

School of Education
Education Department
Undergraduate & Graduate Programs
AY2014-2015



Section I. Department Description & Overview

The School of Education celebrated another year of growth and changes in the 2014-2015 academic year. The faculty in the Education and Physical Education programs moved forward to enhance growth in our current programs and to develop new programs at both the undergraduate and graduate levels.

At the undergraduate level, the Early Childhood Special Education degree for children with special needs from birth to age 6 was offered for the first time in the fall of 2014.

At the graduate level, the Education Department was pleased to receive approval from the Board of School Administrators (BOSA) to offer the Education Administration licensure for Principal, Superintendent, and Director of Special Education in April of 2014. The first cohort for this program would be offered Fall 2015 with the summer leadership institute in July of 2015. Plans are underway to allow candidates in these new programs to earn an Education Specialist degree, or Ed.S. This would be the first degree offered at SMSU beyond a master's degree, and remains to be moved through the MnSCU and HLC approval systems.

The School of Education hired one new faculty member, Dr. Kimberly Coy, who taught Special Education and Education courses for both undergraduate and on-campus graduate.

The Director of the Placement & Licensure Office, Dr. Amy Christensen, was hired in October of 2014.

While there were no faculty members seeking promotion this academic year, Dr. Sonya Vierstraete received tenure.

There has been collaboration with the SouthWest/WestCentral Service Cooperative to possibly offer a nonconventional licensure program for Special Education to serve teachers on a variance and paraprofessionals who would like to obtain licensure. Key faculty involved include: Dr. Rhonda Bonnstetter, Dr. Kimberly Coy, Ms. JoAnne Hinckley, Ms. Mary Risacher, and Dr. Sonya Vierstraete.

The *Education Programs* have developed the following mission and vision statements, along with the programs' core values.

Mission: The mission of the Professional Education Program at SMSU is to create 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 education.

Vision: Communities of practice investigating learning and teaching.

Seven Core Values: The following core values provide the foundation and ensure the integrity of the Southwest Minnesota State University Teacher Education Program:

1. Inquiry
2. Human diversity
3. Socio-cultural interactions
4. Learning environment
5. Belief, value, and knowledge structures
6. Democracy
7. Leadership

The **Physical Education Programs** have developed the following mission and vision, along with program goals.

Mission: The Physical Education Program develops leaders in physical education, coaching, recreation and sports management. We are committed to preparing students to meet the complex challenges of our regional and global communities.

Vision: The Physical Education Program has a vision of a physically educated world where lifelong learning and physical activity are practiced by all. Our students are prepared to make lasting contributions to our profession, communities, and society.

Physical Education Program Goals:

A student with a Physical Education major:

- 1.) Values and participates in physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (NASPE Standards 3 & 6)
- 2.) Gains the knowledge and skills needed to manage physical, financial, and human resources
- 3.) Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (NASPE Standard 2)
- 4.) Promotes and embraces diversity in teaching, coaching, and managing sport/recreational activities.

- 5.) Is a lifelong learner who stays current on research and technology, develops critical thinking skills, and practices ethical behavior in the profession.
- 6.) Collaborates with stakeholders to build strong partnerships within the profession, community, and society.

Faculty and Staff in the School of Education:

During the 2014-2015 academic year, members of the School of Education included 16 full-time faculty, 9 coaches, and several adjunct faculty.

Department Leadership:

- Dr. Sonya Vierstraete, Department Chair
- Dr. Sharon Kabes, Director of Graduate Education
- Mary Risacher, Director of Early Childhood Education Distance Learning
- Dr. Rhonda Bonnsetter, Director of Assessment & Accreditation

Faculty: The following were members of the faculty of the School of Education in 2014-2015:

Dr. Francis Albitz - taught in the Physical Education - Teaching program

Dr. Michelle Beach - taught in the 2 + 2 Early Childhood Distance program and Early Childhood Special Education

Dr. Rhonda Bonnsetter - taught in the undergraduate program

Dr. Wendy Claussen - taught in the undergraduate program

Dr. Kimberly Coy - taught in the undergraduate and on-campus graduate programs

Dr. John Engstrom - taught in the off-campus graduate program

Ms. JoAnne Hinckley - taught in the undergraduate and on-campus graduate programs

Dr. Sharon Kabes - taught in both the on- and off-campus graduate programs, and also acted as Director for the Graduate programs in Education

Dr. Dennis Lamb - taught in the off-campus graduate program

Dr. Tanya McCoss-Yerigan - taught in the off-campus graduate program

Dr. Lon Richardson - taught in the off-campus graduate program

Ms. Mary Risacher - taught and acted as Director for the 2 + 2 Early Childhood Distance Education program, and also taught in the undergraduate program

Dr. Paulette Stefanick - taught in the undergraduate and on-campus graduate programs

Ms. Marilyn Strate -taught in the Physical Education-nonteaching program

Dr. Debbie VanOverbeke - taught in the undergraduate and on-campus graduate programs

Dr. Sonya Vierstraete - served as Department Chair, and taught in the undergraduate and on-campus graduate programs

The following coaches are also members of the School of Education, and teach courses in various programs:

Brad Bigler - Physical Education & Men's Basketball Coach

Paul Blanchard - Physical Education & Baseball Coach

TJ Buchholz - Physical Education & Soccer Coach

Terry Culhane - Education, Physical Education, & Volleyball Coach

Jamie Dunn - Education, Physical Education, & Softball Coach

Allison Kruger - Physical Education & Women's Basketball Coach

Jesse Nelson - Physical Education & Wrestling Coach

Cory Sauter - Physical Education & Football Coach

Nate Wolf - Physical Education & Cross Country/Track & Field Coach

Staff: The following were staff members of the School of Education in 2014-2015:

Carol Bossuyt - Office & Administrative Specialist Senior

In addition to Carol's position description duties, she also helps with prospective student visits as needed; she met with six students during the 2014-2015AY and supervised three student-workers.

Tobiloba "Tobi" Adegbuyi - Graduate Assistant, supervised by Dr. Sharon Kabes, Director of Graduate Education

Dr. Amy Christensen - Director of Placement and Licensure, supervised these positions:

Jill Dopp - Customer Service Specialist Intermediate (48%)

Faye Johnson - Field Experience Coordinator

Customer Service Specialist Senior (70%)

Undergraduate Education Programs: The undergraduate education programs offer licensure to Teacher Education Program candidates in three areas. Early Childhood Education (ECE) provides licensure for students ages birth – grade 3. ECE is offered in two formats: on campus and through the 2 + 2 distance learning program via articulation agreements with community/technical colleges in the MnSCU system.

