ED 101** Introduction to Education & LAB or **ED 601** Foundations in Education & LAB with a minimum grade of 'C' or better and a positive recommendation**.**
   - **ED 102** Technology: Classroom Applications & Portfolio or **ED 601** Foundations in Education & LAB with a minimum grade of 'C' or better.
4. Demonstrated writing proficiency in education courses, documented in ED 101 or ED 601.
   - In ED 101 or ED 601, teacher candidates will submit a philosophy of education to their instructor for evaluation. Teacher candidates who do not meet the School of Education standards are responsible for working with the SMSU Writing Center to improve written work.
   - Submit a written essay as part of the application to the Teacher Preparation Program.

Teacher Preparation Program Application Requirements:

Items to be uploaded/submitted with the TPP application:

1. **Essay**: To demonstrate competency in written communication, you must submit a typed or a handwritten, 2-3 page essay. This essay will be reviewed for correctness in mechanics and spelling, and the ability to express ideas clearly. It should include information on why you have chosen teaching as a career, what you already know about teaching the age range for which you are applying, your experiences in a teaching setting and other experiences, and any additional characteristics you have which will make you a good teacher.

2. **Dispositions Reference Form**: A faculty member completes the dispositions reference form in SLL in ED 101 at SMSU (including College Now) or ED 601. Transfer candidates may be conditionally admitted to the TPP without the dispositions reference form, but must obtain a dispositions reference form from a SMSU faculty member within the first term of conditional admission. Once a transfer candidate obtains a positive dispositions reference form, the conditional admission may be moved to full acceptance if all other requirements are successfully met.
3. **Verification of Experience with Children/Adolescents Form:** Complete the PDF form identifying a 30-hour experience working with children/adolescents. A candidate may combine two experiences to meet the 30-hour experience requirement. Experiences must be within the most recent four years.
4. **Teacher Candidate Dispositions Self-Assessment Form:** Complete the PDF form and submit with your application.
5. **Understandings Form:** Read, sign, date, and submit with your application.
    a. **Code of Ethics and Professional Dispositions**
        i. Candidate Acknowledgement of documented disposition(s) concern(s) may impede acceptance into the TPP or revoke admission into the TPP in the future.
        ii. SoE Advisor: Review of documented dispositions
    b. **Listserv Enrollment and EMAE Membership - Confirmation of Liability Coverage Enrollment in the Education listserv**: All teacher candidates need to subscribe to the Education list serve, as this is how we send program information, scholarships, deadlines, job opportunities, meetings, events and more out to students. To subscribe to the listserv:
        i. Send a **BLANK** email to Smsu-emae-subscribe-request@lists.minnstate.edu
        ii. **Leave the subject line and body of the email BLANK**. This includes any "signature" you have set up.
        iii. You will receive a confirmation email from **MINNSTATE LISTSERV Server**. You will need to click the link within the email to confirm your subscription. Keep this email as it is included in the TPP Application.
    c. **EMAE Membership - Confirmation of Liability Coverage:** All SMSU Education candidates must hold personal liability insurance in an amount comparable to professional standards (minimum of $1,000,000). The coverage runs from September 1 through August 31 of the following year and must be renewed annually. The cost is approximately $40 annually. Apply online at www.nea.org, then click on "Join NEA" up at the top. Keep your confirmation email as evidence needed for field experiences and coursework. If candidates are part of the post-baccalaureate program or are currently professionally licensed tier 3 or 4 teachers, they may have comparable coverage from their education workplace; evidence must be submitted.

d. **Guidelines for Social Media use Agreement**
e. **SMSU School of Education Candidate Handbook**
f. **Graduation and Commencement Requirements**

***TPP requirements are successfully met for admission and maintained throughout the program to advance to student teaching. If not met, TPP membership may be denied or revoked.

6. **ED 101 Intro. to Education & LAB or ED 601 Foundation in Education & LAB Classroom Experience Reference Form**: The cooperating teacher for this classroom field experience will complete this form. If the course/field experience was through SMSU, the evaluation is located in SLL. If the Introduction to Education class is from another institution, the candidate should request a copy of the field experience evaluation from that institution's Placement Office. Transfer Pathways (TP) teacher candidates may be conditionally admitted to the TPP without the ED 101 or ED 601 evaluation. Once a TP candidate obtains a positive recommendation from a SMSU field experience, the conditional admission may be moved to full acceptance if all other requirements are successfully met.

Teacher Candidates Holding a Previous degree:

Teacher Candidates with an AA/AS/AAS Degree

- Can be admitted on a conditional basis if they have not taken ED 102 Technology
- Can be conditionally admitted, and moved to full admittance upon successful completion of required courses
- AND, must be enrolled in these courses for the next semester

Teacher Candidates with a Bachelor's Degree without Tier 3 or 4 Licensure

Any teacher candidate already holding a bachelor's degree, but who does not hold a professional teaching (tier 3 or 4) license, must meet the admission criteria identified above and be accepted into the program before taking most upper division methods courses in Education toward the licensure program.

Tier 3 or 4 Licensed Teachers

Licensed teachers, who plan to add a new licensure, will be asked to submit transcripts of all college or university studies and evidence of liability insurance. A customized plan will be developed upon review of the information provided.

Chapter 6: Policies and Procedures

Social Media Policy:

Guidelines for Social Media use for SMSU SoE Candidates:

Personal communication via social media platforms are held accountable by the laws and regulations that govern personal liability for traditional types of communication. When posting on social media, your statements should not indicate that you are speaking on behalf of Southwest Minnesota State University or the School of Education, particularly if you are employed by SMSU. You are responsible for what you post online, whether it is on your own site or on the sites of others. Student employees may want to consider adding a disclaimer to their social media accounts noting that the thoughts and views expressed are their own and are not representative of the views of SMSU or of SMSU's School of Education.

SMSU's School of Education encourages all teacher candidates to use established processes in directing complaints or concerns about coursework, faculty, or clinical experiences to the Chairperson of the School of Education and/or the Director of Clinical Experiences in Education. This policy is not intended to govern or restrict your personal presence online or to otherwise restrict your right to free speech.

General guidelines for social media use:

1. Know when and what to share, and when not to engage. Be careful when discussing topics where emotions may run high (e.g. religious and political topics), and show respect for the opinions of others.
2. It is usually best not to engage or respond to those who are posting negative comments; "two wrongs do not make a right".
3. Be careful not to post private or personal information about professors, other candidates, or mentor teachers or students in your field experiences.
4. Remember that images, video, and other forms of media are included in copyright protections; all images and videos that are not your own should include information that credits the source.
5. Keep in mind that all E-12 students are covered by privacy protections; images/video of students requires permission from all parents/guardians.
6. Remember that your cooperating teachers, students in your clinical experiences, and their parents/guardians, along with the administrators in our partnering host schools, will be looking online to find out more information about you as a teacher candidate in the classroom. Everything that you have ever posted, along with all that has been posted by others and tags you, will be seen be this group of stakeholders. Guard your

online presence carefully, and make sure it represents the 'you' that you want the world to see!

Consequences of inappropriate use of social media:
Violation of these guidelines may result in a delay/reassignment of a clinical experience such as pre-student teaching or student teaching that could impact your timely completion of the program, or even in removal from SMSU's Teacher Preparation Program for serious offenses. Candidates may be placed on a growth plan if warranted.

Policies Related to Clinical Experiences:

Removal Process for any Clinical Experience:

SMSU and our School Partners unilaterally reserve the right to remove a candidate from a clinical experience placement. The SMSU Dispositions, Code of Ethics, and Core Values will be taken into consideration when determining if removal by the university is appropriate. Districts have control over its sites and may immediately terminate the placement of any candidate in the case of an emergency involving health and safety; and in all other (non-emergency) instances, the district shall consult with the university before taking any action.

