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Revised January 2015

A. INTRODUCTION

Augsburg College offers teacher education programs which prepare students for teaching at the pre-kindergarten, elementary and secondary as well as special education and reading. These programs are approved by the Minnesota Board of Teaching and are accredited by the National Council for Accreditation of Teacher Education (NCATE)/ Council for the Accreditation of Educator Preparation (CAEP).

The suitability of candidates recommended for a teacher's license is measured by the Minnesota Standards of Effective Practice (MSEP) mandated by the Minnesota Legislature. These are adapted from national standards found in the INTASC Model Standards for Beginning Teacher Licensing and Development. These standards require candidates to be assessed for the possession of knowledge and performance capabilities in ten areas. The principles surrounding these standards are embedded in individual program courses and fieldwork/clinical experiences within the Education Department. Teacher candidates are responsible for demonstrating mastery of standards before licensure.

Earning a Minnesota teaching certificate is not merely course-based. Candidates are advanced to student teaching placements only after a favorable assessment of their readiness. All candidates must take state mandated exams as part of the licensure process. (see section L for information) During student teaching, performance is assessed through the edTPA.

The State of Minnesota also requires successful completion of a criminal background check, including fingerprinting, before licensure. If you are unsure of the status of your criminal record with respect to your ability to be licensed in Minnesota, you should obtain competent legal advice before you engage in teacher licensure coursework.

Licensure candidates and those hoping to enter the teacher licensure program are responsible for reading and following through with the policies and procedures explained in this handbook. Candidates are expected to work with a faculty advisor to prepare a plan by which to complete a licensure program and to seek advising regularly throughout their time at Augsburg.

The Education Department offices are located in the lower level of Sverdrup Hall. The office hours are 8:00 A.M. - 4:30 P.M., Monday-Friday. The phone number for the Education Department is (612) 330-1130. The fax number for the Education Department is (612) 330-1339. General email correspondence can be directed to the department administrative assistant (sticha@augsborg.edu). The department maintains a web site at <http://www.augsburg.edu/education>.

Initial Licensure is available in the following areas:

Undergraduate students complete majors in designated areas listed below. Secondary undergraduates, major in their content area and license in secondary education. Graduate students in the following programs fulfill licensure requirements through the MAE program.

- Elementary Education – (K-6) – undergraduate major/graduate program
- *K-12 license: (undergraduate license/graduate program)
 - Physical Education
 - Art Education
 - Music Education
 - English as a Second Language (ESL) – undergraduate major
 - Special Education: Academic Behavioral Specialist – undergraduate major
- *Secondary (grades 5-12 license): (undergraduate license/graduate program)
 - Social Studies
 - Communication Arts/Literature
 - Health
 - Mathematics
- *Secondary (grades 9-12 license)
 - Chemistry
 - Life Science
 - Physics
- Endorsements (most areas to add onto an initial license program)
 - Mathematics, (5-8th Grade)
 - Social Studies, (5-8th Grade)
 - Communication arts/literature, (5-8th Grade)
 - General Science, (5-8th Grade – does not need to be added to initial license)
 - Pre-primary (age 3-Kindergarten)
 - K-12 Reading Endorsement (WEC – Graduate level only)

* Content area majors offered primarily in the weekday schedule.

Coaching: As of January 1, 1997, the state of Minnesota no longer issues licensure or endorsement for coaching. The college continues to offer course work in coaching which assists candidates in preparing themselves for coaching assignments. An education candidate who is interested in this program should contact the Physical Education Department at 612-330-1249.

B. MISSION STATEMENT

Augsburg College educates candidates to be informed citizens, thoughtful stewards, critical thinkers, and responsible leaders. The Augsburg experience is supported by an engaged community that is committed to intentional diversity in its life and work. An Augsburg education is defined by excellence in the liberal arts and professional studies, guided by the faith and values of the Lutheran Church, and shaped by its urban and global settings.

Augsburg Education Department Mission Statement:

The mission of the Augsburg Education Department is to develop knowledgeable, responsive teachers committed to educating all learners in a diverse and changing world.

Program Themes: Responsive, knowledgeable teachers understand the dynamic interaction among relationships, reflection and inquiry, diversity and equity, and leadership. These four interrelated program themes provide lenses through which we filter our practice.

Relationships

Learning is relational and communal. Responsive teachers create significant relationships with their students, colleagues and community partners by developing learning communities. These nurturing learning communities provide a safe, trustworthy place where challenging and engaging questions can be considered. We model the kinds of learning communities that we

expect our graduates to create. We share with our students a learning model that connects content, theory and practice in an ongoing cycle. Students and their learning are the focus for responsive teachers. Therefore we embrace and foster a progressive and constructivist orientation.

Reflection and Inquiry

Responsive teachers are reflective practitioners who are students of teaching and learning. Providing numerous frameworks through which to filter our experience encourages intentional and thoughtful inquiry. Through field placements, service learning, generative questions, and classroom experiences, candidates and faculty develop their perspectives about teaching and learning. Critical reflection allows us to examine content, theory and practice in ways that transform our practice. We think it is important to understand and learn how to manage the many polarities inherent in the teaching and learning process.

Diversity and Equity

Responsive teachers embrace diversity and intentionally work to ensure that all learners, especially those who for some reason have been marginalized, learn and develop in powerful ways. We continually reflect on what it means to be a “school in the city.” We recognize that each student is unique, shaped by culture and experience, therefore differentiating instruction is essential. The perspective of multiple intelligences, learning style theory and teaching for understanding help us differentiate and enable us to provide choice, variety, and flexibility. Responsive teachers believe that all students can learn. They also have a sense of efficacy and believe that they can help all students learn

Leadership

Responsive teachers recognize that becoming a learning leader is a developmental process, which begins in pre-service education and continues throughout one’s career. Teachers serve as leaders within the classroom, and with experience, increased confidence, and professional development become leaders within the school, the district, and the community. Teacher leaders view themselves as life long learners. They become role models committed to their profession as a vocation rather than a job. Emerging teacher leaders keep student learning at the center of their work while advocating for instructional innovation, constructivist curricular development and systemic change.

In addition to the four program themes, our practice is guided by **The Minnesota Standards of Effective Practice (MSEP)**. To contextualize these standards we have incorporated them into the following framework.

What we do – Concepts and Strategies of Teaching

- How to assess and evaluate student ability and performance (MSEP 8: Assessment).
- How to plan instruction to meet student needs (MSEP 7: Planning Instruction)
- How to implement instruction to promote student learning (MSEP 4: Instructional Strategies)
- How to create effective learning environments (MSEP 5: Learning Environments)
- How to help students develop emotionally and socially (MSEP 2: Student Learning; MSEP Standard 5: Learning Environment)
- How to integrate technology and service learning into a learning environment.

Who we teach – Knowledge of Children and Youth

- How students develop and learn (MSEP 2: Student Learning)
- Similarities/differences across communities, cultures, learning styles, abilities, special needs, and lifestyles (MSEP 3: Diverse Learners)
- Current issues affecting children and youth (MSEP 9: Reflection and Professional Development; MSEP 10 Collaboration, Ethics, and Relationships)

Where we work – Contexts of Schools

- Foundational knowledge of schools and education in the US (MSEP 9: Reflection and Professional Development)
- Collaboration and teaming skills (MSEP 10: Collaboration, Ethics, and Relationships)

Who we are as individuals and teachers

- Leadership skills (MSEP 9: Reflection and Professional Development; MSEP 10 Collaboration, Ethics, and Relationships)
- What I know and how I learn (MSEP 1: Subject Matter)
- How I think: Critically, Creatively, Ethically, Reflectively (MSEP Subject Matter; MSEP 9: Reflection and Professional Development)
- Who I am as a person and how that impacts my teaching (MSEP 9: Reflection and Professional Development)
- What I believe to be true about education and people; personal philosophy of education (MSEP 9: Reflection and Professional Development)
- What I can do to develop as a professional (MSEP 9: Reflection and Professional Development)
- How I communicate and understand the communication of others (MSEP 6: Communication; MS 10: Collaboration, Ethics, and Relationships)

C. STATEMENT ON STUDENT RESPONSIBILITY

It is the individual candidate's responsibility to be fully aware of and follow through with College and Education Department policies and procedures as published in the catalogs and handbooks.

All candidates are expected to work closely with faculty advisors to plan educational programs that fulfill requirements for general education, majors, specialty areas, and teacher licensure. Doing this from the outset of your studies at Augsburg will facilitate the timely completion of your program. All candidates seeking teacher licensure should have an Education Department advisor. Undergraduates should see the advising center and/or Education Department Chairperson if you do not have an appropriate advisor. Graduate candidates should see the MAE Director for an advisor.

Candidates are expected to conduct themselves in a professional manner while enrolled in studies and when interacting with faculty, staff and other candidates within the department. This conduct extends to attending classes and meeting class expectations to meeting announced due dates for coursework and application materials, to honoring appointments made with faculty and classmates, and conducting oneself appropriately while involved in fieldwork, clinical experience, and student teaching. Such professional and personal dispositions are emphasized in coursework, community service, interactions and evaluated regularly.

Candidates who fail to conduct themselves in a responsible, ethical, and/or professional manner during their teacher preparation program will be subject to conduct review. Following the *Progress through program – Levels of Review*". A written report may be sent to the candidate and placed in the candidate's licensure file as deemed appropriate (see current form titled "Communication of Concern"). The information provided in the written report should be used by the candidate and his/her advisor as a means of facilitating growth. Failure to address behavior problems presents grounds for denying admission to the licensure program, acceptance to student teaching, and recommendation for licensure or endorsement. The Education Department maintains a program dismissal policy that is presented in section E of this handbook.

Candidates are expected to familiarize themselves with the Code of Ethics for Minnesota Teachers, (see section P) the National Education Association or the American Federation of Teachers code of ethics, and the code for any national subject area councils to which they might belong.

Understanding the Advising Process*

This information is provided to help candidates understand what is expected of them and what they can expect of faculty advisors in terms of the advisory process.

1. How often should candidates meet with their faculty advisor?
 - Day candidates are required to meet with their faculty advisors before registering for courses.
 - Weekend candidates (undergraduate and graduate) are encouraged to meet with their faculty advisors at appropriate times. Graduate candidates must register for non-education courses through an Education Department advisor.
 - Faculty advisors can help candidates understand fully all options and avoid needless mistakes but only if candidates take the initiative to seek their advice.

2. What is the advising appointment?
 - Individual or group meetings to discuss candidates' objectives, current progress, and degree plans.
 - Individual or group meetings to assist candidates in planning their schedules and selecting appropriate courses during registration for the next term.
 - Individual appointments as needed whenever questions or problems come up.

3. What are some responsibilities of faculty advisors?
 - An advisor's job is to put candidates in charge of their academic careers. Advisors advise, candidates decide. The relationship between candidates and advisor is one of shared responsibility, essentially a partnership.
 - With the advice of faculty advisors and others in the College, candidates gain the ability to make well-informed academic decisions.
 - Faculty advising focuses on issues such as departmental requirements of the major/minor, general education requirements, and elective course work in the major or other departments.
 - Advisors maintain confidentiality, according to the Family Educational Rights and Privacy Act. (FERPA)

4. What are some responsibilities of candidates?
 - Make and keep all advising appointments.
 - Come ready to discuss academic progress/goals.
 - Be aware of the prerequisites for each course included in the current schedule.
 - Ask specific questions when meeting with an advisor.
 - Prepare a tentative class schedule for the registration appointment.
 - Follow up on referrals.
 - Observe academic deadlines.