Elementary Education provides licensure for students in grades Kindergarten – grade 6 with optional endorsements in the following areas: Pre-primary Education (adds ages 3-5), Communication Arts (adds grades 5-8), Mathematics (adds grades 5-8), Science (adds grades 5-8), Social Sciences (adds grades 5-8), and K-8 World Languages & Cultures – Spanish (Spanish was suspended during the AY15 and the Spanish minor is being reinstated for AY16).

Secondary/K-12 Education provides licensure for students in nine content areas. They are licensed for varying grade levels as mandated by the Minnesota Board of Teaching. These licensure programs include: Art Education (grades K-12), Biology Education (grades 9-12), Chemistry Education (grades 9-12), Communication Arts Education (grades 5-12) with emphases in either English Literature or Speech, Mathematics Education (grades 5-12), Music with emphases in either Vocal or Instrumental music, Physical Education (grades K-12), Social Sciences (grades 5-12), and Teachers of English as a Second Language (TESL, grades K-12). Due to budget constraints, the K-12 Spanish license is discontinued.

Four minors are also available to Education majors: Special Education, which is a non-licensure minor; Developmentally Adaptive Physical Education, which is a licensure minor open to Physical Education majors; K-12 Reading licensure; and Teachers of English as a Second Language as a non-licensure minor.

The licensure programs in the Education Department must demonstrate the ten Standards of Effective Practice:

1. Subject matter
2. Student learning
3. Diverse learners
4. Instructional Strategies
5. Learning environment
6. Communication/Technology
7. Planning instruction
8. Assessment
9. Reflection/Professional Development
10. Collaboration/Ethics

Graduate Education Programs: The Graduate Education program offers masters degrees in both the traditional on-campus format and in the off-campus Learning Community format. Masters degrees in Education are offered with several different emphases areas: Teaching, Learning, and Leadership (offered on-campus and in Learning Communities); English (online format); Mathematics (online format); Sports Leadership; Reading (offered for licensure K-12 and/or as masters degree); and Teachers of English as a Second Language (TESL), both for licensure K-12 and/or as a masters degree. A Master's in Special Education is also offered. This program also received Board of Teaching approval during the 2013-2014 academic year to be offered as an addition to the SPED-Academic Behavioral Strategist (ABS) licensure; all candidates for the masters degree must obtain the SPED-ABS licensure before moving forward to take coursework any of the following endorsement areas: Autism Spectrum Disorders (ASD), Emotional/Behavioral Disorders (EBD), Developmental Delays (DD), or Learning Disabilities (LD). Candidates in the previous Masters in SPED licensure areas must have completed all licensure requirements no later than December 31, 2014.

SMSU was also the recipient of a second grant through MnSCU to offer courses in teaching and pedagogy to train community/vocational college instructors throughout the state. This program has continued during the past academic year. Dr. Ellen Radel (retired) took on the responsibilities for directing this program this past year and also acted as an instructor for some of its classes. Patricia Linehan assisted in offering these courses along with Cheryl Neudauer.

An ongoing collaboration in the Graduate Education program with Doctoral students from Udonthani Rajabhat University in Thailand is in the fifth year of a five year cooperative agreement. This past fall a group of 9 doctoral students and 2 advisors attended the intensive three week class. The group visited schools in the area, along with selected businesses and non-profit organizations. The class was taught by Dr. Sharon Kabes in collaboration with Ms. JoAnne Hinckley and Dr. Dennis Lamb. Robert Larsen, previously of Counseling & Testing, is also instrumental in this program.

The graduate education programs model the National Board of Professional Teaching Standards and the National Partnership for Excellence and Accountability in Teaching Characteristics of Effective Professional Development.

Standard 1. Educators are committed to students and their learning.

- 1.1 Educators recognize individual differences in their students and adjust their practice accordingly.
- 1.2 Educators have an understanding of how students develop and learn.
- 1.3 Educators treat students equitably.

- 1.4 Educators' mission extends beyond developing the cognitive capacity of students.
- 1.5 Educators affirm the commonalities and differences of students and all humans.

Standard 2. Educators know the subjects they teach and how to teach those subjects to students.

- 2.1 Educators appreciate how knowledge in their subjects is created, organized, and linked to other disciplines.
- 2.2 Educators command specialized knowledge of how to convey a subject to students.
- 2.3 Educators generate multiple paths to knowledge.
- 2.4 Educators use instructional technology effectively.

Standard 3. Educators are responsible for managing and monitoring student learning.

- 3.1 Educators call on multiple methods to meet their goals.
- 3.2 Educators facilitate learning in group settings.
- 3.3 Educators focus on student engagement.
- 3.4 Educators regularly assess student progress.
- 3.5 Educators emphasize principle/critical objectives.

Standard 4. Educators think systematically about their practices and learn from experience.

- 4.1 Educators regularly model ethically reasoned judgments as they engage in daily decision-making within their learning community.
- 4.2 Educators seek the advice of others and draw on education research and scholarship to improve their practice.
- 4.3 Educators make decisions based on knowledge of the historical, philosophical, and social foundations of education.

Standard 5. Educators are members of learning communities.

- 5.1 Educators contribute to school effectiveness by collaborating with other professionals.
- 5.2 Educators work collaboratively with parents and families.
- 5.3 Educators engage community resources to enhance learning.

Leadership Proposition 6: Educators are leaders in their schools, districts and broader community.

Section II – Faculty Involvement & Activities Highlights

A. Teaching, Learning, and Additional Assignments Highlights

All department faculty are involved in continually developing and revising the courses they teach to best serve their students. This area receives the greatest allocation of time from all faculty members. Additional responsibilities beyond teaching and supervising student activities are included below.

Dr. Francis Albitz made arrangements for the students in her PE 156 Adventure Ropes course to use the Merit Center in Marshall, MN. The students rappelled from the second floor at 30 feet, and the fifth floor at 50 feet, of the Merit Center Tower. This was an important, hands-on exercise for the students.

Dr. Michelle Beach took graduate courses and earned an online teaching technology certificate from BSU. She rewrote and taught all the Early Childhood Special Education courses.

Dr. Rhonda Bonnstetter served as the Assessment & Accreditation Director; she coordinated the maintenance of the Education program assessment system as the Livetext system administrator. She additionally served as the edTPA - Teacher Performance Assessment coordinator for the undergraduate licensure programs, and led the induction into the Board of Teaching's new Educator Preparation Program Application System (EPPAS) for program and unit accreditation. She served as SMSU's licensure officer during the transition to a new licensure officer, Dr. Amy Christensen, who was hired in October of 2014.