1. The cooperating teacher will notify building administration if an emergency removal is required due to health and safety and the building principal will notify the supervisor and the Director of Clinical Experiences in Education.
2. The cooperating teacher will confer with the supervisor listed in Student Learning & Licensure for the placement for all non-emergency concerns. For some courses this is the course instructor and other cases it is an assigned university supervisor.
3. The cooperating teacher and the supervisor will notify the Director of Clinical Experiences in the case of escalated concerns.
4. The Director of Clinical Experiences in Education will examine the situation including communication with the candidate and their advisor to decide as to whether removal is appropriate and notify the student of the decision.
5. See the Policies chapter for appeals and due process.

Minimum Requirements for Placements:

A teacher candidate must be at a "C" or better in any education course with a corresponding field experience before advancing to the field experience associated with the course. If the candidate is below the "C" mark at midterm (start of week 9), the instructor of record will communicate with the candidate and Placement & Licensure Office that the candidate will not be completing the corresponding field experience. The candidate will be advised to withdraw from the course.

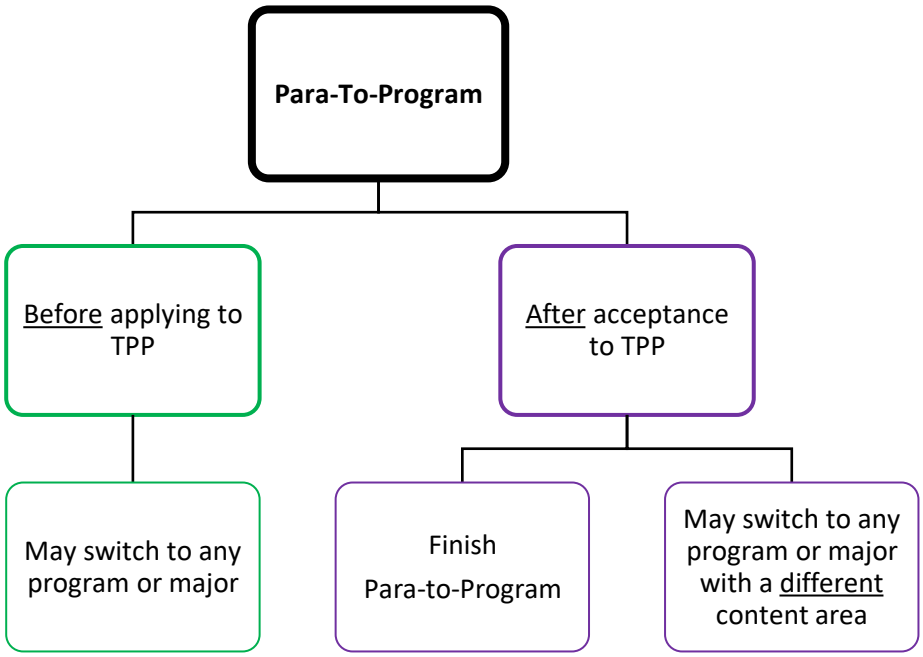
As courses and labs are tied together, teacher candidates must pass the course with a positive field experience recommendation. If a candidate does not pass the lab with a positive

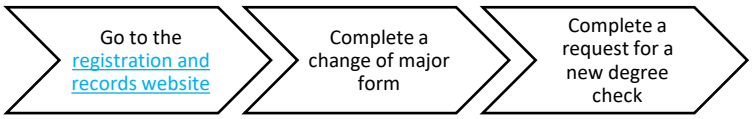
recommendation, they will repeat the course as the grades are tied together. Candidates must pass both the course and the lab – or repeat both.

Candidates need to earn a "C" or better in all professional education courses to advance to PSTE and student teaching. For candidates who do not receive a "C" or better, a growth plan may be established with the teacher candidate – along with the Education Advisor, Director of Clinical Experiences in Education, and the SoE Chairperson.

Para-to-Programs:

A candidate enrolled in the Para-to-SPED, Para-to-TESL, or Para-to-ELED program may not switch to another licensure program of the same content area after being admitted to the SMSU Teacher Preparation Program. (example: switching from Para-to-SPED to SPED online is not allowed)
UG Adopted AY24





“Recommended with Reservation” or “May Be Ready” Evaluations for Field Experiences:

A candidate with a “recommended with reservation” (RwR) evaluation will be allowed to advance to subsequent program coursework. If there are two or more RwRs, the candidate will be placed on a professional growth plan and monitored closely.

Course instructors need to communicate with the Director of Clinical Experiences in Education if there are any RwRs. The Director of Clinical Experiences in Education provides oversight and monitors field experience evaluations for a candidate receiving a “recommended with reservation” evaluation. If there is only one evaluation (or more than one from the same CT in the same semester) with RwR, the Director will contact the candidate to inform them that they are allowed to move forward but are being monitored for future evaluations. The course instructor, advisor, and chairperson will be included in this communication. If there is more than one evaluation with RwR, the Director will communicate with the candidate, course instructor, advisor, and chairperson. Collectively, a growth plan will be established and reviewed each term prior to the candidate advancing forward in the program.

“Not Recommended” or “Not Ready” Evaluations for Field Experiences:

If a candidate receives a “Not Recommended” evaluation from a cooperating teacher, a growth plan will be developed to move forward with an opportunity for a second placement with a new classroom mentor teacher and university supervisor if one is required for the specific clinical experience. The growth plan will be developed by the Director of Clinical Experiences in collaboration with the instructor of record for the specific course and the candidate’s advisor.

If a candidate receives a “Not Recommended” they may not earn above a C- for the course. - Clarification for AY26

If a candidate receives multiple (more than one) “Not Recommended” evaluations, the candidate will meet with the Director of Clinical Experiences in Education, the candidate’s advisor, and the SoE Chairperson as available to discuss other majors. At the point of three “Not Recommended” evaluations, a candidate is counseled out of the program, and TPP acceptance is revoked. A candidate may choose to reapply after 1 full year from the end of the term when the third “Not Recommended” evaluation was received.

Student Teaching and Practicums:

During the application process, the advisor will determine if the candidate has completed the needed coursework to be eligible for corresponding student teaching or practicum experience. This is done through referencing the Degree Audit Report or the Transcript Review.

Professionally licensed (tier 3 or 4) teachers seeking an additional licensure may take the final course in the licensure program concurrently with the advanced practicum related to the specific licensure being sought.

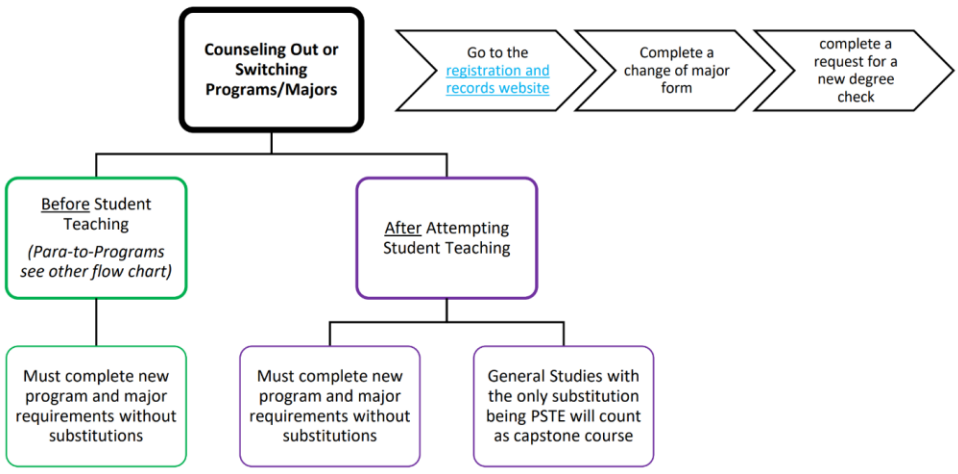
Candidates seeking initial licensure will not be allowed to take courses during the same semester as their student teaching experience. (except for PATL, PASP, PAEE, SWTPP as outlined in their program plan).