* Used with the permission of Colleen Junnila, Department of Business Admission
(Q/A 1-4)

D. POLICIES REGARDING

ACCEPTANCE INTO THE TEACHER LICENSURE PROGRAM (Effective 10/13) All students seeking licensure (undergrad or grad) must be admitted to the department.

ADMISSION TO UNDERGRADUATE LICENSURE PROGRAMS

To be admitted to the Education Department Undergraduate Licensure Program, candidates must:

- Have a cumulative grade point average of 2.5 or better in all college coursework.
- Have taken the MTLE I test of basic skills in reading, writing and math and scores recorded.
- Be recommended by one Augsburg faculty person.
- In the case of 5-12 and K-12 undergraduate licensure candidates, be recommended by their subject matter department for admissions to the Education Department.
- Complete an Entry Survey.

A special admissions policy and process is in place and is used in situations where extenuating circumstances suggest the waiver of the GPA requirement. Such circumstances are limited to unusual situations and to candidates who present a high likelihood of success if admitted.

Candidates admitted through this policy are monitored carefully and must demonstrate academic and professional success to remain in the program and be recommended for licensure. Academic success means achieving a 2.5 or higher GPA in Augsburg coursework. The special admissions policy is used only at the invitation of the Education Department.

Special Admissions Process: Candidates seeking admission to the Education Department under the special admissions policy must provide the Admissions Committee with the following supporting materials: 1) written statement explaining the candidate's previous academic record; 2) documentation of successful fieldwork or classroom-related work experience as evidenced by written evaluations; 3) additional letters of recommendation from Augsburg College faculty or from other individuals who can attest to the candidate's special circumstances; 4) other documentation which the committee may request or the candidate may wish to share. Either the candidate or the committee may request a personal interview. Submission of these materials does not guarantee admission to the Education Department.

Candidates must be admitted to the Education Department in order to take 300 and 400 level education courses (except for EDC 310/533 Learning and Development). Exceptions are made for non-education candidates to take specific upper-division education courses, for non-licensure education majors, and for graduate candidates seeking the MAE-nonlicensure degree only.

Candidates who do not pass portions of the basic skills test should work with advisers to create a skill development plan designed to remediate deficiencies in reading, writing, and/or math. (This policy also applies to graduate candidates). *Candidates must pass the MLTE basic skills tests in Reading, Writing and Mathematics before student teaching.*

Accommodations for Disabilities

The College is committed to providing candidates with reasonable accommodations for participation in the program. No otherwise qualified candidate shall, on the basis of disability, be subjected to discrimination or excluded from participation in Education Department programs. A candidate with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation to provide equal opportunity to meet academic criteria for professional behavior and scholastic performance. Any otherwise qualified candidate with a protected disability who requests a reasonable accommodation must notify the CLASS Office or Access Center and provide

documentation as needed. The CLASS Office or Access Center will make recommendations for accommodations. The Education Department will work to meet all requests for accommodations as they apply to the college classroom. Within the K-12 classroom setting, the needs of the K-12 students are primary and some requested accommodations may not be possible to provide. Augsburg candidates with disabilities should be prepared to discuss their needs with cooperating teachers as appropriate, in order to secure a student teaching setting where they have the opportunity to succeed. With reasonable accommodations in place, candidates with disabilities are expected to meet department and state standards and cannot be recommended for licensure without doing so. (This policy also applies to graduate candidates).

Retention through Upper Division Coursework: Mid-program

Candidates are retained in the Education Department Licensure Program who can:

- Maintain a minimum 2.5 cumulative GPA and a minimum 2.5 cumulative GPA in their major and education coursework. Candidates who are unable to maintain appropriate GPA's are not allowed to student teach or be recommended for licensure.
- Achieve no lower than a 2.0 in all major, and required licensure courses. Courses in which a grade lower than 2.0 is achieved must be repeated until a 2.0 or higher grade is earned.
- Demonstrate ability to work successfully with K-12 students in field placement settings throughout their programs. Classroom teachers evaluate candidates by using a department designed evaluation instrument aligned with program standards. Candidates who receive consistently poor evaluations (average ratings of 3 or less) from classroom teachers are counseled out of the licensure program. Candidates who exhibit unethical behavior in P-12 settings (see MN Code of Ethics in this document) are held accountable for their actions, monitored closely, and not allowed to student teach or be recommended for licensure if the behavior continues.
- Demonstrate professional behavior in on-campus courses and off-campus P-12 field placements. Department faculty use the "Communication of Concerns" form to alert candidates to their concerns and to serve as a starting point for developing a plan for personal growth. Students are sent a completed copy of the "communication of concerns" form and a copy of the form also is placed in the candidate's departmental advising folder. Advisers are expected to monitor advising folders for such forms and discuss issues raised in them with their advisees. Guidelines for candidates who do not demonstrate progress in addressing concerns are outlined in section E: Progress through the Program-Levels of Review of Concerns about Students.

Elementary and special education majors with GPA's below the required standards are allowed to continue taking courses in the department and graduate through the non-licensure elementary or special education major, assuming they meet the College's GPA standards. Secondary education candidates with GPA's below the required education department standards are allowed to graduate in their subject matter majors, again assuming they meet the College's GPA standards. In neither case are these candidates able to student teach or be recommended for licensure until they are able to raise their GPA's to 2.5 or higher.

When an admitted candidate fails to maintain the required GPA, that candidate and his/her department adviser are notified by the Department Chair (UG) or MAE Program Director (Grad) that the candidate is on departmental probation and will not be allowed to student teach unless and until the appropriate GPA is achieved. Candidates have until the term prior to student teaching to achieve the necessary GPA. Through the course of the advising process, department advisers monitor individual course grades and advise candidates to repeat required courses in which a grade below 2.0 is achieved. In all cases, it is ultimately the candidate's responsibility to maintain the appropriate GPA and to repeat courses as required.

ADMISSION TO THE GRADUATE LEVEL LICENSURE AND DEGREE PROGRAM

The Master of Arts in Education (MAE) Program will have three admissions check points: at admissions to the MAE program, at admissions to the Education Department, and at declaration of intent to complete masters degree.

Admissions to the MAE Program

Application for graduate licensure and degree programs will be made through the graduate admissions office. The application form will provide the opportunity to designate the program for which the application is being made.

The MAE Program Director may grant full admission to the MAE program applicant who requests admission at that level and who has a 3.0 or better cumulative GPA in all previous coursework.

These candidates are eligible to take designated initial courses at the graduate level and have access to degree completion as long as 3.0 cumulative GPA is maintained.

Applicants to the graduate licensure/degree program who have cumulative GPA's between 2.5 and 3.0 may be conditionally admitted to the MAE licensure program. These candidates are eligible to take licensure courses at the graduate level. They cannot take degree completion courses until they achieve full admit status, which requires a confirmed 3.0 cumulative GPA. Normally confirmation will occur when an Intent to Complete form is filed.

Applicants with cumulative GPA's below 2.5 typically will not be admitted to the MAE program. The special admissions process may be offered by Program Director decision to candidates seeking a graduate level only licensure program (see undergraduate admissions for process).

**An exception to this policy will be made in cases where candidates have completed advanced degrees at a cumulative GPA of 3.0 or higher. Such candidates, despite their undergraduate GPA, will be eligible for full admittance at the graduate level.

Applicants for MAE degree only follow the same process for MAE admissions. These candidates do not need to seek admission to the Education Department.

Admissions to the Education Department Graduate Licensure/Degree Program for Initial License

Admission to the Education Department occurs before candidates start upper division equivalent coursework (300/400 level, except EDC 310/533). Departmental admission decisions will be made by the Admissions Committee of the Education Department.

Graduate level candidates with GPA's of 2.5 or better can apply for full graduate level admission to the Education Department. They are eligible for admission when the following are met or submitted:

- 2.5 minimum GPA in all previous coursework as well as initial Augsburg coursework.
- Two letters of recommendation with at least one from an Augsburg faculty member.
- Completion of the MTLE test of basic skills in reading, writing, and math.
- For K-12 and 5-12 licensure candidates, a signed secondary clearance form.
- Entry Survey

Admission to the department for licensure purposes requires a 2.5 minimum cumulative GPA.

Admission to the MAE degree completion program requires a minimum cumulative GPA of 3.0.

Graduate students with a cumulative GPA below 3.0 are not eligible to complete the MAE degree.

Post-baccalaureate applicants can apply for admission to the undergraduate licensure program and, if admitted, complete the program at the undergraduate level. If candidates were initially admitted to the MAE program, they must change to undergraduate licensure only status. See the MAE Coordinator for help with this process. Also, see Financial Aid for information on availability of aid to student sin undergraduate licensure only status.

Admissions to Education Department for Already Licensed Teachers

Minnesota licensed teachers can engage in an abbreviated admissions process. They must submit

• transcripts from previous coursework that document a 3.0 cumulative GPA for full admit status to the MAE degree and licensure program. If the cumulative GPA is between 2.5-3.0, they can be granted conditional admit status to the graduate licensure program. Full admission status can be achieved as described in the previous section.

- copy of teaching license
- one letter of recommendation from a principal or other supervisor

Declaration of Intent to Complete Masters Degree Program

Candidates who have been fully admitted to the graduate level licensure and degree program must declare their intent to complete the degree. Although this is typically done after student teaching, candidates can do this at any point after being admitted to the Education Department graduate level licensure and degree program. It must be done prior to registering for any ML degree completion courses. The declaration of intent is made to the Graduate Program Director. As a part of this declaration, a course audit will be done to determine which graduate level courses already completed can be applied to the masters degree program. The set of graduate level courses must reflect a 3.0 or better GPA with no course in the set having a grade lower than 2.5. No more than seven and no fewer than four graduate level licensure courses from licensure coursework can be used towards completion of the masters degree in education. Candidates with three or fewer graduate level licensure courses from their initial license can seek special admissions and augment this number with graduate courses leading to a second license until they reach the maximum of seven courses. Special admissions of this sort must be approved by the MAE program director.

Once graduate level candidates have declared their intent to complete the masters degree, they are eligible to take MAL and other Education graduate courses as well as complete their licensure program. If Education graduate courses are used as electives in the degree completion component, they must be drawn from a pool of education courses offered at the graduate level. At least one elective must be drawn from the MAL program. Candidates have seven years from the point of declaring their intent to complete the degree to actually finish it. After that, candidates may have to take additional coursework to complete their degree and/or request an extension of time.

THE FOLLOWING INFORMATION APPLIES TO BOTH UNDERGRADUATE AND GRADUATE CANDIDATES COMPLETING LICENSURE PROGRAMS.

MONITORING PROGRESS THROUGH THE EDUCATION PROGRAM

GPA

At the completion of each term, the education department monitors the course grades for all candidates. Any undergraduate candidates receiving a grade below a 2.0 in a course will be required to retake that course. Any graduate student receiving a grade below 2.5 in a graduate course will be required to retake that course. The cumulative GPA must be a 2.5 or better to qualify for license. Graduate candidates whose cumulative GPA falls below 2.5 for more than one term in succession will be reviewed by the graduate program director for potential dismissal.

Communication of Concern

A Communication of Concern is sent to Augsburg Education candidates who demonstrate professional and/or academic behavior(s) in need of growth to successfully meet teaching standards and/or dispositions. Augsburg Education Department Dispositions and Minnesota Standards for Effective Practice are posted in the course syllabus. Candidates for initial licensure must show progress in demonstrating and developing these dispositions and standards throughout their licensure program. Instructors are asked to monitor candidate progress in these areas and issue a communication of concern if they see insufficient progress in demonstrating these behaviors/standards.