Dr. Wendy Claussen Schoolmeester developed new rubrics for classes, Skyped with author Dave Burgess for SS Methods, Skyped with children's author/illustrator Brod Bagert for Children's Lit, Skyped with author Brian Mendler for Classroom Mgmt, successfully organized and implemented Elementary Clinical.

Ms. JoAnne Hinckley co-facilitated a three-week intensive course in Educational Administration for Doctoral Students from Udon Thani Rajabhat University (Thailand) with Dr. Sharon Kabes & Dr. Dennis Lamb during fall 2014.

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Dr. Tanya McCoss-Yerigan continued to develop and maintain learning community portfolios, binders that contain the course syllabi, weekend agenda, comprehensive overview of the weekend, all handouts, weekend evaluations and the correlating Instructional Improvement Logs.

Ms. Mary Risacher served as Director of the 2 + 2 Early Childhood Distance Learning Program for the 2014-2015 academic year. She developed new course syllabi for ED 101 and ED 330 to transition from face-to-face to online instruction. She updated policies and procedures in the Early Childhood Distance (2+2) Handbook. She provided guidance and support to distance students through written feedback and phone contact. She continued work with Leech Lake Tribal College transferology and course match-up.

Dr. Paulette Stefanick developed ED 447/547 Teaching of Literacy to an online format for the summer of 2015 offering.

Ms. Marilyn Strate incorporated an e-folio in her classes as part of the PE programs assessment plan.

Dr. Sonya Vierstraete served as the Chairperson for the School of Education. She teaches and advises She also served as SMSU's Faculty Athletic Representative. She also served on the SmSUFA Executive Committee and Strategic Planning Committee.

Dr. Debbie VanOverbeke redeveloped and taught two courses, ED 450/550 Reading Assessments and ED 430 Reading in the Content Areas after completing her reading licensure courses during sabbatical in the spring of 2014. She also developed and taught ED 632 for the graduate programs.

B. Scholarly and Creative Activity Highlights

Education Department faculty are very active in sharing their knowledge with area teachers for in-services and at local, regional, state, national, and international conferences. Many presentations are collaborative efforts; samples of these presentations are listed below.

Dr. Michelle Beach presented on Universal Design for Learning and online accessibility several times throughout the year in Minnesota as well as published "Implementing Effective Methods to Increase Online Accessibility for Students with Disabilities in Higher Education at the "International Society for the Integration of Technology into Teacher Education 10th Annual Conference, Las Vegas, NV, March, 2015, with Professor Angela Bagne, Minnesota State Community and Technical College, Moorhead, MN.

Dr. Rhonda Bonnsetter presented at the Minnesota Rural Education Annual Conference in November, 2014 in Brainerd, MN on Web 2.0 Tools. She also presented this session to the MRVED Educators Learning Together (MELT) conference in January in Madison, MN. She also presented “College and Career Readiness in Math” at the MCTM regional conference hosted by SW/WC Service Cooperative in Marshall, MN. Dr. Bonnsetter also co-presented with Mary Risacher at the Society for Information Technology and Teacher Education International Conference in Las Vegas, NV in March, 2014 on the topic “Self-Efficacy of Pre-service Early Childhood Teachers Participating in an Online Environment versus a Traditional College Setting.”

Dr. Wendy Claussen presented during the academic year, including: *7 Practical Tips to NURTURE Teachers to be their Best*, 90-Minute Session, NAESP Annual Conference, Long Beach, CA, June 30; *Twitter 101; Twitter 201*, Presentation for Tech Integration 4 Teachers, SMSU, June 9; *An Orange a Day Makes Bloom's Digital Webtools Stay*, 50-Minute Session, This is IT2 Technology Conference, Pipestone Area Schools, March 6; *Twitter 101*, 60-Minute 'Unconference' Presentation, MESPA Institute, Bloomington, MN February 5; *An Orange a Day Makes Best Practices Stay*, 2-Hour Keynote for Lynd, RTR, Hendricks Public Schools Professional Development Day, January. She co-authors *A Tale of 2 Profs: Sharing our Stories About Teaching, Learning, Leading, & Living* with Dr. Sonya Vierstraete at educonnections.org. She also published *Leadership Lessons From Lifeguards* in the June 2014 NAESP Communicator Volume 37, Issue 10. <http://www.naesp.org/communicator-june-2014/leadership-lessons-lifeguards>

Dr. Sharon Kabes presented with Dr. Dennis Lamb and Professor Mary Risacher “Moovin and Groovin” at the Focus on the Young Child Conference in Rochester, MN.

Ms. Mary Risacher completed her doctoral studies in Curriculum and Instruction through the University of South Dakota in Vermillion, SD; her research topic is Self-Efficacy of Pre-Service Early Childhood Teachers in an Online Environment Versus a Traditional College Setting.

Dr. Paulette Stefanick presented a paper with Dr. Debbie VanOverbeke on *Preservice + Pinterest = TPACK in action* at the Society for Information Technology & Teacher Education International Conference in Las Vegas, NV.

Dr. Debbie VanOverbeke presented a paper with Dr. Paulette Stefanick on *Preservice + Pinterest = TPACK in action* at the Society for Information Technology & Teacher Education International Conference in Las Vegas, NV.

Dr. Sonya Vierstraete co-authored a blog entitled 'A Tale of 2 Profs: Sharing our Stories about Teaching, Learning, Leading, & Living' with Dr. Wendy Claussen, which launched in February 2014 at www.educonnections.org.

C. Professional Development Highlights

School of Education faculty work to keep abreast of changes in their fields. A partial listing of conferences, workshops, and other professional development activities is included as a sampling of these activities.

Dr. Francis Albitz completed the Dartfish certification course in Summer, 2013, and became one of only a little more than 100 individuals who are Dartfish Technician Certified. The Dartfish software program is a required component of the online Master of Science Degree in Physical Education: Coaching of Sport Program.

Dr. Michelle Beach attended two international conferences, one regional conference, and one state conference, including the International Society for the Integration of Technology into Teacher Education conference in Las Vegas, NV as well as the International Literacy Association 60th Annual Conference in St. Louis, MO in July 2015.

Dr. Rhonda Bonnstetter attended several conferences, including Minnesota Association of Colleges for Teacher Education (MACTE) meeting and conference in Brooklyn Park, MN in November, February, and April; and the Minnesota Rural Education Association (MREA) Conference in Brainerd, MN in November 2014.