Removal Process from Student Teaching:

See process above for all clinical experiences.

"Not Recommended" Evaluations for Student Teaching and Practicums:

If a teacher candidate is not successful in their student teaching placement, they will meet with the Director of Clinical Experiences, their advisor, and the SoE chairperson as available, to develop a growth plan to possibly move forward with a second student teaching placement or they will be counseled out of the program and guided to another major/degree option. If the candidate is offered a second placement and is unsuccessful at the second student teaching attempt, they will be counseled out of the program and guided to another major/degree option. If the candidate wishes to appeal, they will need to write a formal letter to the School of Education faculty and staff requesting that the decision to be reconsidered. If the decision remains, the candidate may appeal the decision to the Dean of the College of Business, Education, and Professional Studies. See DUE PROCESS.



Due Process:

Candidates in the School of Education at SMSU are afforded due process rights related specifically to the Teacher Preparation Program. Candidate appeals include, but are not limited to, programmatic issues, subcommittee decisions and/or clinical experience related issues. Grade appeals and other issues normally covered by university-wide policies will continue to be handled through the institutional process. Refer to the SMSU Catalog/Student Handbook for the grade appeal process and other student issues not specific to the Teacher Education Program.

Due Process and Appeals for Field Experience Issues:

Director of Clinical Experiences in Education: A candidate's first contact regarding a clinical experience decision should be with the Director. The Director will keep official notes of the meeting and other communications. In many instances, the Director of Clinical Experiences in Education reaches decisions relating to clinical experiences after consulting with the Field Experience Coordinator.

Clinical Experiences Issues Committee: If a candidate wishes to appeal a decision made by the Director of Clinical Experiences in Education relating to a clinical experience issue, the formal appeal is made to the Chairperson of the School of Education. The Clinical Experience Issues Committee is made up of the Chairperson of the School of Education, the Director of Clinical Experiences, the Field Experience Coordinator, and the professor of record for the course corresponding to the clinical experience.

Requests must be made in writing and must state the reasons for petitioning to the Clinical Experience Issues Committee. The request must be received within *10 working days* of the candidate being notified of the initial decision. The written appeal must state the reason(s) for the review and provide information substantiating one of the following:

- Procedures not followed
- Regulations not applied correctly
- Information not known or available at the time of the original hearing which could alter the outcome, or
- Action not appropriate

The written appeal to the Clinical Experience Issues Committee must also include:

- A copy of the original decision and any documentation relating to the decision of the Director of Clinical Experiences in Education
- Any other documentation the candidate believes would enhance their position with the appeal
- The committee will respond in writing within *10 working days*. During that time, the candidate's placement will remain on hold until the issue can be resolved.

Due Process and Appeals for Student Teaching and Practicum Issues:

If a teacher candidate is not successful in their student teaching placement, they will meet with the Director of Clinical Experiences, their advisor, and the SoE chairperson as available, to develop a growth plan to possibly move forward with a second student teaching placement or they will be counseled out of the program and guided to another major/degree option. If the candidate is offered a second placement and is unsuccessful at the second student teaching attempt, they will be counseled out of the program and guided to another major/degree option. If the candidate wishes to appeal this policy, they will need to write a formal letter to the School of Education faculty and staff requesting for the decision to be reconsidered. If the decision remains, the candidate may appeal the decision to the Dean of the College of Business, Education, and Professional Studies. See the following information for the appeal process.
If the decision reached by the Clinical Experience Issues Committee is not satisfactory to the candidate, they may appeal to the School of Education. A hearing will be scheduled to occur within *15 working days* after the formal appeal is filed (based on the SMSU Academic Calendar).

- Candidate Rights
  - The candidate has the right to appear at the hearing.
  - The candidate may bring and/or use expert resource persons, e.g., college faculty and staff or other appropriate professionals, to support the appeal.
- Required Documentation
  - Original appeal letter and supporting documentation submitted to the Clinical Experience Issues Committee.
  - The decision rendered by the Clinical Experience Issues Committee.
- Hearing steps
    - Candidate and/or expert witness(es) present evidence.
    - Faculty members ask questions and review relevant data with candidate present. Candidate and expert witnesses (if present) are excused from the hearing.
    - Faculty members deliberate and take action. The decision of the School of Education Teacher Preparation Program is communicated in writing to the student, the academic advisor, the Director of Clinical Experiences in Education, the professor for the corresponding field experience course, and/or other individuals impacted by the decision rendered.

If a candidate is not satisfied with the decision of the SMSU School of Education, an appeal may be filed with the Dean of the College of Business, Education, and Professional Studies or their designated representative. This appeal must be filed within seven (7) days of notification of the School of Education's decision. The Dean will review all associated documentation, decisions rendered by the previous individuals/committees, and other evidence pertinent to this case. The Dean's decision will be relayed back to the School of Education Chairperson, who will be responsible for communicating to the candidate and other related parties. The decision of the Dean is final.

Appeals Related to Licensure:

Appeals related to recommendation for licensure from Southwest Minnesota State University's Teacher Preparation Program should be brought initially to a committee composed of the Director of Assessment, Accreditation and Licensure, the Director of Clinical Experiences in Education, the Chairperson of the School of Education, and the Dean of the College of Business, Education, and Professional Studies. If the appeal is not resolved at this level, the Professional Educator Licensing and Standards Board, at the request of a teacher candidate preparing for teacher licensure or a licensed graduate of a teacher preparation program, shall assist in resolving a dispute between the candidate and a postsecondary institution providing a teacher preparation program when the dispute involves an institution's recommendation for licensure affecting the candidate or candidate's credentials. This appeals process is in accordance with MN Statute 122A.09.

Credit for Prior Learning & Experiences Policy:

Definition: Credit for Prior Learning & Experiences* is defined as coursework, exams, or experiences held prior to the start of a Teacher Preparation Program.

1. Follows the university and system policies.
2. Education specific coursework must have been completed within seven years of application to a teacher preparation program.
    - Any changes in standards not previously addressed must be met for licensure.
3. Attainment of Standards of Effective Practice can be evaluated by review of syllabi of education courses completed elsewhere.
    - A minimum of 75% of the standards met in the SMSU course must be achieved by the transferring/substituted course to be eligible for substitution –any unmet standards would need to be accounted for in other program required coursework.
    - Courses approved for transfer will be entered into Transferology and reevaluated every three years with the SoE audit or upon curriculum and/or standard changes.
    - Candidates who moved from tier 2 to tier 3 licensure and are now seeking an additional licensure, will need to have the Standards of Effective Practice identified as proficient to be recommended for the additional licensure. Any unmet standards will be addressed in required coursework for the specific candidate.
4. In addition, if candidates are applying for credit for prior teaching experiences*, they must follow the Credit for Prior Learning & Learning Procedure.

*Prior learning and experiences may NOT be used to waive any part of the student teaching or practicum experiences required for teacher licensure.

Procedures for Transfer Credit, Course Substitution, and Credit for Prior Learning & Experiences are outlined in the following section. See Appendix D for additional information.