Included in the Communication of Concern are:

1. The targeted behavior(s) or disposition(s) that is the focus of the Communication of Concern document. Such concerns are issued as a result of feedback from cooperating teachers in field placements (through evaluations or conversations) OR through candidates demonstrating behaviors or communications that are not consistent with stated dispositions/standards for beginning teachers.
2. Documentation (field placement evaluation, written description of targeted behavior and situations surrounding behavior) of situation where behavior appeared lacking
3. Actions Recommendations (meeting with course instructor, advisor follow-up, candidate reflection on incident, or other action)
4. Candidates response to the concern expressed.

Such information may be used in decisions regarding admission and retention to the Teacher Education Program, application to student teach, and recommendation for licensure. The Communication of Concern fits within the Progress through Program – Levels of Concern process described in section E.

Academic Alerts

An academic alert is a college process meant to alert a candidate to the possibility of failing or doing poorly in class based on one or a number of criteria:

- Lack of class participation
- Poor performance on homework assignments
- Poor performance on test(s)
- May earn credit for this course but grade is currently below a 2.0
- Attendance is lacking or not regular/ has stopped attending or has never attended
- Or other issues that jeopardize a candidate's academic standing in the class.

Academic alerts serve as a formal communication stating the area of concern(s) and recommendations for immediate action(s) to the candidate. Typically, academic alerts are issued after communication (verbally/e-mail) with the candidate has failed to address the concerns of the instructor in meeting the academic standards for the course. Alerts are sent to the candidate's advisor, the Education department chair and a number of academic assistance offices for further action and are filed in the candidate's Education file. The Academic Alert process fits within the Progress through Program process described in section E.

Service Learning/Field Experience Evaluations

Service Learning/Field Experience is an important time for teacher candidates to observe, practice and reflect upon theoretical constructs and problems discussed within their education courses. The evaluation of teacher candidate's work with P-12 students, planning, teaching and assessing students and interacting with teachers, school personnel, families and community members provides critical feedback to course instructors and the Education Department. To facilitate the growth of teacher candidates through our program, the Education Department asks course instructors to monitor the service learning/field evaluation for growth on targeted dispositional behaviors and standards.

Dispositions

The definition of disposition is “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth.” Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. (NCATE)

All candidates in the education program at Augsburg College are expected to demonstrate professional behavior in the classroom on campus and in the school setting. Below are descriptors of the behaviors monitored as you progress through the program.

1) Professional Dispositions (MSEP: 8, 9, 10)

Shows appropriate time management of course/field requirements (on-time, notification of absence, ongoing communication with instructor & classroom teacher)
Demonstrates professional behavior, dress & communication in the classroom
Accurately self-evaluates; seeks & integrates advice and feedback from teacher, instructor & peers
Provides positive role modeling & mentoring of children/youth
Provides constructive input, collaboration & resource sharing within educational community
Focuses attention on the learning needs of students

2) Personal dispositions within and beyond school (MSEP: 3, 6, 7, 8, 9, 10)

Shows enthusiasm, empathy, patience and responsiveness to students.
Takes initiative & personal responsibility for actions
Demonstrates academic quality & integrity
Shows flexible and critical thinking when solving problems
Organizes and follows through with short and long term plans
Respectfully communicates with others
Welcomes differing perspectives

3) Builds relationships with student, parents, colleagues & community/Motivates learning (MSEP: 2, 3, 4, 5, 6, 7, 10)

Sees the importance of building responsive relationships with and motivating all students
Believes in and acts upon the belief that all students can learn
Develops positive class environments & relationships with students, colleagues, families and larger community
Demonstrates cultural sensitivity to the needs of diverse learners
Uses pro-active management strategies
Perceptive of and responsive toward student needs
Shows concern and structures opportunities to develop all aspects of a student’s well being (cognitive, emotional, social, and physical)
Provides opportunities for creative and individual inquiry based on student interests

4) Dispositions toward knowledge & learning (MSEP: 1, 2, 3, 4, 5, 6, 7, 8, 9,10)

Incorporates critical thinking and self- directed learning into instruction as a means to meet student learning needs
Develops psychologically, socially and physically safe learning environments
Encourages differentiated strategies & models of instruction in meeting student needs
Uses students’ strengths as a basis for growth, and their errors as an opportunity for learning
Encourages many modes of communication in the classroom (verbal, non-verbal, visual, kinesthetic, etc.)
Uses assessment as a means to identify student strengths, promote growth, and guide instruction
Values student collaboration in support of learning (student/student or teacher/student collaboration)

College Grievance Procedures:

Candidates admitted to the Education Department at both the graduate and undergraduate levels have the right to use the college's grievance procedure as they feel necessary. The full grievance policy is available in the Augsburg Student Guide. <http://www.augsburg.edu/studentguide/grievance.html>

Dismissal from Licensure Program:

Candidates may be dismissed from the licensure program prior to student teaching for failure to maintain appropriate academic and teaching-based performance standards, for gross violation of college policy and/ or for conduct in violation of professional ethics and departmental dispositions. A statement of professional ethics is located within the Education Department Handbook. (Section P) Dismissal occurs within the context of established department procedures as described previously (Section E). Candidates have the right to appeal dismissal from the licensure program on the grounds of procedural error, using the College's program dismissal appeals process. Information about the program dismissal appeals process is available in the Augsburg College Student Guide.

STUDENT TEACHING PLACEMENT AND RECOMMENDATION FOR LICENSURE

Admission to Student Teaching:

Candidates may apply to student teach who have:

- Maintained all required GPA standards: 2.5 minimum overall and in major.
- Effective Fall 2013, Pass all of MTLE Basic Skills tests (Reading, Writing, Math).
- Minimum GPA of 2.0 in all required courses for undergraduate candidates and 2.5 for graduate candidates in graduate level courses.
- Completed all required coursework, including clinical hours, distributed over the licensure area, or petitioned for an exception.
- Remained in good standing within the department.

Candidates apply to student teach one term prior to the intended term. Applications are reviewed and signed by department advisers; the adviser's signature verifies that all requirements have been met or that a plan is in place to meet them by the student teaching term. Candidates with low GPA's or missing coursework are notified that they cannot student teach in their intended term unless the requirements are met. At the discretion of the Student Teaching Director, tentative placements can be found for candidates with deficiencies who are likely to meet the requirements prior to student teaching. Placements are retracted, however, if the candidate fails to meet the requirements. Candidates may reapply for student teaching when the deficiencies are eliminated. In limited cases, candidates may petition to take a missing course during or immediately after student teaching. If the Student Teaching Committee grants the petition, student teaching can occur. Petitions must be submitted prior to the student teaching application.

Dismissal from Student Teaching:

During student teaching, a candidate's placement can be terminated if the classroom teacher and/or the Augsburg supervisor and/or the Student Teaching Director and/or the candidate feel it is necessary. When a candidate's placement is terminated, several actions are set in motion.

- The Student Teaching Director talks with the Augsburg supervisor, the classroom teacher, the candidate and the candidate's faculty adviser, or advisers in the case of secondary student teachers, to gather as much information as possible pertaining to the situation and the candidate.
- With information in hand, the Student Teaching Director arranges for a conference with the candidate, the supervisor, the faculty adviser(s), and sometimes the classroom teacher and the Education Department Chair or MAE program director. The purpose of this conference is to

- determine why the candidate was unable to succeed and what the next steps will be.
- If it is determined that the teacher candidate should immediately have another chance to student teach in a new setting, clear goals are set with the candidate that address the concerns raised in the initial placement. If a new placement can be secured and sufficient time remains, the candidate is able to complete student teaching in the same term. Depending upon the deficiency, and if, in most cases, the candidate will be advised to attempt the experience in the next student teaching term. When student teaching cannot be completed by the end of the term, the candidate receives an X grade and has up to one year to successfully finish the requirement. If student teaching is completed successfully, the candidate receives a grade of P and is eligible to be recommended for licensure. If the requirement is not finished, the grade changes to N and the candidate will not be recommended for licensure.

Student Teaching Remediation Plan

- If it is determined that the candidate should not have another chance to student teach until concerns are addressed or deficiencies are remediated, a plan is created to address them. This plan includes a strategy for remediating deficiencies, a means to evaluate readiness for another student teaching placement, a timeline, and the identification of a person who will monitor candidate progress. This plan is written and signed at minimum by the candidate, the Student Teaching Director, and the adviser. A copy is given to the candidate and another is placed in the candidate's departmental file. The candidate receives an X grade for student teaching with up to one year to successfully finish the requirement. If remediation and further student teaching are both successful, the candidate receives a grade of P and is eligible to be recommended for licensure. If remediation is unsuccessful or if the student teacher does not finish the requirements, the grade changes to N and he or she will not be recommended for licensure. If this occurs, the candidate will be notified via certified letter within 14 calendar days of the review.
- If the teacher candidate determines that he or she does not want to complete student teaching, he/she will receive an N grade and will not be recommended for licensure. Elementary education undergraduate majors can graduate through the non-licensure elementary education major. Secondary licensure candidates can graduate through their subject matter major. Graduate candidates can continue with their graduate degree program even though they will not be recommended for licensure.
- If it is determined that the candidate committed a gross violation of college policy or professional ethics or if the candidate committed an illegal act while student teaching, he or she can be dismissed from the licensure program without further chance to complete student teaching. In this case, the candidate receives a grade of N with no further chance to student teach and no recommendation for licensure. If this occurs, the candidate will be notified via certified letter within 14 calendar days of the review.
- As with all courses, candidates have the option of appealing student teaching grading decisions through the College's grade grievance process. The Education Department reserves the right to separate grading from recommending for licensure. If the grading decisions involve dismissal from a licensure program, candidates have a right to appeal the decision on the grounds of procedural error through the College's program dismissal appeals process.

E. GENERAL EDUCATION DEPARTMENT & COLLEGE POLICIES:

General Policies:

- All education candidates should request an advisor in the Education Department if one has not been assigned. Assignments are made in a candidate's first term as a declared education major. It is the responsibility of all candidates to meet with their advisor on a regular and on-going basis.
- All candidates accepted into the Augsburg Education Department with undergraduate status must have a minimum cumulative GPA of 2.5 overall in all previous coursework, 2.5 cumulative GPA in education courses, and a 2.5 cumulative GPA in their major. Coursework required for licensure with a grade below 2.0 must be repeated.
- All candidates accepted into the Education Department with graduate status must have a minimum cumulative GPA of 2.5 and maintain that throughout the course of their program. Graduate level licensure courses below 2.5 must be repeated. Only graduate students with a cumulative GPA of 3.0 or better may complete the MAE degree.
- Education Department folders: Secretarial staff or faculty may tell and show students what is in their folders. Students may view or photocopy (at their own expense) any document in the file.
- All DAY candidates or AU/MAE candidates wishing to "crossover" to the other program for course work should consult the Registrar's office. "Crossover" registration begins later in the registration period.
- Incomplete grades are given only for emergencies and are initiated by the candidate before the end of the semester or trimester. Petitions are obtained from and acted upon by the Registrar. Faculty are not required to grant incomplete grades. Candidates are given up to the end of the next term to complete the incomplete.