Dr. Wendy Claussen is an active participant in Twitter chats and has attended MESPA, NAESP, BER, MREA, MSBA, and Fred Pryor Workshops; she maintains memberships: ASCD, ILA, MESPA, NAESP, NCSS.

Dr. John Engstrom participated in numerous professional development seminars, conferences, and courses, including *Common Core & Literacy Strategies: History/Social Studies* through ASCD; *Power of Formative Assessment in Action* Minnesota ASCD Annual Conference; *How We Learn* from University of Utah; and several offerings through the University of Minnesota and Whitewater Learning.

Ms. Mary Risacher is a member of MnECTE and was a presenter at the SITE conference in Las Vegas in the spring.

Dr. Paulette Stefanick attended the edTPA Assessment forum at SCSU in October 2014. She also attended the Society for Information Technology and Teacher Education, 27th International Conference in March 2015 in Las Vegas, NV as well as the International Literacy Association 60th Annual Conference in St. Louis, MO in July 2015.

Dr. Debbie VanOverbeke attended the Society for Information Technology and Teacher Education, 27th International Conference in March 2015 in Las Vegas, NV as well as the International Literacy Association 60th Annual Conference in St. Louis, MO in July 2015.

Dr. Sonya Vierstraete participated in professional development and experienced specific learning opportunities at conferences such as Minnesota Rural Education Association, the International Reading Association, the FETC-Florida Educational Technology Conference, FARA Symposium--Faculty Athletics Representative, and the NCAA Convention.

D. Service to Students Highlights

All School of Education faculty members provide advising to the teacher education candidates; many also act as chairs for graduate education students. In the past academic year, undergraduate department faculty signed up for one weekend per semester to provide student tours for recruiting, and also for one week during the summer. Undergraduate faculty members helped with registration days in April, June, July, and August. Graduate faculty in the learning communities volunteered to attend recruiting meetings for potential learning communities and assist in calling and emailing potential graduate students for marketing their programs.

Scholarships

The School of Education annually receives and reviews applications for a number of scholarships, each having individual criteria for eligibility:

Ann C. Peters Scholarship: (JR academic standing)

1 Secondary Mathematics Ed or Elementary Ed major working toward a mathematics endorsement (half distributed Fall; half distributed Spring)

Carr Properties Scholarships: (FR/SO/JR/SR academic standing)

2 Early Childhood, Elementary or Secondary
(half distributed Fall; half distributed Spring)

Con and Marcy Eckstrom Family Scholarship: (SO/JR/SR academic standing)

1 Art Education or Physical Education major
(half distributed Fall; half distributed Spring)

Education Department Scholarships: (FR/SO/JR/SR academic standing)

- 1 Early Childhood Education
- 1 Elementary Education
- 1 Secondary/ Education
(half distributed Fall; half distributed Spring)

Geneva Emblem Education Scholarship: (FR/SO/JR/SR academic standing)

- 5 Early Childhood, Elementary, or Secondary
(half distributed Fall; half distributed Spring)

Golden Rule Scholarships: (SR woman academic standing)

- 6 Early Childhood or Elementary Education Senior Women
(one year non-renewable: half distributed Fall; half distributed Spring)

Keigh Hubel Rural Education Scholarships: (Admitted JR or SR standing)

- 2 Early Childhood, Elementary, or Secondary
(half distributed Fall; half distributed Spring)

Robert Schwerin Memorial Scholarship: (SR Education Major)

- 2 Early Childhood, Elementary, or Secondary
(half distributed Fall; half distributed Spring)

Kelsey Eberle: \$500 renewable

Dr. Sharon E. and David E. Kabes Graduate Education Scholarship: \$1,000 annually

Faculty members also support Action Research and Portfolio development and review at both the undergraduate and graduate levels. Many faculty members participate in the student mentee program.

The Education Minnesota Student Program (EMSP), a student organization sponsored by the Education Department, provides professional development, learning activities, grants, and social programming for all education students. Faculty members serving as co-advisors for this student group for 2014-2015 was Dr. Wendy Claussen Schoolmeester.

Dr. Francis Albitz worked with student mentee, Rachel Groff, and the Chair of the Action Research Committee for graduate students. She assisted at nearly every Registration Day hosted by the Admission Office along with the Admitted Student Visit Day on Feb. 14th, 2014. She also assisted with many of the Mustang Visit Days throughout the academic year.

Dr. Michelle Beach worked to promote the 2 + 2 Distance Learning program through a variety of formats. She conducted 2 prospective student visits and served as an advisor to 87 distance learners.

Dr. Rhonda Bonnstetter advised several graduate candidates with their action research papers. She conducted 12 prospective student visits as requested by the Admission Office, and many more for transfer students who contacted the School of Education directly. She assisted at 2 Registration Days hosted by the Admission Office. She brought 2 preservice mathematics education students to the Minnesota Council of Teachers of Mathematics spring conference in Duluth, MN.

Dr. Wendy Claussen conducted 9 prospective student visits as requested by the Office of Admission. She also served as the lead advisor for Education Minnesota Student Program (EMSP), an university supervisor for pre-student teachers, an undergrad advisor, mentor for student workers, assisted with Grad portfolios, edTPA review, and graduate line-up for commencement.

Dr. Kimberly Coy conducted 9 prospective student visits as requested by the Office of Admission.

Dr. John Engstrom aimed to visit the classroom of each of his graduate students once during their two-year program with SMSU. In the past two years he visited candidates in seven school districts in South Dakota and Iowa as part of this commitment to his students. He also supervised the graduate action research papers for 15 students in 2013-2014.

Ms. JoAnne Hinckley conducted 6 student visits as requested by the Admission Office, and assisted with the evaluation of transcripts for many Special Education graduate students who contacted the School of Education directly. She also assisted with 2 Registration days throughout the academic year. She acted as the graduate advisor to many students in Special Education, and also conducted the Graduate Portfolio Review required of each of these candidates on an individual basis as part of the licensure requirements.

Dr. Sharon Kabes assisted in the Graduate Program Open House in May. She responded to numerous graduate inquiries via phone and e-mail. She also supervised undergraduate action research presentations and pre-student teaching. She served as Committee Chair for Research for 5 on-campus graduate students and supervised 32 off campus graduate action research papers and portfolio reviews.

Dr. Dennis Lamb was provided with multiple opportunities to interact and support the many students enrolled in UDRU's Masters and Doctoral programs. Specifically, he worked directly with one candidate's defense of her master's thesis; she wanted to write her thesis in English and Dr. Lamb served as her primary editor. Her efforts were awarded by receiving the highest reviews from her Thesis Committee members.