Transfer Credit Procedure:

1. Candidate submits transcript(s) to Records and Registration and course syllabi to program advisor(s) via the online petition process within 1 semester of admission to their Teacher Preparation Program.*
2. Following the advisor recommendation, Education Leadership including the Director of Assessment, Accreditation, and Licensure, Director of Clinical Experiences in Education, and the School of Education Chairperson along with the licensure program lead review the course or experience request.
3. Transfer Review Specialists in Records and Registration should be notified to add course to Transferology if the course is equivalent AND meets 75% standards for licensure.
4. Records saved to candidate file with Teacher License notation and degree audit is updated.
5. The candidate's graduation/licensure plan in UAchieve should be updated by the advisor and candidate.
6. Transferred courses are added to the Course Equivalency Form to be included with the licensure application.

* If additional transfer courses are taken throughout the program, the candidate should utilize the petition process/form to request course to be considered.

**Completion of course substitution and continuation of procedure is based upon acceptable transfer review. Unsuccessful reviews must be communicated to the candidate by their program advisor and copy Records and Registration to add communication to their file.

Course Substitution Procedure:

1. In the event the degree graduation plan cannot be followed due to course schedule changes and/or external factors that interrupt a candidate's plan, the candidate and advisor should:
    a. Hold semester advising appointments to ensure requirements are being met and taken in anticipated order (in accordance with the graduation plan).
    b. Update graduation plan when courses are not offered as planned and would delay a candidate's graduation beyond a reasonable amount of time (to be determined by faculty and candidate).
    c. Communicate when courses are suddenly not offered, due to low enrollment in a course.
2. Advisors determine, along with faculty peers and the Education Leadership team as

needed, if course substitutions are meeting standards or how standards by original course are still being met.
    a. Syllabi comparison
    b. Standards covered in other courses noted
3. Substitutions made throughout a candidate's teacher preparation program should be updated with the Records and Registration Office via the course petition process.
4. Candidate's graduation plan in UAchieve will be updated by the candidate and advisor.

Credit for Prior Learning & Experiences Procedure:

1. Candidate and advisor complete the SMSU Credit for Prior Learning & Experiences process:
    a. Candidate consults with the Education Leadership team (Director of Assessment, Accreditation, and Licensure, Director of Clinical Experiences in Education, and School of Education Chairperson, and specific licensure program lead) and their advisor (content and professional education faculty respectively).
    b. Candidate submits a student petition or credit for prior learning portfolio via the standard University process to request an assessment of prior learning & experiences.
2. If Education Leadership and advisor determine the request is appropriate, the candidate uploads evidence to the Credit for Prior Learning Portfolio Review Form.
3. Eligibility per University Policy:
    a. The student must have at least a "B" average in any transfer credits or university courses taken in the area to be assessed.
    b. An undergraduate student must have completed at least one semester and fifteen credits at the university with at least a "C" average to be eligible to apply.
    c. A graduate student must be an admitted graduate student with a GPA of 3.00 or higher.
    d. A student can be assessed only once for a particular course.
    e. A student who has earned at least seventy-five semester credits may not earn credit by assessment of prior learning at the 100 or 200 level. The level of learning must be sufficient to justify awarding of credit at the 300 or 400 level. Graduate student seeking graduate credit must demonstrate learning equivalent to 500 or 600 level credits.
    f. A student should not be previously or currently enrolled in the course in which assessment for prior learning is requested.

University Resources:

- Records & Registration - Student Course Petition Form
- Assessment of Prior Learning & Experiences – Appendix D
- Credit for Prior Learning Policy
- Credit for Prior Learning Procedure

- Credit for Prior Learning Portfolio Review Form

*The School of Education Teacher Preparation Program will not substitute prior learning and experiences for student teaching or practicum requirements.

Meaningful Progress Policy:

The candidate is enrolled in a teacher preparation program aligned to the assignment and

1. Tier 2: Has completed a minimum of 15 credits within the program with a "C" or better grade since the Tier 2 license was issued or last renewed, or
2. Out-of-Field Permission: Has completed a minimum of 6 credits within the program with a "C" or better grade since the Out-of-Field Permission was issued or last renewed,

Candidates are responsible for ensuring adequate progress is met.

Professional Education Course Limit:

Applies To: All Teacher Candidates in Licensure and Non-Licensure Programs.

Purpose:

This policy outlines the maximum number of times a teacher candidate at Southwest Minnesota State University may enroll in a Professional Education course. The goal is to support candidate success while maintaining the integrity and quality of our programs.

Policy Statement:

Teacher candidates enrolled in education programs at SMSU may attempt any Professional Education course no more than two (2) times. This includes the original enrollment and one (1) additional attempt. Attempts include: Grades below C, W, FQ, NA.

Definitions:

Enrollment: Registered for a course beyond the drop/add date for the semester.
Teacher Candidate: A student enrolled in an SMSU School of Education course.

Exceptions:

Exceptions may be considered under documented extenuating circumstances in either attempt of the course, such as:

a. Serious medical conditions
b. Family emergencies
c. Military service
d. Other significant disruptions beyond the candidate's control

e. Significant gap in university enrollment

Requests for exceptions must be via the petition process and must include supporting documentation. Final decisions are made in accordance with the School of Education Due Process Policy.

Procedures:

1. Academic Advisors will monitor enrollment records for courses.
2. Candidates attempting to enroll in a course for a third time will be flagged and notified.
3. The candidate must submit a formal petition for exception, including a plan for success and any relevant documentation if they wish to attempt a course a third time.
4. See the School of Education Due Process Policy.

Implemented AY2026

Appendices

Appendix A.

SMSU Clinical Experiences Summary

All Clinical Experiences are tracked by the Office of Placement and Licensure to ensure each candidate has a variety of experiences in the scope and content of the licensure area they are seeking. All candidates have experience with students who differ in race, ethnicity, home language, and socioeconomic status as well as students with a range of exceptionalities, including students on an individualized education plan. updated AY26

Special Notes for all licensure Areas

- ED418 is paired with ED402 and may use the same placement site for both experiences if possible.
- Reference advising guides for full course schedule.
- ED315 is paired with ED330 and may use the same placement site for both experiences if possible.
- Methods courses and PSTE will use the same placement site for experiences when possible. A teaching team at the site may be utilized.
- Para-to-Programs should consult their specific planner for course sequence.
- ED456 is not required to be done with a licensed teacher and therefore is not counted in the total clinical hours for licensure.
- PSTE should be done on consecutive days.
- We recommend completing 2 full consecutive days for ED101, SPED290 and TESL431.

Reading Licensure K-12

	Undergraduate/initial dual		**Graduate/additional**
Fall methods year	**ED 402** Early Literacy 15 hrs in gr. K-2 (Secondary candidates complete 30 hrs) (all others also take ED 404 with 15 hrs)	Fall methods year	**ED 502** Early Literacy & Lab 15 hrs in gr. K-2
Spring methods year	**ED 451** Literacy Practicum 40 hrs in gr. 5-8 and 40 hrs in gr. 9-12 (80 hrs total)	Spring methods year	**ED 551** Literacy Practicum 80 hrs in (Level TBD) *ED Leadership Team will evaluate a candidate's current licensure/s and teaching experience/s to design a practicum that addresses any gaps in prior experience.*

Undergraduate K-12 DAPE Licensure Clinical Experiences

	PE 210 Methods of Adapted PE	15 hrs PreK-12
	PE 481 Adapted PE Application	15 hrs PreK-12
	PE 498 Adapted Practicum	80 hrs PreK-12

Graduate ECSE **Practicums**

ECSE 682 Practicum in ECSE	80 hrs Total Min 40 hrs Birth to Age 3 home setting and remaining hrs in a center-based setting