Department Grading Policy:

95-100% -	4.0
90 – 94.5% -	3.5
85 – 89.5% -	3.0
80 – 84.5% -	2.5 (minimal acceptable grade for graduate courses)
75 – 79.5% -	2.0 (minimal acceptable grade for undergraduate courses)
70-74.5% -	1.5
65-69.5% -	1.0
60-64.5% -	.5
lower -	0.0

P/N grading is possible for some courses (limit of 3 in program) Undergraduate courses graded P require a minimum grade of 2.0. Graduate courses graded P require a minimum 3.0 performance.

Financial Aide Status: In Day/AU: 11 credits or less = part time; 12 credits or more = full time status

In MAE: 3-5 credits = part time; 6 or more credits = full time status.

Note: Financial aid requirements regarding full- and part-time status may vary with state/federal grants and loans and College Scholarships. Consult with the Student Financial Services Office for specific guidelines pertaining to your award package.

- Transfer Credits: Education program coursework taken more than seven years ago often is not applicable to one's teacher licensure program. This seven-year exclusion policy may be lowered as in the case of fast-moving content areas such as computer technology.

- All candidates seeking licensure and/or endorsement through Augsburg College must complete the licensure program and student teaching as detailed in the current *Admission Handbook* or in the transfer policy. Secondary candidates must complete courses in their major at Augsburg College as stipulated by their major department.
- Anyone taking an upper division education course (numbered 300 or above except EDC 310/533 Learning and Development) must have taken the basic skills exams *and* be admitted to the teacher licensure program.

Academic Grievance: An academic grievance may be initiated when a student believes he/she has been treated unfairly, unjustly or inequitably with respect to the academic personnel or programs of the college. A student in the process of filing a grievance should seek the appropriate forms in the office of the Academic Dean. This is a time-limited process. Check the Augsburg Student Guide at the following website for greater detail. <http://www.augsburg.edu/studentguide/>

Liberal Arts/Graduation Requirements: Please refer to the current Augsburg College catalog. Candidates without bachelor's degrees must submit a transcript to the Registrar's office for evaluation of the liberal arts coursework. Candidates with bachelor's degrees work with the Education Department and content area departments to have liberal arts coursework required for licensure evaluated. These requirements are expected to be completed *prior* to student teaching.

Sexual Harassment Policy: Augsburg College is committed to maintaining a College community free of sexual harassment and all forms of sexual intimidation and exploitation. In its effort to create a work environment for all employees and a learning environment for all candidates which is fair and free of coercion, the College has adopted the following policy:

1. Unwelcome behavior or actions that emphasize the sexuality or sexual identity of a person in the Augsburg community in a manner which prevents or impairs that person's enjoyment of educational and employment benefits, climate, or opportunities are prohibited. Sexual harassment includes but is not limited to unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:
 2. submission to such conduct is made either explicitly or implicitly as a term or condition of an individual's employment; or
 3. submission to or rejection of such conduct by an individual is used as the basis for academic and/or employment decisions affecting such individuals; or
 4. such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or creating an intimidating, hostile, or offensive environment.

For further information concerning Augsburg's sexual harassment policy, please go to <http://www.augsburg.edu/studentguide/sexualharassment.html>

Progress Through Program – Levels of Review about Concerns about Students

The following levels of review describe a process for use with concerns about students prior to student teaching.

Level 1: Level 1 review (no possibility of termination) involves a faculty member and a student. When a faculty member has a concern about a student (academic, professional, basic abilities), the faculty member will:

- As appropriate, complete an academic alert or communication of concern.
- Discuss concern directly with student, including an appropriate resolution.
- Document concern, discussion, and agreed upon resolution in writing, place copy in student file and give a copy to the student.
- At the end of the term, note on the written concern document whether the situation was resolved – in which case, the review ends – or whether the situation persisted and was not resolved – in which case, the review could move to Level 2. In either case, the concern document should remain in the student file.
- Give copy of final concern document to Department Chair (Minneapolis undergraduate students), Graduate Director (Minneapolis graduate students), or Rochester coordinator (Rochester Students). If the concern is unresolved, this person consults with the faculty member raising the concern to determine whether the concern rises to a Level 2 review or whether a “wait and see” stance is more appropriate.

Level 2: A level 2 review (no possibility of termination) occurs when a level 1 review is unresolved and determined to require a level 2 review or when an initial concern is serious enough to warrant a level 2 review. A level 2 review involves the faculty member raising the concern, the student, the student’s advisor or relevant program coordinator, and the Department Chair (DC), Graduate Director (GD), or Rochester Coordinator (RC), depending on the student involved.

- After determining that a level 2 review is needed, DC, GD, or RC arranges a meeting with the student, the faculty raising the concern, and the student’s advisor or program coordinator. The purpose of the meeting is to 1) review the concern and gather pertinent information from all in attendance and 2) develop and put in writing an improvement plan, including time line for completion, for the student. The meeting ends with a rough outline of a plan.
- The student’s advisor drafts the actual plan and time line in written form and gives the student a copy. A copy of the plan plus any advisor notes is also placed in the student file.
- The advisor and student arrange a regular check in process to monitor progress towards the goals of the plan.
- At the end of the designated time period, the advisor reviews the plan with the student and notes in writing whether the goals of the plan have been met.
- If the goals have been met, the advisor gives an updated copy of the written information (plan and resolution) to the DC/GD/RC and places the original back in the student’s file. In this instance the review is completed and no further action is required.
- If the goals have not been met, the advisor notes in writing on the plan the progress that has been made towards the goals and meets with the DC/GD/RC to determine whether an extension on the time line should be made, the plan adjusted, or the review moved to level 3.
- The advisor communicates this decision in writing to the student.
 - If an extension or adjustment is needed, the advisor amends the original plan and reviews the changes with the student.
 - If the review is moved to level 3, the advisor provides the student in writing with reasons for the decision and lets the student know that the DC/GD/RC will be in contact to set up a Level 3 review meeting.

Level 3: A level 3 review (possibility of termination) occurs when insufficient or no progress has been made on a level 2 improvement plan or for a very serious initial concern. A level 3 review committee involves a standing sub-committee of the education department admissions committee (3 members designated yearly), one other faculty person (the student's advisor or program coordinator or other faculty person familiar with the situation), and the student. The student may bring an Augsburg support person if desired. Since this is not a legal proceeding, the student may not bring legal counsel. The DC/GD/RC convenes the meeting and is an ex officio member. The DC/GD/RC participates in the decision making only to break a deadlock.

- The initial meeting is called to review all prior reviews, progress toward goals, and the current situation leading to a Level 3 review. It is important that the Level 3 review committee hear all pertinent information from the full range of perspectives. The student should leave the meeting understanding that three resolutions will be considered - 1) continuation in the program with no conditions; 2) probationary continuation with formal conditions; 3) termination from program – and that the DC/GD/RC will notify him/her by X date of the decision.
- Following the meeting with the student, the Level 3 review committee and the DC/GD/RC in ex officio capacity convene to determine the resolution of this Level 3 review. The options are:
 - Continuation in the program. No conditions imposed. The Level 3 review ends here and no further action is needed. The DC/GD/RC notes this decision in writing and places it in the student's file.
 - Probationary continuation with formal conditions imposed. The DC/GD/RC is responsible for taking notes and drafting the plan for probationary continuation. All members of the committee must review the draft. A majority must concur with it to put it into effect. In the case of a deadlock, the DC/GD/RC will break the tie. The members of the Level 3 review committee should:
 - Outline formal conditions for remaining in program and the time period for meeting the formal conditions. When approved and signed by all committee members, the DC/GD/RC should place this document in the student's file and send it to the student.
 - Designate one of the members of the Level 3 review committee to meet with the student three times over the time period (beginning, middle, end) to review the conditions and monitor progress towards meeting them. Notes should be kept of each meeting and placed in the student's file.
 - Reconvene at the end of the time period to review progress towards goals and determine continuation in or termination from program. The DC/GD/RC will communicate the decision in writing to the student. In all cases reasons for the decision will be included.
 - Suspension/Termination from program. The DC/GD/RC is responsible for taking notes and drafting the suspension or termination letter. All Level 3 review committee members must agree to the decision to terminate and sign the suspension or termination letter. The DC/GD/RC will confer with the office of the dean to ensure all proper procedures are followed in pursuing suspension or termination.
 - The student will be advised to withdraw from courses and a W grade will be indicated.
 - If the student chooses not to withdraw, the DC/GD/RC will work with the dean's office and registrar to remove the student from courses.
 - The student will be provided in writing the reasons for suspension or termination and the conditions – if any – for return to the program.

The student has the right to appeal the decision on the grounds of procedural error using the established College appeals process.

F. POLICIES ON PREVIOUS COURSEWORK

The Augsburg College Education Department maintains teacher licensure programs, which are fully approved and accredited by the State of Minnesota and by the National Council for Accreditation of Teacher Education (NCATE). To assure and maintain high quality graduates, the department places the following limits on previously completed coursework.

Coursework From Another Institution Transfer Policy

Acceptance of previous education coursework done at institutions other than Augsburg College is limited. Most courses that have not been completed within the past seven (7) years are considered null and need to be completed as part of one's program at Augsburg. EDC 310 Learning and Development in an Educational Setting, EDC 220 Educational Technology, and ESE 3XX Special Methods in Major Area are courses, which may have a shorter acceptance time-frame. Candidates who have coursework outside this time-frame may use the course audit process as one means to update their previous learning experiences.

The Department also maintains these additional credit transfer policies.

1. The Education Department follows the College's residency requirements/policies for degree seeking students (see College Catalog).
2. A minimum of 4 courses (see Ed. Dept. Admission Booklet) plus student teaching generally will be required for Elementary licensure seeking transfer candidates.
3. A minimum of 2 courses in the content area and 2 courses in Education (see Ed. Dept. Admission Booklet) plus student teaching generally will be required for secondary licensure seeking transfer candidates.
4. Coursework/degrees from an international institution not holding American accreditation will need to be evaluated by an international credential evaluation service (see Registrar for details). A bachelor's degree is required for full licensure.
5. Community colleges are generally not accredited to do teacher education; their courses generally may not substitute for Augsburg education courses. Exceptions may be made in cases where a community college has a formally articulated and approved licensure program with a four-year higher education institution.

Limitations on Previous Augsburg Coursework

In general, Augsburg students who stop attending for more than a year, or who are not making timely progress in completing the program requirements, will need to re-validate education courses. Former Augsburg students who return to complete their programs should work with their Education Department advisors to develop a plan to update their courses. They may use the audit process as one means to update program courses. If licensure rules have changed, the new rules must be followed.

Withdrawal from the College/Leave of Absence

Please consult the College Catalog for policies on these topics. Students who do not maintain continuous enrollment (no registration for one semester in the Day program or one academic year in the AU/MAE program) will need to complete an AU application for re-admission to the College. Students may request a leave of absence for up to one year.

G. FIELD SERVICE REQUIREMENTS

Augsburg College has established cooperative programs with P-12 schools for the purpose of offering fieldwork placements for teacher candidates. In most cases these placements are conducted within a service-learning framework that includes both service to the school site and classroom directed learning for the pre-service student. Reflections in writing and through discussions are part of the experience. Candidates in field placements are evaluated by their cooperating P-12 teachers on the basis of criteria drawn from the MN Standards of Effective Practice (MSEP) and Professional & Personal dispositions adopted by the department. Evaluations are kept in the candidates Education Department files and used in decisions regarding progression through the program and student teaching. The following assumptions guide our placement policy and practice.