Dr. Tanya McCoss-Yerigan started an LC Facebook page this year. It is picking up traction and is used to promote current and future LC's. She also supervised 53 graduate action research projects.

Dr. Lon Richardson retains between 95%-100% of the graduate students enrolled in his learning community cohorts per his 2015 PDR submission.

Ms. Mary Risacher conducted 4 prospective student visits as requested by the Admission Office along with registration day activities during the academic year. She served as an advisor to 60 ECE online students and 4 on-campus ED majors as well as an advisor to 2 Student-Mentees through the on-campus scholarship program.

Dr. Paulette Stefanick conducted 11 prospective student visits as requested by the Admission Office. She served as the advisor for 3 graduate students on their action research projects. She assisted student teachers with questions on the Elementary Literacy edTPA during the support session offered in the spring semester. She serves as a graduate advisor for reading licensure candidates and conducted Reading Licensure portfolio reviews as well as with the Graduate Program Open House in May.

Ms. Marilyn Strate supervised 28 internships for students in Recreation and Sports Management over the past 5 years.

Dr. Debbie VanOverbeke conducted 1 prospective student visit as requested by the Admission Office. She assisted student teachers with questions on the Elementary Literacy edTPA during the support session offered in the spring semester. She assisted in Reading Licensure portfolio reviews as well as with the Graduate Program Open House in May. She also served as an advisor for numerous graduate students on their action research projects.

Dr. Sonya Vierstraete conducted 13 prospective student visits as requested by the Admission Office. She assisted at 7 Registration Days hosted by the Admission Office. She also assisted with 3 of the Mustang Visit Days throughout the academic year. She served as a mentor to a Student-Mentee through the on-campus scholarship program. She assisted student teachers with questions on the Elementary Literacy edTPA during the support session offered in the spring semester. She also assisted at the Graduate Program Open House in May.

Dr. Vierstraete acted as the graduate advisor to many students in the areas of Reading and Teaching English as a Second Language; she conducted licensure portfolio reviews for these programs. She is also an active supporter of SMSU Mustang athletics, attending SAAC - Student-Athletes Advisory Council meetings.

E. Service to University & Community Highlights

The School of Education faculty members have been active in a number of ways in their service to SMSU as well as where they reside.

Dr. Francis Albitz served on the Academic Technology Committee. She also served as the faculty advisor for all 25 graduate students in the initial cohort of the online Master of Science Degree in Physical Education: Coaching of Sport Program.

Dr. Michelle Beach served on the following SMSU Committees: Academic Technology Committee, Online Teaching Committee, Technology Accessibility Task Force, University Technology Advising Committee, Cultural Diversity Committee, and the Ethnic Studies Committee. Dr. Beach served on the advisory boards for Hennepin Technical College and South East Technical College. She chaired the SPED search committee.

Dr. Rhonda Bonnstetter served on the Committee for Institutional Assessment in the fall, the Technology Accessibility Task Force, and the Advising Task Force. She updated several articulation agreements for the 2 + 2 ECE program, and met many times with members of MnAECTE and ACCESS to discuss the needs of students and programs in Early Childhood. She worked with Dr. Gerry Toland to begin developing a program in Agriculture Education. Dr. Bonnstetter served on the Marshall Public Schools Technology Committee and on the Board of Directors of the Minnesota Rural Education Association as the Higher Education Representative. She coordinated meetings of the Southwest Minnesota Mathematics Teachers Association to bring professional development opportunities to teachers and pre-service teachers. She also worked on the scholarship committee of the Murray County 4-H to select scholarship recipients based on a review of applications.

Dr. Wendy Claussen served on university on search committees, provided prospective students tours, attended National College Fair, attended recognition dinners and Homecoming Gala Ball and other activities. She was a Compassionate Care Hospice volunteer, Elected School Board Member for Pipestone, church deacon, and assisted SW/WC with Career Days.

Dr. John Engstrom served on the Graduate Council and volunteered with the Mountain Lake high school trap shooting team.

Ms. JoAnne Hinckley assisted Dr. Sharon Kabes and Dr. Dennis Lamb with the Administrative licensure program start-up.

Dr. Sharon Kabes worked with Dr. Dennis Lamb and Ms. JoAnne Hinckley to launch the Administrative licensure program at SMSU. She also served as Director of the Graduate programs in Education. She chaired the Graduate Council and the chaired the Graduate Curriculum Committee. She served on the Provost Search Committee, the Spanish Program Committee and the Indigenous Student Committee. Dr. Kabes is also a member of the Executive Committee. Dr. Kabes is a member of the Marshall Community Orchestra, the SMSU University band and the Tracy Community Band where she plays the clarinet.

Dr. Dennis Lamb assisted Dr. Sharon Kabes and Ms. JoAnne Hinckley in launching the Administrative licensure program. He has been active with the Brainerd Kiwanis group for several years, serving as President of the club this past year.

Ms. Mary Risacher served on two search committees: AG Education, SPED faculty, assists with the accreditation process, EdTPA work with students, retention and recruitment, Admitted Student Day, and has made referrals to Office of Student Success.

Dr. Paulette Stefanick served on the Professional Improvement Grant committee. She served on the SPED search committee. She is serving her second term as an elected member of the City Council for Garvin, MN. She is a member of the Garvin Auxiliary and is active in guild work at St. Mary's Catholic Church in Tracy, MN.

Ms. Marilyn Strate served on SMSU's Athletic Advisory Committee and the Honors Review Board during the 2014-2015 academic year. Strate also works with Boy Scouts of America and the Special Olympics.

Dr. Debbie VanOverbeke served on the SmSUFA Executive Committee, Long Range Planning Committee (chair), and the University Strategic Planning Committee.

Dr. Sonya Vierstraete served on the SmSUFA Executive Committee for Membership, the University Strategic Planning Committee, and the Undergraduate Curriculum Committee. She also served the Intercollegiate Athletic Advisory Committee (chair), the Global Studies Committee, and the University Technology Advisory Committee. She served on three search committees during the summer of 2015. She helped with ESL testing at Marshall Public Schools. She served as the Continuing Education Chair for DNU ~ Diocese of New Ulm ~ Cluster IV (four area schools) and an active member on the Education Advisory Committee for the Holy Redeemer School in Marshall. She also volunteered in classrooms at area schools.

SECTION III: Assessment

This section describes each program area's assessment plan, results, and how the results impacted or will impact teaching and learning.