TESL Licensure Clinical Experiences

	Undergraduate		**Graduate**
Fall	**ED 402** Early Literacy 15 hrs in K-2	Fall	**ED 502** Early Literacy & Lab 15 hrs in gr. K-2
Fall	**TESL 431** Foundations in Teaching ESL 15 hrs in K-12	Fall	**TESL 531** Foundations in Teaching ESL 15 hrs in K-12
Spring	**TESL 435** TESL Methods 15 hrs in K-12	Spring	**TESL 435** TESL Methods 15 hrs in K-12
Fall or Spring	**TESL 437** TESL Practicum 80 hrs (Level TBD) *ED Leadership Team will evaluate a candidate's current licensure/s and teaching experience/s to design a practicum that addresses any gaps in prior experience.*	Fall or Spring	**TESL 537** TESL Practicum 80 hrs (Level TBD) *ED Leadership Team will evaluate a candidate's current licensure/s and teaching experience/s to design a practicum that addresses any gaps in prior experience.*

Additional Licensure Practicum

ED 468 Advanced Practicum ELED, ECE, Endorsements, Art, PE, Health, AGED, Music, Secondary Content Areas	80 hrs (Level TBD) *ED Leadership Team will evaluate a candidate's current licensure/s and teaching experience/s to design a practicum that addresses any gaps in prior experience.*

SPED ABS Additional Licensure

	Undergraduate		Graduate
Additional	**SPED 465** 80 hrs in (Level TBD) *ED Leadership Team will evaluate a candidate's current licensure/s and teaching experience/s to design a practicum that addresses any gaps in prior experience.*		**SPED 565** 80 hrs in (Level TBD) *ED Leadership Team will evaluate a candidate's current licensure/s and teaching experience/s to design a practicum that addresses any gaps in prior experience.*

Candidates in the Graduate Special Education program who are seeking an initial SPED-ABS or ECSE Tier 3 license will follow the same course summary as undergraduate candidates while registering for classes at the graduate level for each course.

Graduate Special Education Practicums

Additional license for those already holding categorical SPED licenses, mild to severe:

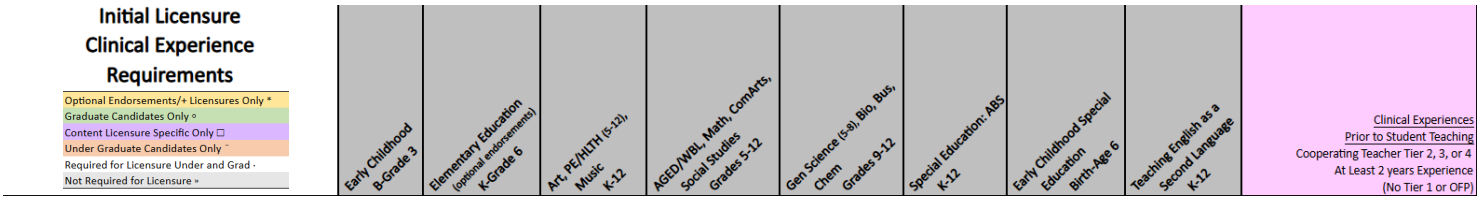
ED Leadership Team will evaluate a candidate's current licensure/s and teaching experience/s to design a practicum that addresses any gaps in prior experience.

Autism Spectrum Disorders	Emotional Behavioral Disorders	Learning Disabilities
SPED 670 Practicum/Seminar 80 hrs mild to moderate	**SPED 673** Practicum/Seminar 80 hrs mild to moderate	**SPED 674** Practicum/Seminar 80 hrs mild to moderate
SPED 680 Practicum 80 hrs (at least 40 hrs birth-K) moderate to severe	**SPED 683** Practicum 80 hrs moderate to severe	**SPED 684** Practicum 80 hrs moderate to severe
160 Hours Total	**160 Hours Total**	**160 Hours Total**

Anchor license for those already holding SPED-ABS license who are adding moderate to severe:

ED Leadership Team will evaluate a candidate's current licensure/s and teaching experience/s to design a practicum that addresses any gaps in prior experience.

Developmental Disabilities	Autism Spectrum Disorders	Emotional Behavioral Disorders	Learning Disabilities
SPED 681 Practicum 80 hrs moderate to severe	**SPED 680** Practicum 80 hrs moderate to severe	**SPED 683** Practicum 80 hrs moderate to severe	**SPED 684** Practicum 80 hrs moderate to severe