- Clinical field service learning hours will be linked to specific courses in both DAY & AU/MAE.
- While other courses may require limited clinical field service learning hours at the discretion of the instructor, the assigned courses must require hours.
- Full-time instructors of these courses will be responsible for helping candidates secure field placements, for tracking their progress through these placements, and for securing a teacher evaluation of student performance in their placements and placing the evaluation in their department files. Adjunct instructors will have the help of the Field Experience Coordinator to complete these tasks but must review and sign off on all cooperating teacher field evaluation of the teacher candidate.
- The 20 hours attached to EDC 200/522 are required to be “urban hours” (see Urban Placement Policy).
- Secondary licensure candidates in both DAY and AU/MAE will complete a minimum of 120 hours of clinical experience prior to student teaching in middle school and high school classrooms. K-12 licensure candidates will complete a minimum of 120 hours in elementary and secondary settings. In most cases candidates will complete 20 clinical/service learning hours per term.
- Elementary licensure candidates in both DAY and AU/MAE will complete between 120-150 clinical hours prior to student teaching in primary & intermediate classrooms. There must be a minimum of 30 hours served in the primary grades (K-3) and intermediate grades (4-6) In most cases candidates will complete 20 clinical/service learning hours per term.
- DAY instructors may wish to attach additional service learning hours to courses not listed below. If this is done, some class time should be allocated to completing hours in the school.

Field Experience Requirements and Associated Courses:

Core Courses:

- EDC 200/522 20 urban hours – classroom setting preferred (see Urban Placement Policy)
EDC 310/533 20 hours in a classroom or education-related setting.
EDC 410/544 20 hours in a special education resource room or inclusive classroom.
Contact with special education teacher required.

Secondary Courses:

- ESE 300/500 20 hours in a reading instruction settings
ESE 325/525 20 hours in classroom setting related to licensure field.
ESE 3XX Special methods – 20 hours in classroom setting related to licensure field.
In most cases this will occur at the middle school level.

There will be a minimum of 30 hours served in a middle school / junior high setting (5-9) and a secondary (9-12) setting.

Elementary Courses:

- EED 326 20 hours in elementary setting, at least part of which is during literacy instruction.
EED 336 10 hours in an English as a Second Language Classroom
EED 350/550 10 hours in elementary classroom, at least part of which is during math instruction.
EED 360/560 10 hours in elementary classroom, at least part of which is during science instruction.

EED 380 10 hours in kindergarten classroom for those seeking initial licensure.
 20 hours in kindergarten classroom for those seeking an endorsement to a 1-6 license.

English as a Second Language

EED 326 20 hours in elementary setting, at least part of which is during literacy instruction.
 ESE 325/525 20 hours in classroom setting related to licensure field.
 ESL 340/520 20 hours in elementary ESL classroom.
 ESL 420/540 20 hours in secondary ESL classroom.

Middle School Methods – 20 hours in a middle school classroom setting related to subject matter specialty area.

Total Required Hours – Secondary and K-12 = 120

Total Required Hours – Elementary = 120

Special Education - Academic and Behavioral Strategist Program (ABS)

Field Experiences – Licensure Hours

EDC 410/544 Learners with Special Needs	20 hour practicum in special education classroom
EDC 331 Organizing Practicum I in Public Achievement EDC 333 Organizing Practicum II	40 hour practicum (minimum) in special education setting implementing Public Achievement on a weekly basis: some of the hours will be supervised by college faculty; Fall and Spring
SPE 410/510 Implementation of Assessment & Strategies	15 hour practicum in a special education setting
SPE 415/515 Academic Strategies: Theory to Practice	30 hour practicum (minimum) engaged with a student with using academic interventions: some of the hours will be supervised by college faculty
SPE 425/525 Transition & Community	15 hour practicum working with a transition-aged student
SPE 430/530 Instructional & Behavioral Practices	15 hour practicum completing FBA & BIP with a student
Student Teaching	12 week student teaching (7 if already licensed)

Students in this program are required to spend a minimum of 135 hours in a special education setting (Levels I – III) prior to student teaching. Designated courses have assignments attached that require candidates to work directly with learners as specified in the ABS license. Some of the hours will include supervision by college faculty. In addition, students must complete 40-60 hours in elementary methods courses (Literacy, Math, Science); the majority of these hours must be completed in a K-6 general education classroom.

Students must have experience with learners in each of the eligibility areas connected to the ABS license across the K-12 setting. This means students must complete a minimum of 30 hours at each level: elementary, middle and high school (student teaching will satisfy one of these levels), and that across those grade levels students must have experience with learners with Emotional or Behavioral Disorders (EBD), Specific Learning Disabilities (SLD), Developmental Cognitive Disabilities (DCD), Autism Spectrum Disorders (ASD), and Other Health Disabilities (OHD). Learners from at least two of the eligibility areas must be represented in each placement. Students may need to complete additional hours to meet the 30-hour minimum at each broad grade level (elementary, middle, high) for licensure.

Student Teaching. Candidates are required to complete 7 - 12 weeks of student teaching in a Level I – III setting that includes students with EBD, SLD, DCD, ASD, and/or OHD.

Urban Placement Policy

The Education Department has drawn the following elements of urban education from the Richard R. Green Institute's report titled *Urban Education, Teacher Preparation, and the Implementation of Minnesota's Graduation Standards*. These elements characterize what we want all our education candidates to experience as part of their program at Augsburg and require in their 20-hour urban field placement. Items following the page reference in parentheses are positive aspects of urban education that we feel our students should experience.

- Student characteristics – "... wide cultural and social differences; a wide range of student academic readiness and performance; high percentages of students from poor families, families of color, immigrant families, and families with problems; family mobility..." We seek to place our candidate in urban school environments where diversity is a welcomed and celebrated characteristic of the student body and teaching staff.
- Community context – "...incongruities between the environments at school and in the home and community" We seek to place our candidate in urban schools that make good use of community connections and support services available to support student learning.
- Teacher Quality – "Teacher quality in urban settings requires teachers to form relationships with students not necessarily from their own backgrounds as a prerequisite for intellectual achievement." We seek to place our candidate in urban schools where the teachers are proud of their schools and the students they serve.

The following policy statement outlines our processes for implementing our urban placement requirement.

- Candidates, undergraduate, post-baccalaureate, and graduate, will complete the urban placement requirement of 20 hours.
- These hours will be tied to EDC 200/522 and completed in Minneapolis or St. Paul public schools or designated Rochester public schools.
- The remaining required placement hours can be in other geographical locations. Augsburg will provide continued and easy access to selected Minneapolis and St. Paul Schools in order to support those candidates wishing to do more of their field placement in the urban setting.
- A hardship petition process is available for candidates who live in greater Minnesota or beyond which allows them to make a case for completing a modified urban placement. Modifications might occur in the type of program in which the placement is done and/or in the location of the placement. The candidate is responsible for developing the petition, researching possible alternative placements, and presenting the petition to the chair of the Education Department in the first weeks of EDC 200/522. The chair, in conjunction with the instructor of that section of EDC 200/522, will rule on the petition.

Diversity Proficiencies

In field experiences that accompany coursework, it will be important for candidate to understand how to effectively build relationships with and develop effective teaching and learning environments that meets the needs of ALL students. The national accreditors of teacher educators (NCATE) defines diversity as: *Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area*. Diversity proficiencies are articulated in education courses, field and clinical experiences. Generally, these proficiencies include:

1. Candidates develop an awareness of issues of diversity in schools and society.
2. Candidates develop an understanding of the learning characteristics of diverse students and information about students' learning characteristics, experiences, culture, family and resources that affect learning.
3. Candidates create effective, caring and trustworthy learning environments for all students.
4. Candidates apply their knowledge and skills by differentiating instruction and assessment and adapting technology and materials to meet the diverse needs of students.

H. AUGSBURG SECONDARY EDUCATION PROGRAM

Non-Department Program Prerequisites

HPE 115	Chemical Dependency	2 cr
ENG 111	Effective Writing	4 cr

- Candidates must consult and plan with the department that sponsors their subject area teaching license.
- Candidates complete the state approved subject area program courses/competencies.
- Candidates complete at least two courses at Augsburg in their academic area
- The subject area department must recommend a candidate for admission to the Education Department and for student teaching.
- The candidate must have a previous cum GPA of 2.5, a 2.5 GPA in the licensure area sought, and a 2.5 GPA in Education requirements. Any of these courses graded below a 2.0 must be retaken.

Departmental Program Requirements

FOUNDATIONS BLOCK I

Generally students complete all courses in one block before progressing to the next.

EDC 200/522 *	Orientation to Education (W1 pt 1)	3 cr
EDC 210 and	Diversity in the Schools	2 cr
EDC 211	MN Amer. Indian	2 cr
OR EDC 206/566	Diversity/MN Amer. Indian	3 cr
EDC 220	Educational Technology	2 cr

FOUNDATIONS BLOCK II

EDC 310/533 *	Learning and Development	3 cr
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The following courses are open only to candidates who have taken the basic skills exam and have been admitted to the Department.

METHODS BLOCK I

ESE 300/500 *	Read/Writ In the Cont. Area	3 cr
ESE 325/525*	Creative Learning Environments	3 cr

METHODS BLOCK II

ESE 3XX *	K-12 or 5-12 Methods in licensure area	3-5 cr
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(see content advising sheets for specific courses)

CAPSTONE BLOCK

EDC 410/544 *	Learner with Special Needs (CT)	3 cr
EDC 490/580	School and Society (keystone, W1 pt.2)	3 cr

Candidates normally take 2-3 courses of student teaching and are charged additional student teaching fees.

ESE 481, 483, 485	Student Teaching (S)	8-12 cr
ESE 488	TPA Seminar	2 cr

* Field Experience hours required.

I. AUGSBURG ELEMENTARY EDUCATION PROGRAM

Non-Department Program Requirements

HPE 115	Chemical Dependency	2 cr
ENG 111	Effective Writing	4 cr

General math requirements (Do not take courses if completing 5-8 math endorsement with K-6 license)

Math 137 (NS/M, QF)	Or math specialty	4 cr
Math 138 (NS/M, QF)	Or math specialty	4 cr

General science requirements

Physics 203	Conceptual Physics/Earth Science for Elementary Majors	4 cr
Or EED 203	Physical Science (SSI only)	3 cr
And EED 200	Earth science (SSII only)	3 cr
BIO102 (NS/M)	Biological World	4 cr
<u>Rochester only:</u>		
SCI 110 (NS/M)	Natural Sciences I (physical science)	
SCI 111 (NS/M)	Natural Sciences II (Biology & Earth Science)	

Under most circumstances candidates complete all courses in one block before progressing to the next.

Departmental Program Requirements

FOUNDATIONS BLOCK I

EDC 200/522 *	Orientation to Education (W1 pt1)	3 cr
EDC 210	Diversity in the Schools	2 cr
And EDC 211	MN Amer. Indian	2 cr
OR EDC 206/566	Div. MN Amer. Indian	3 cr
EDC 220	Educational Technology	2 cr
EED 225/525	Foundations of Literacy	3 cr

FOUNDATIONS BLOCK II

Requires previous cum GPA of 2.5

EDC 310/533 *	Learning and Development	3 cr
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The following courses are open only to candidates who have taken the MTLE basic skills exam in reading, writing and math, and have been admitted to the Department. Plan to complete admissions process during Foundations block I.