Undergraduate Education Programs. The undergraduate programs in Education are accredited by the Minnesota Board of Teaching. We underwent our most recent review in December of 2010, and received full approval for all of our licensure programs.

Assessment Plan. The assessment plan consists of the following checkpoints:

Checkpoint I: Admission to the Teacher Education Program

Candidates apply for admission to the Teacher Education Program typically at the end of their sophomore year. Criteria for admission include the following:

- 1.) Must have completed 45 semester credits, and will have completed 60 credits by the end of the term in which the student is applying.
- 2.) Must have a minimum cumulative GPA of 2.8, with specific minimum grade requirements in the following courses: ENG 151 Academic Writing, B- ; COMM 110 Essentials of Speaking and Listening, B- ; MATH 110 College Algebra, C (or passing of the Math MTLE for ECE and Secondary majors); all Education and Special Education courses must have a minimum grade of C. A student can be considered for conditional admission under Option B if they have a cumulative GPA of 2.8 in two of the last 4 full-time semesters.
- 3.) Must have taken the Basic Skills tests of the Minnesota Teacher Licensure Exam (MTLE) in Reading, Writing, and Math; these three tests must all be passed for admission, or must have a minimum score of 201 for conditional admission.

- 4.) Students complete a biographical data form, write an essay, and submit three positive recommendations: one from an education faculty member, one from an academic reference, and one from their ED 101 Introduction to Education field experience mentor teacher. Candidates are asked to provide Verification of Experience in working with Children from two references as well. Another form relates to professional dispositions, and candidates rate themselves and list three areas for improvement.

The advisor for the candidate reviews the application to determine whether all minimum criteria have been met. If so, the faculty advisor brings the application to the Undergraduate Education Program meeting, and recommends the candidate for admission to the Teacher Education Program. The candidate's qualifications and dispositions are reviewed by all faculty, and a vote is taken. Candidates are informed of the result of the admission decision and any remediation needed.

Admission to the Teacher Education Program allows students to register for methods courses at the 300-400 level and to progress towards recommendation for student teaching.

Checkpoint II: Application for Student Teaching

Candidates apply for student teaching approximately 9-12 months prior to their placement. Candidates must meet with their advisor(s) to document that they've met the following criteria:

- 1.) Minimum cumulative GPA of 2.8.
- 2.) Completion of all courses in the Liberal Education Program and all courses required for their licensure program.
- 3.) Completion of a Degree Check.
- 4.) Completion of a course completion plan for courses remaining prior to placement for student teaching.
- 5.) Recommendation by the candidate's advisor(s) for student teaching.
- 6.) Completion of all courses in Education and Special Education with a minimum grade of C; other specific program criteria are also required.
- 7.) Successful passage of the Basic Skills Tests of the MTLEs. With passage of new licensure allowing a temporary license for those who have not yet passed all three of the Basic Skills tests, candidates can move forward with student teaching with notification that they can obtain a limited license for one academic year while working towards passage of the remaining Basic Skills tests. They must attempt the test/s within that year to be granted another year of the limited license; three years

is the maximum for teaching with the limited license so candidates must pass the exam/s to continue teaching beyond the three years.

To be recommended for student teaching, candidates must have successfully completed a 10-day pre-student teaching experience, and have received positive recommendations from their mentor teacher and university supervisor. Candidates complete a full semester of student teaching at the grade level(s) required for licensure. Candidates must complete all requirements of student teaching, including the Teacher Performance Assessment, and receive a positive recommendation from their mentor teacher and their university supervisor.

Checkpoint III: Graduation

Candidates for graduation must have successfully completed student teaching. On the Monday of finals week following student teaching, candidates participate in a Graduation Portfolio Review, where they meet with an education faculty member to review their Livetext Teaching Portfolio. This portfolio documents that the candidate has met all of the Standards of Effective Practice as required by the Minnesota Board of Teaching. Candidates are scored 1-4 with a rubric developed by the education faculty.

Licensure:

Following the posting of their degree, candidates must pass the final MTLE requirements for their licensure area; this includes tests in Pedagogy and Content for the grade level/content area they will be licensed in. When all requirements are met, candidates work through the Placement and Licensure Office to complete the application for licensure.

Results. Education faculty members meet several times per year to review various portions of the undergraduate assessment program. All faculty members participate in the review of applications from candidates for the Teacher Education Program and in the Graduation Portfolio Review. The focus of our review this year was again on the results of the MTLE tests. We found that again our students struggle most with passing the MTLE Basic Skills tests in Reading, Writing, and Math. This struggle has been noted statewide, and is exacerbated by the lack of study materials available to students. Although we have seen an increase in scores on average, the exams continue to be a struggle for some candidates. It is important to note that the state average is somewhat skewed in that it includes both undergraduate programs and masters plus licensure programs from universities across the state.

Students do well for the most part on their Pedagogy and Content tests. Scores for the Pedagogy tests range in the 90-100% passage levels. Scores in the Content tests have

varied by content area. One area of need that was noted in our review was that of subtest 3 for the Elementary Content tests. This area consists of knowledge of Science and Social Science content. Many times this content is taken during the candidates' freshman and sophomore years as part of their Liberal Education Program (LEP). To help in this area, education faculty put together a suggested list of courses that Elementary Education candidates could take in their LEP to provide the background knowledge needed. They have also made a more concerted effort to include a review of the content in the teaching methods courses for these areas, to provide a more current review prior to when candidates would take these tests.

A main area of focus in assessment for the 2014-2015 academic year was the revised edTPA (Teacher Performance Assessments). The edTPA is yet another revision of the requirements for candidates during their student teaching experience, where they write lesson plans for a unit, videotape themselves teaching the unit, and collect and analyze student work. Candidates are required to complete written commentaries in response to a number of prompts, and these materials are scored based on fifteen rubrics in the areas of Planning, Instruction, and Assessment. The edTPA is required for all initial licensure candidates. During the 2014-2015 academic year, faculty scored the edTPAs for student teaching candidates, with assistance from the university supervisors for those candidates. Students do a 'trial run' of the edTPA during their pre-student teaching experience, and content from the edTPA is included in the methods courses for all programs. During the 2014-2015 academic year, all student teachers were required to submit their edTPA portfolios to a Pearson website, where the portfolios were scored by trained scorers hired by Pearson. Scores were then reported back to the student, SMSU Education, and to the Minnesota Board of Teaching. In November 2013, a national recommended score was released, but Minnesota has not taken action on this yet as a state. The implementation and integration of the edTPA content into the methods courses continued throughout the academic year and will be reviewed during the professional development day at the start of the term once all edTPA scores have been returned to SMSU. Scores from the edTPA for student teachers, along with the GPAs and MTLE scores, are part of the assessment program for all licensure programs.