Course	Hours	Grade Band or Ages								Cooperating Teacher License
AGED 301 – Advising Youth Organization & Supervising Work Experiences	20	»	»	»	Grades 9-12 WBL □	»	»	»	»	Teacher/Coordinator of Work Based Learning
AGED 401 – Agricultural Education: 5-12 Methods	15	»	»	»	Grades 5-8 AGED □	»	»	»	»	Agricultural Education
ART 370 – Art Education/Secondary	15	»	»	K-12 Art □	»	»	»	»	»	Visual Arts
ECSE 432/532/632 – Infants, Toddlers, & Families	15	»	»	»	»	»	»	Part C B-Age 2 ·	»	Special Education: Early Childhood
ECSE 441/541/641 – Assessment & Curriculum in ECSE	30	»	»	»	»	»	»	Part B Ages 3-5 ·	»	Special Education: Early Childhood
ED 101 – Introduction to Education & Lab	20	PreK-3 ¨	K-6 ¨	K-12 ·	Grades 5-12 ·	Grades 9-12 ·	K-12 ¨	ECSE or K ¨	K-12 ¨	Determined by Candidate Licensure Sought (license aligns to assignment)
ED 300L – Pre-Student Teaching Experience (seeking more than 1 initial licensure)	40 (1 week)	PreK-3 *	K-6 *	K-12 *	Grades 5-12 *	Grades 5-8 *	Grades 5-8 *	Part B Ages 3-5 *	Grades 5-8 *	Content Area Licensed Teacher
ED 301 – The Teaching & Learning Process	15	»	»	K-12 ·	Grades 9-12 ·	Grades 9-12 ·	»	»	»	Content Area Licensed Teacher
ED 304 – Pre-Student Teaching Experience (10 WBL/70 AGED) (10 HLTH/70 PE)	80	»	»	K-12 ·	Grades 5-8 ·	Grades 9-12 ·	»	»	»	Content Area Licensed Teacher
ED 315 – Play & Creative Activities	15	B-Age 5 ·	Ages 3-5 PP *	»	»	»	»	»	»	Early Childhood Education or ELED/Pre-Prim
ED 330 – Curriculum, Methods, & Assessments in Early Childhood	15	B-Age 5 ·	Ages 3-5 PP *	»	»	»	»	»	»	Early Childhood Education or ELED/Pre-Prim
ED 402/502 – Early Literacy & Linguistics & LAB	15	Grades K-2 ·	Grades K-2·	»	»	»	Grades K-2 ·	K-1 ·	Grades K-2 ·	Elementary Education or Early Childhood Education
ED 404/504 – Literacy Methods & LAB	15	Grades 2-3 ·	Grades 4-6 ·	»	»	»	Grades 4-6 ·	K-1 ·	Grades 4-6 ·	Elementary Education or Early Childhood Education or Middle Level Comm Arts
ED 405 – Secondary Methods: Language Arts	15	»	»	»	Grades 5-6 CA □	»	»	»	»	Communication Arts and Literature 5-12
ED 406 – Secondary Methods: Mathematics	15	»	»	»	Grades 5-6 Math □	»	»	»	»	Mathematics 5-12
ED 407 – Secondary Methods: Science	15	»	»	»	»	Grades 9-12 □	»	»	»	Chemistry 9-12 or Life Sciences/Bio 9-12
ED 408 – Secondary Methods: Social Science	15	»	»	»	Grades 5-6 SS □	»	»	»	»	Social Studies 5-12
ED 410 – Secondary Methods: Business	15	»	»	»	»	Grades 9-12 □	»	»	»	Business Education 9-12
ED 411 – Middle Level Methods: Communication Arts/Literature	15	»	Grade 7-8 *	»	»	»	»	»	»	Communication Arts and Literature 5-12 or Middle Level 5-8
ED 412 – Middle Level Methods: Mathematics	15	»	Grade 7-8 *	»	»	»	»	»	»	Mathematics 5-12 or Middle Level 5-8
ED 413 – Middle Level Methods: Science	15	»	Grade 7-8 *	»	»	Grades 5-8 *	»	»	»	General Science or Middle Level 5-8
ED 414 – Middle Level Methods: Social Science	15	»	Grade 7-8 *	»	»	»	»	»	»	Social Studies 5-12 or Middle Level 5-8
ED 415 – K-8 Methods: World Languages & Cultures in Spanish	15	»	Grade 7-8 *	»	»	»	»	»	»	World Languages and Cultures K-12 or K-8
ED 418/518 – Kindergarten Methods	15	K ·	K ·	»	»	»	»	K ·	»	Elementary Education or Early Childhood
ED 424/524 – Elementary Mathematics Methods & LAB	15	K-3 ·	K-6 ·	»	»	»	K-6 ·	»	K-12 ·	Elementary Education
ED 425/525 – Elementary Science Methods & LAB	15	K-3 ·	K-6 ·	»	»	»	»	»	»	Elementary Education
ED 458 – Pre-Student Teaching Experience	80 (2 weeks)	K-3 ¨	K-6 ¨	»	»	»	Grades 5-8 ¨	Part B Ages 3-5 ¨	Grades 5-8 ¨	Determined by Candidate Licensure Sought (license aligns to assignment)
ED 601 – Foundations in Education	20	K-3 ◦	K-6 ◦	»	»	»	K-12 ◦	ECSE ◦	K-12 ◦	Determined by Candidate Licensure Sought (license aligns to assignment)
ED 602 – Curriculum & Instruction for the Culturally Responsive Teacher	20 (10 TESL) (10 SPED)	K-3 ◦	K-6 ◦	»	»	»	K-12 ◦	ECSE or K ◦	K-12 ◦	Special Education: ABS and English as a Second Language
ED 603 – Inclusive Pedagogical Theories & Practices	20	K-3 ◦	K-6 ◦	»	»	»	Grades 5-8 ◦	Part B Ages 3-5 ◦	Grades 5-8 ◦	Determined by Candidate Licensure Sought (license aligns to assignment)
HLTH 492 – Organization & Application of Health Education: 5-12	20	»	»	Grades 5-8 HLTH □	»	»	»	»	»	Health Education 5-12
MUS 308 – Instrumental Methods	15	»	»	Grades 5-8 Mus □	»	»	»	»	»	Music: Instrumental and Classroom Music
MUS 393 – Secondary Ensemble & Classroom Methods	15	»	»	Grades 5-8 Mus □	»	»	»	»	»	Music: Vocal and Classroom Music
PE 210 - Introduction to Adapted PE & Lab	15	»	»	Grades K-4 PE □	»	»	»	»	»	Developmental Adapted Physical Education
PE 401 – K-12 Physical Education Methods & Lab	15	»	»	Grades 5-8 PE □	»	»	»	»	»	Physical Education
PE 481 – Adapted PE Methods & Lab	15	»	»	Grades 5-8 PE □	»	»	»	»	»	Developmental Adapted Physical Education
SPED 290 – Introduction to Special Needs & LAB	15	K-3 ¨	K-6 ¨	K-12 PE, Art K-4 Mus ·	Grades 5-12 ·	Grades 9-12 ·	K-12 ¨	ECSE or K ¨	K-12 ¨	Special Education: ABS, ASD, DD, EBD, or LD
SPED 440/540 – Assessment & Educational Planning	30	»	»	»	»	»	Grades 5-8 ·	»	»	Special Education: ABS, ASD, DD, EBD, or LD or School Psychologist
SPED 460/560 – Positive Behavior Support in Special Education	16	»	»	»	»	»	K-12 ·	ECSE ·	»	Special Education: ABS, ASD, DD, or EBD
TESL 431/531 – Foundations of Teaching Multilingual Learners & LAB	15	K-12 ¨	K-12 ¨	K-12 ·	K-12 ·	K-12 ·	K-12 ¨	K-12 ¨	K-12 ¨	English as a Second Language or a classroom teacher with +10% multilingual learners
TESL 435/535 – TESL Methods & LAB	15	»	»	»	»	»	»	»	K-12 ·	English as a Second Language
Total Hours Prior to Student Teaching (+55 hours for endorsements and General Science) (+30 Pre-Primary)	varies	220 ECE 150 Grad	190 ELED 120 Grad	160 Art 210 PE/HLTH 160 Mus	180 AGED/WBL 160 Math, CA, SS	160 Bio, Chem, Bus	215 SPED 145 Grad	215 ECSE 145 Grad	190 TESL 120 Grad	PELSB License Look Up Tool
Student Teaching	12, 14, 16 weeks	**ED462/562** Age 3 -Grade 3	**ED463/563** K-6	**ED466** Var	**ED466** Grades 9-12	**ED466** Grades 9-12	**SPED466/566** var	**ECSE462 562/662** Part C B-2 and Part B Ages 3-5	**TESL/466/566** var	**Determined by Candidate Licensure Sought** (license aligns to assignment) **Tier 3 or 4 only** (No Tier 1, 2 or OFP) **At least 3 years experience in licensure area**

Appendix B.

SMSU Guide for Student Teaching Requirements per licensure area/s

	1 licensure area	2 licensure areas	Para-to-Programs or SWTPP	PE/Health/DAPE or Chem/Bio/5-8
Observations	4 observations by US 4 observations by CT	5 observations by US 5 observations by CT	2 observations per semester by US 2 observations per semester by CT	6 observations by US 6 observations by CT
Triad Meetings	3 triad meetings	4 triad meetings	2 triad meetings fall 1 triad meeting spring	5 triad meetings
Breakdown of Weeks	**12 Weeks Total** ECE: 12 ECSE: 8 center/4 home ELED: 12 ELED/Endorsement: 8 K-4/4 5-8 content or P AGED: 12 Comm Arts: 12 Art: 8 HS/4 ELEM Chemistry: 12 SPED: 8/4 PE: 8/4 Social Studies: 12 Music: 8 HS/4 ELEM TESL 8/4 Biology: 12 Health: 12	**14 Weeks Total** ELED & ECE: 10/4 Chem & Bio: 7/7 Chem & 5-8 science: 10/4 Bio & 5-8 science: 10/4	**24 Weeks Total** 2 semesters of 12 weeks for half days	**16 Weeks Total** Breakdown of weeks depends on placement schedules

US = University Supervisor CT = Cooperating Teacher

At least 1 observation and 1 triad meeting needs to take place in each placement

Appendix C.

Standards of Effective Practice

A candidate for teacher licensure shall show verification of completing the standards in subparts 1 to 8 in a teacher preparation program approved under part 8710.2000.

Standard 1. Student learning.

A. The teacher understands that students bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values, and approaches their work and students with this asset-based mindset, affirming the validity of students' backgrounds and identities.

B. The teacher understands multiple theories of identity formation and knows how to help students develop positive social identities based on their membership in multiple groups in society.

C. The teacher understands how students construct knowledge and acquire skills.

D. The teacher understands how alignment with a student's cultural background is necessary to make meaningful connections that enable the construction of knowledge and acquisition of skills.

E. The teacher understands the cognitive processes associated with various kinds of learning, including critical and creative thinking, problem framing and problem solving, invention, memorization, and recall.

F. The teacher understands how culture influences cognitive processes and how these processes can be stimulated in a cultural frame.