METHODS BLOCK I

EED 311	K-6 Methods: Health	1 cr
EED 312	K-6 Methods: Phy. Ed	1 cr
EED 325/525	K-6 Methods: Literacy	3 cr
EED 326 *	Literacy field experience	1 cr

METHODS BLOCK II

EED 386	Children's Literature	2 cr
EED 341	K-6 Methods: Art	1 cr
EED 342	K-6 Methods: Music	1 cr
EED 350/550 *	K-6 Methods: Mathematics (QA)	3 cr
EED 360/560 *	K-6 Methods: Science	3 cr
EED 370	K-6 Methods: Soc. Studies	2 cr
EED 380 *	Kindergarten Methods	2 cr

CAPSTONE BLOCK

EED 336 *	Advanced Literacy Methods	2 cr
EDC 410/544 *	Learner with Special Needs (CT)	3 cr
EDC 490/580	School and Society (W1 pt2, keystone) 1	3 cr

EED 481, 482 and 483 Student Teaching 8-12 cr

EED 488 TPA Seminar (S) 2 cr.

* Field service hours required

J. OPTIONAL ENDORSEMENTS

5-8 COMMUNICATION ARTS ENDORSEMENT

Course	Credit
ENL 240 Introduction to Literary Study (HUM)	4
ENL 220 Intermediate Expos. Writing (W) (FAS)	4
Choose one: COM 329, 351, 354, 355	4
EED 331 Middle School Writing Methods	2
ESE 350 5-12 Methods: Adolescent Literature/Media Literacy **	4
ESE 300/500 Reading and Writing in the Content Area **	4
5 weeks student teaching in a Middle School setting	

5-8 SOCIAL STUDIES ENDORSEMENT

Course	Credit
POL 121 American Government & Politics (SBS)	4
HIS 120, 121, OR 122 U.S. History (HUM, CT)	4
ECO 113 Microeconomics (SBS)	4
Geography (ACTC) or ESE 220	4
Choose 1: HIS 103, HIS 104, PSY 105, SOC 121, ANT 141	4
ESE 311 Middle School Methods: Social Studies **	2
ESE 300/500 Reading and Writing in the Content Area **	3
5 weeks student teaching in a Middle School setting	

5-8 MATH ENDORSEMENT

Course	Credit
MPG 4 or MAT 114 Pre-Calculus (NS/M)	4
MAT 287 History of Math (was MAT 331)	4
MAT 252 Geometry	4
MAT 122 or 145 Calculus (NS/M, QR)	4
MAT 163 or 373 Statistics (NS/M., QR)	4
MAT 271 Discrete Mathematics (CT)	4
ESE 331 Middle School Methods: Mathematics **	2
ESE 300/500 Reading and Writing in the Content Area **	3
5 weeks student teaching in a Middle School setting	

5-8 SCIENCE ENDORSEMENT

Course	Credit
CHEM 115 (NS/M)	4
CHEM 116 (NS/M, QR)	4
BIO 121 Human Biology (NS/M)	4
BIO 102 Biological World (NS/M, CT)	4
PHY 116 Intro. Physics (NS/M,QR)	4
SCI 106 Meteorology (NS/M,CT)	4
Geology (ACTC or elsewhere)	4
ESE 341 Middle School Methods: Natural Science **	.2
ESE 300/500 Reading and Writing in the Content Area **	3
5 weeks student teaching in a Middle School setting	

PRE-PRIMARY ENDORSEMENT

Course	Credit
PSY 250 Child Dev.(pre-req PSY 105 or equiv.)	4
SOC 231 Family Systems OR SPE 490/540 Parent Prof.	4
Planning (Graduate students using pre-prim. endorsement as the core of MAE degree must take SPE 540)	
ECE 345/545 Foundations of Pre-Primary Education **	3
ECE 346/546 Learning Environments for Pre-Prim. aged child.	3
**	
ECE 347/547 Immersion and Teaching Competence **	3
Student teaching for 7 weeks in Pre-primary	

** Middle School field experience hours required.

** Pre-primary field experience hours required.

K. SPECIAL EDUCATION MINOR

The Special Education minor offers 6 courses (5 plus 1 prereq/ PSY course, 102, 105) that encompass an interdisciplinary perspective related to the field of disability. The minor is designed to fit the needs of students in various disciplines interested in disability issues.

Required courses:

EDC 410	Learner with Special Needs
EDU 491*	Practicum and Seminar in Special Education
SOC 231	Family Systems: A cross-cultural perspective

Choose from one of the following:

PSY 250	Child Development
PSY 252	Adolescent and Young Adult Development
PSY 253	Middle and Older Adult Development

One course from the following:

SOC 265	Culture, Ethnicity, Gender, and Race
SWK 260	Humans Developing
SWK 301	History & Analysis of Social Policy
PSY 359**	Psychological Assessment
PSY 357	Behavioral Analysis

Prerequisite: * EDC 410
** PSY 215

Academic/Behavior Strategist (ABS)
(3 courses per term)

YEAR ONE – FALL COURSES

	EDC 200/522	Orientation to Education * (W1 pt1) (Engaging Mpls.)	3			
	EDC 210 and EDC 211 OR EDC 206/566	Diversity in the Schools MN American Indian Diversity MN American Ind.	2 2 3			
	EED 225/524	Foundations of Literacy				

YEAR ONE – SPRING COURSES

	EDC 310/533	Learning and Development *	3			
	EED 325/525 (&326) *	K-6 Literacy Methods (W2)	3 1			
	MATH 137***	Math for Elementary Teachers	4			

YEAR ONE – SUMMER COURSES

	HPE 115	Chemical Dependency	2			
	EDC 220	Educational Technology	2			
	EED 336**	Adv. Literacy Methods	2			

YEAR TWO – FALL COURSES

	EDC 330	Building the Public Good: Public Achiev. & Organizing	1			
	EDC 331 *	Practicum in Public Achiev.	1			
	SPE 411/511	Etiology and Theory of Mild to Moderate Disabilities.	3			
	EDC 410/544 *	Learners with Special Needs	3			

YEAR TWO – SPRING COURSES

	SPE 410/510 *	Implementation Assessment & Strategies.	3			
	SPE 415/515 *	Academic Strategies: Theory to Practice	3			
	EED 350/550	K-8 Methods: Math * (QA) Pre-req MPG 3 Math 137	3			
	EDC 332	Building the Public Good: Public Achiev. & Organizing	1			
	EDC 333 *	Practicum in Public Achiev.	1			

YEAR TWO – SUMMER COURSES

	SPE 490/540	Parent & Prof/ Planning (W1 pt.2, keystone)	3			
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YEAR THREE – FALL COURSES

	SPE 425/525 *	Transition and Community	3			
	SPE 430/530 *	Instructional & Behavioral Practices	3			
	EED 360/560 *	K-6 Methods: Science	3			

YEAR THREE – SPRING COURSES

		Student Teaching (S) TPA Seminar	4-12 2			
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***Field Experience hours (You will need ½ day per week to complete field experience in K-12 settings)**

GRADUATE STUDENTS: Up to 6 licensure courses taken at the graduate level can be drawn into the degree completion component of the MAE program. See your advisor for more information.

Students in the program who are not already working in a school setting with children with special needs will be asked to spend one half day per week in a setting serving students with EBD, LD, ASD, DCD and/or OHI.

**** May be taken anytime after EED 325**

*****Math Placement 3 pre requisite for course**

8/14 Students in the program who are not already working in a school setting with children with special needs will be asked to spend one half day per week in a setting serving students with EBD, LD, ASD, DCD and/or OHI.

M. ENGLISH AS A SECOND LANGUAGE (ESL)

Non-Department Program Requirements

Course	Title	Credit
HPE 115	Chemical Dependency	2
ENL 111	Effective Writing	4
	Modern language pre-req	2 yrs. High School or 1 year of college language

Departmental Program Requirements

EDC 200/522*	Orientation to Education (W1 pt1)	3
EDC 210 AND	Diversity in the Schools	2
EDC 211 OR	MN Amer. Indian	2
EDC 206/566	Diversity/MN Amer. Indian	3
EDC 220	Educational Technology	2
EDC 310/533*	Learning and Development	3
ESL 310	Second Lang. Acquisition	2
ESL 320	Intro to Linguistics	2
	Beyond this point, requires admission to the department	
EED325/525	K-6 Literacy Methods	3
EED 326**	Literacy Field Experience	1
ESE 325/525*	Creating Learning Envir**	3
EDC410/544*	Learners w/ Special Needs	3
ESL 330/510	History/Structure of the English Language	3
ESL 340/520*	ESL Literacy	3
ESL 410	Testing and Evaluation	2
ESL 490/530	Language, Culture, Schools	3
ESL 420/540*	ESL Methods	3
ESL 481, 483, 485	Student Teaching	4-12
ESL 488	TPA Seminar	2

*** Field experience attached to course.**

**With K-12 or 5-12 license in hand, a secondary content area reading course may substitute. Evaluated on individual basis.

GRADUATE STUDENTS: Up to seven licensure courses taken at the graduate level can be drawn into the degree completion component of the MAE program. You must maintain a 3.0 GPA to be eligible for degree completion. See you advisor for more information.

N. K-12 Teachers of Reading Endorsement

Reading Course Requirements

Course	Title	Credit
EDC 500	Reading Leadership	2
EDC 506	Reading: Literature, New Literacies	3
EDC 515	Reading Theory and Research	3
EDC 535	Assessment and Instruction: Elementary	3
EDC 545	Assessment and Instruction: Secondary	3

Field Experience Requirements

Level	Type: Classroom, Individual Tutoring, other	Location	Hours	Documentation
Elementary				
Middle School				
High School				

MAE Degree Completion:

- 4.5 courses from K-12 Teacher of Reading endorsement apply to degree.
- Meet with your advisor or MAE Program Director to select degree completion option from: Action Research (4.5 additional courses), Leadership Application (4.5 additional courses), Performance Assessment (5.5 additional courses)
- File Intent to Complete form indicating degree completion option with MAE Program Director.

O. NON-LICENSURE MAJORS

Non-Licensure Elementary Education Degree and Major Requirements

Major Requirements: Complete the same education department coursework listed in the Elementary major but delete the student teaching courses. Complete two additional courses from the following:

EDU 353 International Education
EED 399 Internship
ENL 223 Writing for Business and the Professions
POL 325 Politics and Public Policy
PSY 355 Bio Psychology
PSY 256 Environmental Psychology
PSY 359 Assessment
SOC 349 Organizational Theory
COM 345 Organizational Communication
SWK 301 History & Analysis of Social Policy
SWK 406 Social Work Practice III: Communities and Policies
Other course options may be possible

Complete an academic minor or second major or specialty area.

Minimum grades of 2.0 are required in all Education courses. A cumulative, major, and minor GPA of 2.0 is required for graduation.

Non-Licensure Education Studies Degree and Major Requirements

Major Requirements:

EDC 200 Orientation to Education (with fieldwork)
EDC 310 Learning and Development
EDU 353 International Education OR
EDC 410 Learner with Special Needs
ESE 325 Creating Learning Environments
EDC 210 Diversity in the Schools OR
EDC 206 Diversity/MN American Indians
EED/ESE 399 Internship
EED 386 Children's Literature OR
ESE 300 Reading/Writing in the Content Area
EDC 490 School and Society

A. Select one from the following:

ENL 223 Writing for Business and the Professions
POL 325 Politics & Public Policy
SOC 349 Organizational Theory
SOC 362 Statistical Analysis
PSY 357 Behavior Analysis
PSY 215 Research Methods I

B. Select one from the following:

PSY 357 Behavior Analysis

PSY 359 Assessment

PSY 261 Personality/Cultural Context

PSY 271 Psychology of Gender

COM 345 Organizational Communication

SWK 301 History & Analysis of Social Policy

SWK 406 Social Work Practice III: Communities and Policies

Other A, B course options may be possible

Candidates must achieve a minimum grade of 2.0 in each Education course. A minimum GPA of 2.0 in the major is required for graduation.