Undergraduate Programs in Physical Education: The Physical Education program includes majors in Physical Education-Teaching and Physical Education with emphases in either Recreation or Sports Management.

Faculty members and coaches involved in teaching in the Physical Education programs developed a new mission, vision, program goals, and a program assessment plan, which were implemented in the 2012-2013 academic year. The Physical Education-Teaching

major was included in the Board of Teaching accreditation review done in December of 2010. The Physical Education: Recreation emphasis and Physical Education: Sports Management emphasis programs completed a program review in the spring of 2014.

Assessment Plan- meeting and results. The assessment plan developed by the members of the Physical Education programs includes the following mission, vision, and program goals.

Mission: The Physical Education Program develops leaders in physical education, coaching, recreation and sports management. We are committed to preparing students to meet the complex challenges of our regional and global communities.

Vision: The Physical Education Program has a vision of a physically educated world where lifelong learning and physical activity is practiced by all. Our students are prepared to make lasting contributions to our profession, communities, and society.

Physical Education Program Goals. A student with a Physical Education major:

- 1.) Values and participates in physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (NASPE Stds. 3 & 6)
- 2.) Gains the knowledge and skills needed to manage physical, financial, and human resources.
- 3.) Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (NASPE Std. 2)
- 4.) Promotes and embraces diversity in teaching, coaching, and managing sport/recreational activities.
- 5.) Is a lifelong learner who stays current on research and technology, develops critical thinking skills, and practices ethical behavior in the profession.
- 6.) Collaborates with stakeholders to build strong partnerships within the profession, community, and society.

Assessment criteria:

Portfolio – started in PE 108, finished in either PE 497 (Physical Education: Recreation or Physical Education: Sports Management) or in ED 304: Professional Development and Classroom Applications (Physical Education –teaching). Components of the portfolio were identified, along with the courses within the majors that would be responsible for developing those components.

GPA of majors

Exit survey – include the number of students going on to further degree programs

Mock Interview evaluation

Students recognized for Academic Excellence by various outside groups (i.e., Academic All American; CoSida; National Wrestling Association; NSIC conference; ESPN award).

Graduate Programs in Education and Special Education: The graduate programs in Education include a Master of Science in Education with several emphasis areas: Teaching, Learning, and Leadership, offered both on-campus and in off-campus Learning Community formats; K-12 Reading; K-12 Teaching of English as a Second Language (TESL); and Sports Leadership. Another graduate program offered is a Master of Science in Special Education, with emphasis areas in Early Childhood Special Education, Developmental Disabilities, Emotional Behavior Disabilities, and Learning Disabilities. The K-12 Reading, K-12 TESL, and Special Education programs can include licensure in these areas, and are accredited by the Minnesota Board of Teaching. We underwent our most recent review in December of 2010, and received full approval for all of our licensure programs. The on-campus Teaching, Learning, and Leadership and Sports Leadership emphasis areas completed their most recent program review in the spring of 2011, and the off-campus Teaching, Learning, and Leadership program was reviewed by the Higher Learning Commission on Distance Learning in the spring of 2010. Due to changes in licensure requirements for Special Education, these programs made revisions which were approved by the Minnesota Board of Teaching during the 2013-2014 academic year. Any program changes are submitted through the curriculum process, and also through MnSCU if changes in the degree are required.

Assessment Plan. The assessment checkpoints for the Graduate programs in the Education Department were revised during the 2012-2013 academic year.

CHECKPOINT ONE: Admission to Master of Science: Education and Master of Science Special Education and Master of Science in PE: Coaching of Sport

1. A Bachelor's Degree (B.S. or B.A.) from an accredited college or university
2. A minimum cumulative GPA of 3.0 overall (on a 4.0 scale) or a minimum cumulative GPA of 3.0 for the last two semesters of fulltime collegiate study
3. A copy of teaching license is required for Special Education, Reading, and Teaching English as a Second Language licensures

CHECK POINT TWO: Per Semester

1. Demonstrate adequate progress on course completion

2. Maintain a minimum cumulative GPA of 2.67 (B-) per semester until the last semester when a minimum cumulative GPA of 3.0 (B) is required to graduate
3. Graduate Policy is followed to maintain eligibility in program

CHECK POINT THREE: Completion of Graduate Program

Master of Science: Education

1. Completion of 34-35 credits of course work with a minimum cumulative GPA of 3.0 and with a minimum of C or higher in each course
2. Successful completion of portfolio showing competence in the National Board of Professional Teaching Standards
3. Research project approved and completed
4. Post-Graduate Survey of Program Effectiveness completed

Master of Science: Special Education

1. Completion of 34 credits of course work with a minimum cumulative GPA of 3.0 and with a minimum of C or higher in each course
2. Successful completion of portfolio review showing competence in the Special Education Standards
3. Research project approved and completed
4. Post-Graduate Survey of Program completed

Masters in PE: Coaching of Sport

1. Completion of 34 credits of course work with a minimum cumulative GPA of 3.0 and with a minimum of C or higher in each course
2. Successful completion of Portfolio Capstone showing competence in the National Association of Sport and Physical Education (NASPE) Standards
3. Post-Graduate Survey of Program completed

CHECK POINT FOUR: Program Graduates (2 years after graduation)

1. Alumni Survey

All graduate programs also include a Research Project and a graduation portfolio requirement.

Teaching, Learning, and Leadership, and Sports Leadership: These emphasis areas include a portfolio requirement for their candidates and a graduation portfolio review. The results are kept in a form in Livetext for easy access and review.

K-12 Reading, K-12 TESL, and Special Education: Since these candidates may also apply for licensure, they take an MTLE Content test in the area of licensure. They also complete a Graduation Portfolio Review that documents that they have met the Minnesota Board of Teaching requirements in their area of licensure. Scores for this review are kept in Livetext.

Results. All programs in Graduate Education have had recent program reviews. High levels of completion and satisfaction were noted, particularly in the off-campus Teaching, Learning, and Leadership programs.

As a result of the accreditation review done by the Minnesota Board of Teaching (BOT) in December 2010 for the licensure programs, two areas of weakness were noted. A recommendation was made that licensure programs in Graduate Education should include the use of Livetext as a platform for documenting assessment results to remain consistent with the undergraduate licensure programs. In a follow-up report filed with the BOT in March of 2012, the Graduate Programs in these licensure areas have moved to requiring the use of Livetext for the teaching portfolios required of these candidates. The K-12 Reading licensure program used these for the first time in the spring of 2012, and the remaining programs moved to this beginning in the fall of 2012.