G. The teacher understands that each student's cognitive, linguistic, social, emotional, and physical development influences learning and makes instructional decisions that build on learners' strengths, needs, and cultural ways of knowing.

H. The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

I. The teacher understands language development and the benefits of multilingualism and multiliteracy and knows how to incorporate instructional strategies and resources to support language development.

J. The teacher understands the exceptional needs of students, including those with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

K. The teacher is able to recognize the distinguishing characteristics of reading disabilities, including dyslexia, and knows how to implement appropriate accommodations.

L. The teacher understands the diverse impacts of individual and systemic trauma, such as experiencing homelessness, foster care, incarceration, migration, medical fragility, racism, and micro and macro aggressions, on learning and development and knows how to support students using culturally responsive strategies and resources to address these impacts.

M. The teacher is able to recognize symptoms of mental health illnesses and their impact on learning and knows how to use strategies and resources to address these impacts.

N. The teacher understands the influence of use of tobacco, alcohol, and drugs on student life and learning.

Standard 2. Learning environments.

A. The teacher knows how to collaborate with students to create a welcoming and inclusive classroom community that reflects the diversity of student cultures in the design of the physical and virtual space, expectations, and organizational routines that represent the needs of all students.

B. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build student self-direction and ownership of learning.
C. The teacher understands the importance of relationship-based, culturally affirming, and proactive approaches to behavior and implements these approaches in order to improve student outcomes and reduce exclusionary practices.
D. The teacher fosters an environment that ensures student identities such as race/ethnicity, national origin, language, sex and gender, gender identity, sexual orientation, physical/developmental/emotional ability, socioeconomic class, and religious beliefs are historically and socially contextualized, affirmed, and incorporated into a learning environment where students are empowered to learn and contribute as their whole selves.
E. The teacher understands and supports students as they recognize and process dehumanizing biases, discrimination, prejudices, and structural inequities.
F. The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

Standard 3. Assessment.
A. The teacher understands the varying types and multiple purposes of assessment.
B. The teacher understands how to design, adapt, and select appropriate assessments to address specific learning goals and individual differences.
C. The teacher understands bias in assessment, evaluates standardized and teacher-created assessments for bias, and designs and modifies assessments that minimize sources of bias.
D. The teacher understands the positive impact of effective descriptive feedback for learners, engages students in understanding and identifying quality work, and uses a variety of strategies for communicating this feedback.
E. The teacher knows how and when to engage students in analyzing their own assessment results and setting goals for their own learning.
F. The teacher regularly assesses individual and group performance in order to design and modify instruction to meet students' needs in each area of development, including cognitive, linguistic, social, emotional, and physical, and scaffolds the next level of development.
G. The teacher, independently and in collaboration with colleagues, uses a variety of data, including data disaggregated by student race, ethnicity, and home language, to evaluate the outcomes of teaching and learning and to adapt planning and practice.
H. The teacher uses assessment strategies and devices that are nondiscriminatory, and takes into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students.

Standard 4. Planning for instruction.
A. The teacher understands Minnesota's English Language Development Standards Framework and uses the framework components to develop learning experiences that support the development of language in content instruction.
B. The teacher understands cross-disciplinary instruction, with particular attention to historically marginalized disciplines to engage learners purposefully in applying content knowledge.
C. The teacher creates or adapts lessons, unit plans, learning experiences, and aligned assessments based on Minnesota's academic standards, or if unavailable, local, national, or international discipline-specific standards.

D. The teacher designs instruction to build on learners' prior knowledge, culture, and experiences, allowing learners to accelerate as they demonstrate their understandings.
E. The teacher plans how to achieve each student's learning goals by choosing anti-racist, culturally relevant, and responsive instructional strategies, accommodations, and resources to differentiate instruction for individuals and groups of learners.
F. The teacher demonstrates the ability to feature, highlight, and use resources written and developed by traditionally marginalized voices that offer diverse perspectives on race, culture, language, gender, sexual identity, ability, religion, nationality, migrant/refugee status, socioeconomic status, housing status, and other identities traditionally silenced or omitted from curriculum by offering a wide range of curriculum materials.
G. The teacher creates opportunities for students to learn, practice, and use language of the content area.
H. Consistent with the local curriculum and state and local academic standards, the teacher demonstrates the ability to create opportunities for students to learn about power, privilege, intersectionality, and systemic oppression in the context of various communities and empowers learners to be agents of social change to promote equity.
I. The teacher explores and applies instructional design principles to create innovative digital learning environments that engage and support learning.

Standard 5. Instructional strategies.
A. The teacher collaborates with students to design and implement culturally relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
B. The teacher understands the value of and knows how to implement instructional approaches that integrate real-world learning opportunities, including service learning, community-based learning, and project-based learning, into instruction.
C. The teacher develops learning experiences that engage students in collaborative and self-directed learning and that extend student interaction with ideas and people locally and globally.
D. The teacher uses learners' native languages as a resource in creating effective differentiated instructional strategies for multilingual learners, including those who are developing literacy skills.
E. The teacher provides multiple models and representations of concepts and skills which consider diverse cultural ways of knowing with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
F. The teacher asks questions to stimulate discussion that serves different purposes, such as probing for learner understanding, helping students articulate their ideas and thinking processes, stimulating curiosity, and helping students to question.
G. The teacher engages all students in developing higher-order questioning skills and metacognitive processes.
H. Consistent with the local curriculum and state and local academic standards, the teacher demonstrates the ability to nurture critical thinking about culture and race and knows how to include multiple perspectives and missing narratives from the dominant culture by offering a range of curriculum materials.
I. The teacher varies learning activities to involve whole group, small group, and individual work, and to develop a range of learner skills.
J. The teacher uses technology to create, adapt, and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
K. The teacher employs a variety of strategies to assist students to develop social and emotional competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Standard 6. Professional responsibilities.

A. The teacher understands the standards of professional conduct in the Code of Ethics for Minnesota Teachers, including the role of social media, privacy, and boundaries in relationships with students.

B. The teacher understands laws related to student rights and teacher responsibilities, such as for educational equity, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, data practices, and mandatory reporting requirements in situations of known or suspected abuse or neglect.

C. The teacher understands the historical foundations of education in Minnesota, including laws, policies, and practices, that have and continue to create inequitable opportunities, experiences, and outcomes for learners, especially for Indigenous students and students historically denied access, underserved, or underrepresented on the basis of race, class, disability, religion, gender, sexual orientation, language, socioeconomic status, or country of origin.

D. The teacher understands how prejudice, discrimination, and racism operates at the interpersonal, intergroup, and institutional levels.

E. The teacher explores their own intersecting social identities and how they impact daily experience as an educator.

F. The teacher assesses how their biases, perceptions, and academic training may affect their teaching practice and perpetuate oppressive systems and utilizes tools to mitigate their own behavior to disrupt oppressive systems.

G. The teacher uses a variety of self-assessment and problem-solving strategies to analyze and reflect on their practice and to make adaptations and adjustments toward more equitable outcomes.

H. The teacher demonstrates continual growth in knowledge and skills of current and emerging technologies and applies them to improve personal productivity and professional practice.

I. The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology, including appropriate documentation of sources and respect for others in use of social media.

J. The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.

Standard 7. Collaboration and leadership.

A. The teacher understands the importance of engaging in culturally affirming, reciprocal communication with families about student development, learning, and performance.

B. The teacher knows how to collaborate with a culturally relevant and responsive lens with families to support student learning and secure appropriate services to meet the needs of students.

C. The teacher plans collaboratively with professionals who have specialized expertise to design and jointly deliver, as appropriate, learning experiences to meet unique learning needs.

D. The teacher demonstrates the ability to identify gaps where the current curriculum does not address multiple perspectives, cultures, and backgrounds, and understands how curriculum and instruction impacts students that are not part of the dominant culture.