P. STUDENT TEACHING REQUIREMENTS

General Policies

- Student teaching courses are completed only on the undergraduate P/N grading system. The college's graduation policy for P/N graded courses applies to teacher education candidates.
- All candidates who wish to student teach must have at least a 2.5 grade point average for all required licensure courses. Undergraduate courses with a grade below 2.0 must be and graduate courses with a grade below 2.5 must be repeated.
- Candidates must complete all the required content and education courses before student teaching occurs. Secondary candidates must complete all courses in their teaching major and minor fields before student teaching. Liberal arts perspectives must be completed prior to student teaching. Limited exceptions to this policy may be made at the discretion of the Student Teaching Committee. See Student Teaching Placement Director for information well before applying for student teaching.
- All candidates must complete student teaching under the direct supervision of an Augsburg supervisor within the Education Department's service area. Petitions for an exception to this policy (while rarely approved) must be addressed to the department through a letter to the Student Teaching Committee. Every candidate must complete at least half of the required student teaching under direct Augsburg supervision.
- All candidates in the International Student Teaching Program must complete one course (4sc) of their student teaching under the supervision of the Augsburg College Education Department Faculty. The minimum requirement for student teaching abroad is 3 courses (12sc).
- Candidates wishing to student teach abroad must have prior approval from the Education Department. Application for student teaching abroad must be submitted one year in advance. See Student Teaching Placement Director for more information.
- The number of courses required for student teaching depends on the program in which the candidate is enrolled. Please consult with your advisor. For initial licensure, in most cases the

minimum number of student teaching courses required is two (8sc).

- All Education candidates must have their Education advisor review and sign their application for student teaching.
- All Education candidates must have liability insurance coverage while student teaching. Coverage may be purchased as part of a student membership in Education Minnesota. See Student Teaching Placement Director for more information.
- Under most circumstances, candidates may not student teach in a school they have attended as a student, nor may they be placed in a school where family members currently attend or are employed.
- Under most circumstances, a minimum of one course (4 sc) of student teaching must occur in a public school.
- All candidates must apply for student teaching one semester before they plan to student teach.
- The Augsburg College Education Department arranges for all candidate teaching placements. The candidate does not arrange for his or her own placements.
- Student teaching cannot be waived if seeking initial teaching licensure. In appropriate cases, partial credit for student teaching may be earned through the APL (Assessment of Prior Learning) process through the Registrar's office. Licensed teachers seeking additional licensure in areas and levels closely related to their existing licenses may be exempted from student teaching. See Student Teaching Placement Director for more information.
- When a teacher strike occurs in a building/district in which Augsburg candidates are placed for any in-school experience the candidates:

- 1) will not cross the picket line and
- 2) will not walk with a striker.

The candidates will be involved in on-campus experiences for the duration of the strike.

- A candidate will be issued a student teaching handbook either electronically or hard copy upon acceptance to student teaching.
- Student teaching procedures are listed in the Student Teaching Handbook. The candidate is expected to follow the procedures outlined in the handbook.

Secondary Education Student Teaching Policies

- Secondary undergraduate education candidates will receive two separate confirmations from their content area departments. First, a clearance will come at the time of admission to the Education Department. A second, the recommendation from the content area, will come at the time the candidate applies for student teaching. It is the candidate's responsibility to get the proper signatures on these forms prior to the application dates.
- Under most circumstances, candidates seeking secondary teacher licensure at Augsburg College will take at least two full courses (preferably upper division) in their content area major at Augsburg College. These courses must be taken before the departments can recommend a student for student teaching.
- Secondary education candidates must also complete all courses in their teaching majors, minors and liberal arts perspectives before student teaching.

- All secondary teacher candidates must be supervised by their content area departments once and, preferably, twice during their student teaching experience. We suggest a visit early in their experience and the second visit toward the end of the student teaching experience. It is the candidate's responsibility to schedule appointments with their content-area supervisor.
- Secondary education candidates seeking licensure in Communication Arts/Literature must schedule an interview with the English Department prior to applying to student teach.

Policies on Student Teaching with Community Expert or other Limited License and Previous Teaching Experience

The Augsburg College Education Department makes an effort to work with individuals who have taught in schools without having full teaching credentials.

All candidates seeking an initial teaching license must complete an appropriate “full-school-day” student teaching placement. This requirement will not be waived because of previous teaching experience, but the candidate can choose to submit an Assessment of Prior Learning to reduce the number of weeks of student teaching if the candidate has taught in a school setting for three or more consecutive years.

It is the policy of the Augsburg College Education Department that all candidates seeking an initial teaching license will complete an Augsburg supervised student teaching placement. Student teaching is normally 8 credits or two courses.

Student Teaching with a Community Expert or other Limited License

Initial licensure candidates with substantial previous teaching experience who are currently contracted for full-time teaching in a school may student teach from their present classrooms only if that placement is appropriate for the license they seek. Arrangements for student teaching under special circumstances must be made one-two terms in advance. Contact the Student Teacher Director for information.

- K–6 License** candidates will complete a placement period of a minimum of 7 weeks. Candidates may apply to waive one course of student teaching via the college's Assessment of Previous Learning (APL) process. The candidate must have taught for three consecutive years to be eligible for this APL process. This option requires registration for at least one course of student teaching and must be arranged prior to student teaching placement.
- K–12 general education license** candidates will do both an elementary placement and a secondary placement. This will normally involve a 14-week period. Candidates may apply to waive one course of student teaching via the college's Assessment of Previous Learning (APL) process. This option requires registration for two courses of student teaching and must be arranged prior to student teaching placement.
- 5–12 License** candidates will complete a placement period of at least 7 weeks. Candidates may apply to waive one course of student teaching via the college's Assessment of Previous Learning (APL) process. This option requires registration for at least one course of student teaching and must be arranged prior to student teaching placement.
- Candidates currently working with limited licenses in ESL or other non-traditional classrooms may apply to waive one course of student teaching via the college's Assessment of Previous Learning (APL) process. This option requires registration for one course of student teaching, depending on license, and must be arranged prior to student teaching placement.

- E. Special Education candidates will complete a placement period of at least seven weeks. Candidates may apply to waive one course of student teaching via the College's APL process. This option requires registration for at least one course of student teaching and must be arranged prior to student teaching placement.

In all cases the Education Department may require additional courses of student teaching or other classes should teaching performance not meet our program outcome standards. If student teaching performance does not meet standards, the Education Department has the option of refusing to recommend the student for licensure.

Policies for Currently Licensed Teachers Who Wish to Add Licensures or Endorsements

All candidates seeking licensure recommendation from the Augsburg College Education Department must have completed Augsburg College coursework, the appropriate content methods course, and an appropriate student teaching experience. The Augsburg College content area department must approve candidates seeking secondary education licensures.

- A. **Adding Kindergarten Endorsement.** Licensed teachers may add K endorsement to an existing elementary license by successfully completing the Kindergarten methods course and fieldwork in a kindergarten classroom.
- B. **Adding Middle School Specialty Area Endorsement.** Licensed teachers may add a middle school specialty area by successfully completing required coursework, fieldwork, and student teaching in a middle school setting.
- C. **Secondary Teachers Adding Elementary.** Licensed secondary teachers may add elementary K-6 licensure by successfully completing the elementary coursework and student teaching one course in an elementary school.
- D. **Elementary Teachers Adding Secondary.** Licensed elementary teachers may add a 5-12 license by successfully completing the approved secondary program and college major/minor, the required secondary content methods course, and student teaching one course in a secondary school.
- E. **Adding K-12 Licensures.** Licensed teachers may add art, music, or physical education licensures by successfully completing the approved secondary program coursework, the required subject licensure coursework, the required content methods course, and by student teaching at the elementary or secondary student levels for at least one course (7 weeks).
- F. **Adding Pre-primary Specialty Area.** Licensed elementary teachers may add the pre-primary specialty area by successfully completing the required course work, fieldwork, and student teaching in a pre-primary setting.
- G. **Adding K-12 Reading Endorsement.** Licensed teachers may add the K-12 reading endorsement by successfully completing required course work and fieldwork in elementary, middle school and high school settings.

Q. STUDENT TEACHING ABROAD

The candidate registers for a minimum of two student teaching courses for the abroad experience. Candidates interested in this program must meet with the Student Teaching Director. One year prior to the abroad experience. One course of student teaching must be completed under the direct supervision of Augsburg College supervisors within the Education Department's service area prior to the abroad experience.

Steps to student teaching overseas:

- 1) **MEET WITH STUDENT TEACHING PLACEMENT DIRECTOR** - Make an appointment with the director to thoroughly discuss student teaching abroad. This should be initiated a year in advance of the date you desire to student teach.
- 2) **APPLY TO THE EDUCATION DEPARTMENT** - Candidates must formally apply and be accepted to the teacher licensure program of the Augsburg Education Department one year in advance. No candidate may officially student teach without completing this initial step. Applications are available in the education office. All licensure courses must be successfully completed before student teaching abroad. All MTLE tests in pedagogy, and the content area must be passed before going abroad.
- 3) **APPLY TO University of Minnesota – Morris** - Student teaching abroad placements are arranged via the assistance of UM-Morris. Candidate must formally apply for acceptance to their program on the forms available in the Education office for the form titled "Intent to Student Teach Abroad"). A portion of this application includes an approval from the Augsburg College Education Department faculty. This approval will not be granted unless steps 1 and 2 have been followed. This process should be initiated one year in advance of the date the candidate desires to student teach.

UM – Morris deadlines:

Fall placements: February 1
Spring placements: August 1

- 4) **APPLY TO STUDENT TEACH Abroad** one year prior to the date you desire to student teach, you must formally apply to do so. Applications are available in the Education office. You must also file an intent to student teach abroad addendum. In addition you also need to be covered by professional liability insurance at the time of your student teaching placements.
 - You are required to complete at least one course of student teaching in the metro area under direct Augsburg supervision and two courses abroad, for a total of three courses.

R. STATE TESTING REQUIREMENTS

All candidates wanting to be licensed in the state of Minnesota take a minimum of five standardized tests and complete a Teaching Performance Assessment (TPA). State law requires these tests. They all are part of the Minnesota Teacher Licensure Exam (MTLE) system. Prior to admission to the Education Department, candidates take the MTLE Basic Skills Tests in reading, writing, and math. Upon completion of the program, candidates take an MTLE Pedagogy test and an MTLE Content Area test. For middle school endorsement candidates take an MTLE content test in their area of concentration. All tests incur a fee and must be registered for ahead of time. Tests are offered at specific times each month and are taken at testing centers. Please go on-line to www.mtle.nesinc.com for complete information.

The edTPA is completed during student teaching by all initial licensure candidates.

S. LICENSURE APPLICATION PROCEDURE

Augsburg College procedures for State of Minnesota teaching licensure:

- In Minnesota, initial licensure procedures are carried out through the applicant's college education department.
- Although the applicant is required by the Minnesota Department of Education to apply and pay fees online, the Augsburg Licensure Officer must verify licensure completion by submitting official recommendation and supporting documents (the applicant's fingerprint card and license cover page as proof of payment) to MDE
 - Upon completion of student teaching, directions are given for applying to MN Department of Education for licensure.
 - The service of fingerprinting applicants on the official MDE fingerprint card is provided free of charge in the Education Department office.