The Graduate Education Programs secured approval for a new program in Education Administration for Principal, Superintendent, and Director of Special Education licensure. The Board of School Administrators did an on-campus review of this program in April of 2014. In the upcoming year, this program will apply for an Education Specialist degree with the Minnesota State College and University (MnSCU) system.

The Graduate Education Programs received MnSCU approval to offer a Master of Science in Physical Education: Coaching of Sport (PECS) beginning in fall of 2013. This online program advances the knowledge, skills, and philosophies of students in the profession of coaching. Every course is guided by the NASPE (National Association of Sport and Physical Education) coaching standards. Courses in the program are infused with project-based learning, and there are two practicum experiences included to document the application of the knowledge and skills learned. Throughout the program candidates will develop a portfolio utilizing Livetext documenting the NASPE standards accomplished. Candidates will demonstrate mastery of the program goals in a graduation portfolio review. The first cohort will complete the PECS program in the coming year, and interest has been high enough to warrant beginning a second cohort in the fall of 2014.

Section IV: Strategic Plan

The School of Education updated a strategic development plan during the 2014-2015 academic year. This plan contains the following goals and methods for achieving these goals.

Goal Areas:

1. Develop and support state of the art programs that enhance learning, teaching, and leadership.
 - a. Prioritize selection and development of innovative and research-based programs;
 - b. Provide and advocate for diverse, multicultural and global education;
 - c. Develop structure for more faculty credits for licensure evaluation, accreditation/assessment for ED, and ed TPA.
 - d. Continue to develop policies and procedures for the School of Education;
 - e. Promote and enhance awareness of the School programs internally and externally;
 - f. Recruit faculty, adjuncts, or co-facilitators who possess the knowledge and skills necessary to actively teach and promote the philosophy of the Education Department;
 - g. To decrease the School of Education's environmental footprint by reducing energy use and the waste stream.
2. Continue collaborating with stakeholders.
 - a. Promote continued strong partnerships with cooperating schools, programs, and agencies;
 - b. Promote strong support, involvement, and advisement for pre-service and in-service teachers;
 - c. Seek and develop new partnerships and programs with stakeholders.
3. Expand personally and professionally through Communities of Practice (Professional Education Faculty).
 - a. Participate in and facilitate learning, scholarship, personal, and professional development;
 - b. Encourage formal and informal development of our faculty through department faculty development; the sharing of resources, processes, and ideas; mentoring new colleagues, and providing assistance in difficult teaching situations;
 - c. Create community and nurture relationships among faculty and staff.

With the addition of the faculty from the Physical Education programs and nine coaches, the School of Education also needed to update the Faculty Requirements for teaching in the various programs within the School of Education. The latest revision is listed here.

Southwest Minnesota State University Education Department

Marshall, Minnesota 56258

Standards for Faculty Qualifications – Revised October 9, 2012

As of Fall 2011, the School of Education now includes all Education Programs along with the Physical Education – teaching, Physical Education with Recreation Concentration, and Physical Education with Sports Marketing Concentration.

Full Graduate Education Program Faculty	Associate Graduate Education Program Faculty	Undergraduate Education Program Faculty	Clinical Education Program Faculty
* Meet SMSU requirements for Full Member of Graduate Faculty as approved by the Graduate Council, can teach or supervise in area(s) of specialty.	* Meet SMSU requirements for Associate Member of Graduate Faculty as approved by the Graduate Council, can teach or supervise only in area(s) of specialty.	If no terminal degree, can teach or supervise only in area(s) of specialty, according to the IFO/MnSCU Contract	If no terminal degree, can teach or supervise only at levels of licensure.
Earned terminal degree	Earned Master’s degree	Doctorate preferred; terminal degree required at the time of tenure application	Earned Master’s degree
Earned teaching license	Earned teaching license	Earned teaching license	Earned teaching license
Minimum of 3 years contemporary B-12 classroom teaching experience.	Minimum of 3 years contemporary	Minimum of 3 years contemporary B-12 classroom teaching experience.	Minimum of 3 years contemporary B-12 classroom teaching experience.
Engaged in scholarship	Engaged in scholarship	Engaged in scholarship	
Full Graduate Physical Education Program Faculty	Associate Graduate Physical Education Program Faculty	Undergraduate Physical Education Program Faculty	Clinical Physical Education Program Faculty

* Meet SMSU requirements for Full Member of Graduate Faculty as approved by the Graduate Council, can teach or supervise in area(s) of specialty.	* Meet SMSU requirements for Associate Member of Graduate Faculty as approved by the Graduate Council, can teach or supervise only in area(s) of specialty.	Master's degree minimum required in related area. If no master's degree, can teach only in area(s) of specialty, according to the IFO/MnSCU Contract.	Master's degree minimum required in related area.
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* Lead Facilitators in Learning Communities must have Full Graduate Faculty Status as defined by the School of Education. It is understood that the degree of the person hired is the same as or related to the academic discipline where hired.

Engaged in scholarship: Has an established record of published and/or presented research, creative and scholarly projects, curriculum development, funded grant writing projects, etc. as defined by the IFO contract in the five criterion areas.

Contemporary Experience: Depends on the type of discipline or field. For Education licensure programs, faculty must meet BOT requirements as listed in MN Rule 8710.

SMSU Requirements:

Full Member of Graduate Faculty: Full members of the graduate faculty shall hold the doctoral degree, or another degree nationally recognized as the terminal degree in that discipline. In addition to academic preparation, full members of the graduate faculty shall demonstrate a record of ongoing scholarly activity. Full members of the graduate faculty may teach any level of graduate courses, may be advisors of graduate students, chair student examining committees, and direct theses or alternate plan papers.

Associate Member of Graduate Faculty: Associate Member Graduate Faculty shall have a masters/specialist degree and/or professional expertise in an area of specialization. However, a minimum of a Master's Degree is required for all instructors of record. Associate status may be established based on a special expertise. Such special expertise shall be documented and accompanied with a letter of support from the department chair. Associate Member Graduate Faculty may include, but are not limited to, fixed-term or adjunct. They may also have other rights, privileges, and/or limits determined as appropriate by the department. Associate members of the graduate faculty may teach any 500-600 level graduate course and serve on student examining committees in their area of specialization as determined by academic achievement, professional training, and/or experience.