E. The teacher recognizes the responsibility to question normative school knowledge, conventional teaching and other professional practices, and beliefs and assumptions about diverse students, their families, and communities that adversely impact learning.

F. The teacher understands multiple leadership models for teachers; knows how to take on leadership roles at the school, district, state, or national level; and advocates for students, the school, the community, and the profession.

Standard 8. Racial consciousness and reflection.

A. The teacher understands multiple theories of race and ethnicity, including but not limited to racial formation, processes of racialization, and intersectionality.

B. The teacher understands the definitions of and difference between prejudice, discrimination, bias, and racism.

C. The teacher understands how ethnocentrism, eurocentrism, deficit-based teaching, and white supremacy undermine pedagogical equity.

D. The teacher understands that knowledge creation, ways of knowing, and teaching are social and cultural practices shaped by race and ethnicity, often resulting in racially disparate advantages and disadvantages.

E. The teacher understands the histories and social struggles of historically defined racialized groups, including but not limited to Indigenous people, Black Americans, Latinx Americans, and Asian Americans.

F. The teacher understands the cultural content, world view, concepts, and perspectives of Minnesota-based American Indian Tribal Nations and communities, including Indigenous histories and languages.

G. The teacher understands the impact of the intersection of race and ethnicity with other forms of difference, including class, gender, sexuality, religion, national origin, immigration status, language, ability, and age.

Statutory Authority: *MS s 122A.09; 122A.092; 122A.18*
History: *23 SR 1928; 34 SR 595; 47 SR 986*
NOTE: *The amendments to this part are effective July 1, 2025. 47 SR 986.*
Published Electronically: *August 31, 2023*

Appendix D

Course Specific Cooperating Teacher Licensure

(CT can't be on OFP or hold less than a Tier 3)

Course	Cooperating Teacher License
AGED 301 – Advising Youth Organization & Supervising Work Experiences	Agricultural Education and Teacher/Coordinator of Work Based Learning
AGED 401 – Agricultural Education: 5-12 Methods	Agricultural Education
ART 370 – Art Education/Secondary	Visual Arts
ECSE 432/532/632 – Infants, Toddlers, & Families	Special Education: Early Childhood
ECSE 441/541/641 – Assessment & Curriculum in ECSE	Special Education: Early Childhood
ECSE 459L/559L – Pre-Student Teaching Experience	Special Education: Early Childhood
ECSE 482/682 – Practicum in ECSE	Special Education: Early Childhood
ECSE 492/692 – Practicum in ECSE	Special Education: Early Childhood
ED 101 – Introduction to Education	Determined by Candidate Licensure Sought
ED 200 – Introduction to Education Lab	Determined by Candidate Licensure Sought
ED 296 – Workshop in Education	Determined by Candidate Licensure Sought
ED 300L – Pre-Student Teaching Experience	Content Area Licensed Teacher
ED 301 – The Teaching & Learning Process	Content Area Licensed Teacher
ED 304 – Pre-Student Teaching Experience	Content Area Licensed Teacher
ED 315 – Play & Creative Activities	Early Childhood Education B-Grade 3 or ELED/Pre-Primary
ED 330 – Curriculum, Methods, & Assessments in Early Childhood	Early Childhood Education B-Grade 3 or ELED/Pre-Primary
ED 402/502 – Early Literacy & Linguistics	Elementary Education or Early Childhood Education
ED 404/504 – Literacy Methods	Elementary Education or Early Childhood Education
ED 405 – Secondary Methods: Language Arts	Communication Arts and Literature 5-12
ED 406 – Secondary Methods: Mathematics	Mathematics 5-12
ED 407 – Secondary Methods: Science	Science: Chemistry 9-12 or Science: Life Sciences 9-12
ED 408 – Secondary Methods: Social Science	Social Studies 5-12
ED 409 – K-12 Methods: World Languages & Cultures in Spanish	World Languages and Cultures K-12
ED 411 – Middle Level Methods: Communication Arts/Literature	Communication Arts and Literature 5-12 or Middle Level 5-8
ED 412 – Middle Level Methods: Mathematics	Mathematics 5-12 or Middle Level 5-8

ED 413 – Middle Level Methods: Science	Science: General Science or Middle Level 5-8
ED 414 – Middle Level Methods: Social Science	Social Studies 5-12 or Middle Level 5-8
ED 415 – K-8 Methods: World Languages & Cultures in Spanish	World Languages and Cultures K-12 or K-8
ED 418/518 – Kindergarten Methods	Elementary Education or Early Childhood Education
ED 424/524 – Elementary Mathematics Methods	Elementary Education
ED 425/525 – Elementary Science Methods	Elementary Education
ED 426/526 – Elementary Social Studies Methods	Elementary Education
ED451/551 – Literacy Practicum	Reading
ED 453 – Assessment in Education	Determined by Candidate Licensure Sought (license aligns to assignment)
ED 456 – ECE Leadership	Teaching License Preferred, but not required
ED 458 – Pre-Student Teaching Experience	Determined by Candidate Licensure Sought (license aligns to assignment)
ED 461 – Educational Studies Practicum	Teaching license not required
ED 468 – Advanced Practicum	Determined by Candidate Licensure Sought (license aligns to assignment)
ED 601 – Foundations in Education	Determined by Candidate Licensure Sought and Special Education: Academic and Behavioral Strategist
ED 602 – Curriculum & Instruction for the Culturally Responsive Teacher	Determined by Candidate Licensure Sought and English as a Second Language
ED 603 – Inclusive Pedagogical Theories & Practices	Determined by Candidate Licensure Sought (license aligns to assignment)
HLTH 492 – Organization & Application of Health Education: 5-12	Health Education 5-12
MUS 308 – Instrumental Methods	Music: Instrumental and Classroom Music
MUS 393 – Secondary Ensemble & Classroom Methods	Music: Vocal and Classroom Music
PE 210 – Methods of Adapted PE	Developmental Adapted Physical Education
PE 220 – Curriculum & Instruction in Physical Education	Physical Education
PE 393 – Adapted Practicum I	Developmental Adapted Physical Education
PE 401 – K-12 Physical Education Methods	Physical Education
PE 481 – Adapted PE Methods	Developmental Adapted Physical Education
PE 498 – Adapted Practicum II	Developmental Adapted Physical Education
SPED 200 – Introduction to Special Needs	Special Education: Academic and Behavioral Strategist
SPED 290 – Introduction to Special Needs	Special Education: Academic and Behavioral Strategist
SPED 440/540 – Assessment & Educational Planning	Special Education: Academic and Behavioral Strategist
SPED 460/560 – Positive Behavior Support in Special Education	Special Education: ABS, ASD, DD, or EBD
SPED 465/565 – Advanced Practicum	Special Education: Academic and Behavioral Strategist
SPED 670 – ASD Practicum Mild to Moderate	Special Education: ASD

SPED 673 – EBD Practicum Mild to Moderate	Special Education: EBD
SPED 674 – LD Practicum Mild to Moderate	Special Education: LD
SPED 680 – ASD Practicum Moderate to Severe	Special Education: ASD
SPED 681 – DD Practicum Moderate to Severe	Special Education: DD
SPED 683 – EBD Practicum Moderate to Severe	Special Education: EBD
SPED 684 – LD Practicum Moderate to Severe	Special Education: LD
TESL 431/531 – Foundations of Teaching ESL	English as a Second Language
TESL 435/535 – TESL Methods	English as a Second Language
TESL 437/537 – TESL Practicum	English as a Second Language
Student Teaching and Practicum Courses	Determined by Candidate Licensure Sought (license aligns to assignment)

See Appendix A. for grade band and hours required