FEES AND PAYMENT PROCEDURES SUBJECT TO CHANGE WITHOUT NOTICE

- Please note: The following must be in place before any action can be taken on an application for licensure:
 - 1) A graduation date must be posted on your college transcript.
 - 2) For post-bacc. candidates, we must have transcripts documenting courses taken elsewhere that support the major and/or required licensure courses.
 - 3) Applicants for licensure or endorsement must provide evidence of satisfactorily completing all Education Department requirements including all course work and student teaching.
 - 4) Applicants for licensure must have evidence of passing all parts of MTLE I (Math, Reading and Writing), and MTLE II content; pedagogy and Teaching Performance Assessment (TPA) in their Education Department file.
 - 5) Fingerprint card must be completed.
 - 6) The license cover page (printed by the applicant when applying online) must be submitted to Barbara West (general education) or Dee Vodicka (special education) to accompany the fingerprint card and recommendation for licensure sent to MDE.

The Education Department will not recommend any individuals for state licensing who have less than a GPA of 2.5 in their teaching major(s)/minor(s), 2.5 cumulative, and 2.0 for undergrad and a 2.5 for graduate in Education courses. The State of Minnesota also requires successful completion of the MTLE I and II exams, TPA portfolio, fingerprinting, and criminal background checks before licensure.

More detailed information on licensing/endorsement procedures is available each semester in regularly

scheduled student teacher seminars. Contact Barbara West, Director of Placement and Licensing or Dee Vodicka, special education license officer, if further questions arise.

T. CODE OF ETHICS

CODE OF ETHICS FOR MINNESOTA TEACHERS (Minnesota Regulations 8700.7500)

Subpart 1. Scope. 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. These principles are reflected in the following code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation.

This code shall apply to all persons licensed according to rules established by the Board of Teaching.

Subpart 2. Standards of professional conduct. The standards of profession conduct are as follows:

- A. A teacher shall provide professional education services in a nondiscriminatory manner.
- B. A teacher shall make reasonable effort to protect the students from conditions harmful to health and safety.
- C. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when compelling professional purpose is served or when required by law.
- D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
- E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
- F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
- G. A teacher shall not deliberately suppress or distort subject matter.
- H. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.
- I. A teacher shall not knowingly make false or malicious statements about students or colleagues.
- J. A teacher shall accept a contract for teaching position that requires licensing only if properly or provisionally licensed for that position.

Also note that other national teacher organizations or subject area councils have ethical guidelines, which may apply to your teaching practice and behavior.

U. ADDITIONAL FORMS

Communication of Concern For Professional Dispositions Augsburg College Education Program

A Communication of Concern for Professional Dispositions is sent to Education candidate who demonstrate professional and/or academic behavior(s) in need of growth. The information provided, alerts students to targeted behaviors and follow-up plans for growth using resources available through the College. Such information may be used in decisions regarding admission to the Teacher Education Program, application to student teach, and recommendation for licensure. Completed forms will be sent to the candidate and kept in the Candidate's file for future advising. Candidates have the opportunity to respond to concerns raised. Please return this form to the Education Department Secretary. Attach Host Teacher Evaluation if concern is expressed through field evaluation.

Student Name	WEC	DAY	Course/Situation/Program
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Comment on the professional behavior(s) relating to your concern; circle specific behavior related to comment(s).

1. Professional Dispositions (MSEP: 8, 9, 10)	Comment on professional behavior related to concern
Shows appropriate time management of course/field requirements (on-time, notification of absence), professional behavior, dress & communication; accurately self-evaluates; seeks & integrates advice and feedback; provides positive role modeling & mentoring of children/youth; provides constructive input, collaboration & resources within educational community; focuses attention on the learning needs of students	
2. Personal Dispositions (MSEP: 3, 6, 7, 8, 9, 10) Shows enthusiasm, empathy, patience and responsiveness; takes initiative & personal responsibility for actions; demonstrates academic quality & integrity; shows flexible and critical thinking when solving problems; organizes and follows through with short and long term plans; communicates respectfully; welcomes differing perspectives	
3. Build Relationships/ Motivates Learning (MSEP: 2, 3, 4, 5, 6, 7, 10) Sees the importance of building responsive relationships with and motivating all students; believes in and acts upon the belief that all students can learn; develops positive class environments & relationships with students, colleagues, families & larger community; demonstrates cultural sensitivity to the needs of diverse learners; uses proactive management strategies; perceptive of and responsive toward student needs; shows concern and structures opportunities to develop all aspects of a student's well being (cognitive, emotional, social, and physical); provides opportunities for creative and individual inquiry based on student interests	
4. Content Area Knowledge (MSEP: 1, 2, 3, 4, 7, 9) Shows accurate background understanding of lesson content; identifies and remediates student misconceptions and misunderstandings; helps student create connections to everyday life; values the learning needs of children when teaching content	
5. Pedagogy (MSEP: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10) Appropriate planning to meet needs of diverse learners; uses a range of teaching strategies to accomplish different goals; is prepared to teach with all materials ready; paces lesson well; helps students make sense of content through various means; seeks/ integrates feedback on teaching	
6. Assessment (MSEP: 1, 2, 3, 4, 8) Uses a variety of diagnostic, formative and summative assessment strategies to identify student strengths, promote growth and guide instruction.	

Name of Issuer of Statement of Concern:

Date:

Documentation: Additional Information related to concern and/or attach host teacher evaluation/ other documents.

Send, e-mail or fax Communication of Concern to Department Secretary, Cheryl Sticha, sticha@augsborg.edu or Fax: 612-330-1339 or 2211 Riverside Ave. Education Department, CB 312, Minneapolis, MN 55454

ACADEMIC HONESTY POLICY

A college is a community of learners whose relationship relies on trust. Honesty is necessary for functioning of the Augsburg College community and dishonesty is, therefore, abhorred and prohibited.

One example of how trust is destroyed by a particular form of dishonesty is found in plagiarism and its effects. In its 1990 “Statement of Plagiarism,” the American Association of University Professors (AAUP) Committee B on Professional Ethics notes that one form of academic dishonesty, plagiarism, “is theft of a special kind [in which] a fraud is committed upon the audience that believes those ideas and words originated with the deceiver. Plagiarism is not limited to the academic community but has, perhaps, its most pernicious effect in that setting. It is the antithesis of the honest labor that characterizes true scholarship and without which mutual trust and respect among scholars is impossible.”

It is, of course, necessary that academic dishonesty be defined so that all concerned will know their responsibilities. The following guidelines are intended to help define academic honesty policies and describe the process involved in assuring adherence to these policies.

These policies and definitions are included in the Augsburg College Student Guide and the Augsburg College Faculty Handbook. Faculty members are encouraged to call attention to the policy in their syllabi and introductions to their courses and to note in their syllabi any specific concerns, additions, or penalties particular to their courses. Nevertheless, it remains the responsibility of students* to have read and understood these definitions and policies. Students who do not understand these definitions and policies should seek assistance from their professors or the Offices of the Vice President of Academic Affairs and Dean of the College or Vice President of Student Affairs.

Section I: Definitions

1. Plagiarism

Plagiarism is probably the most common and obvious form of academic dishonesty. Plagiarism is defined in the Student’s Book of College English by Squire and Chitwood (Encino, California: Glencoe Publishing Co., 1975) as follows:

Plagiarism is the use of facts, opinions, and language taken from another writer without acknowledgment. In its most sordid form, plagiarism is outright theft or cheating; a person has another person write the paper or simply steal a magazine article or section of a book and pretend to have produced a piece of original [work]. Far more common is plagiarism in dribs and drabs; a sentence here and there, a paragraph here and there. Unfortunately, small-time theft is still theft, and small-time plagiarism is still plagiarism. For your own safety and self-respect, remember the following rules – not guidelines, rules:

A. The language in your paper [or oral presentation] must either be your own or a direct quote from the original author.

B. Changing a few words or phrases from another writer’s work is not enough to make the writing ‘your own.’ Remember Rule 1. The writing is either your own or the other person’s; there are no in-betweens.

C. Footnotes acknowledge that the fact or opinion expressed comes from another writer. If the language comes from another writer, quotation marks are necessary in addition to footnote. Other methods of indicating use of a direct quotation, such as indentation, are acceptable if they are commonly recognized.

* Teacher candidates are referred to as “students” in this Augsburg document.

D. A writer may not avoid a charge of plagiarism simply because the work from which material has been used is included in a citation somewhere in the writing. Each occurrence of the use of another person’s work must be cited.

2. Other Forms of Academic Dishonesty

Other forms of academic dishonesty include the following:

A. Using external assistance in the completion of course assignments and examinations unless such assistance has been specifically authorized by the instructor. Such activities as the use of “crib sheets” or “cheat sheets,” looking at another student’s answers during a test, and bringing examination books with notes or answers already written in them are forbidden. Assistance requiring authorization might include but is not limited to use of technology (e.g., a calculator), use of books or notes during an examination, using professionally prepared materials, or having another person make specific suggestions for changes and corrections on an assignment. It is, for example, acceptable for a reader to suggest that a paragraph is unclear or needs more detail; it is unacceptable to offer specific rewording or details for inclusion. It is unacceptable to permit a typist or secretary to make changes or corrections in written material as part of the process of typing. Use of official college tutors or the Writing Lab for assistance is not ruled out by this section unless specifically forbidden by the instructor.

B. Handing in material for course assignments that has been, in large part, used to meet requirements in other courses without gaining previous permission by the instructor.

C. Presenting as one’s own work what has been done wholly or in part by another person or a professional service without gaining the previous permission of the instructor. This prohibition includes but is not limited to allowing another person to conduct research or select written materials that will be used to complete an assignment, using a paper or assignment prepared by another student as an assignment in a previous course, or purchasing professionally prepared papers that may be handed in as purchased or used as the basis of a rewritten paper.

D. Failing to acknowledge that work which has not been assigned as collaborative work has been done with the inappropriate help of others. The prohibition is not intended to discourage legitimate cooperative or collaborative work. Nevertheless, legitimate collaboration must be distinguished from illegitimate collaboration. Unless the professor has instructed otherwise, it is dishonest to work with others on a single assignment that will be multiplied and turned in separately as if it were the work of each individual alone. All who cooperated on a project should be identified. Students need not be concerned about work that is assigned to be done collaboratively and follows the specific instructions of the professor.

E. Fabricating research in the completion of assignments. This prohibition includes but is not limited to entirely or partial fabricating scientific research results or inventing information or citations for use in completing assignments.

F. Interfering with the work of another student. It constitutes academic dishonesty to hinder the work of another student by stealing, destroying, changing, or otherwise interfering with their accomplishment of academic assignments. This prohibition involves but is not limited to such things as stealing or mutilating library materials or other academic resources.

G. Knowingly assisting another student to engage in academic dishonesty itself constitutes a form of academic dishonesty. Assisting in academic dishonesty includes but is not limited to such things as permitting another student to complete an assignment where such assistance is not authorized by the instructor, giving another access to a completed assignment which that student will submit as her or his own work, allowing another student to copy during an examination, and/or offering information to

another student during an examination.

Section II: Sanctions and Procedures

1. At the beginning of each course, professors will spend some class time explaining any areas of the Augsburg College Academic Honesty Policy, which have particular relevance to a specific application in the course. The professor will offer students the opportunity to ask questions about the application of the policy in the course, then will distribute a form for students to sign and return. The form will carry the course title and date and the following statement: "I have read and understand the policies of Augsburg College regarding academic honesty. I understand how they apply to this course, and I pledge myself to abide by the policies and work to create an atmosphere of academic integrity on the campus."

2. Even the first occurrence of academic dishonesty by a student may result in a severe penalty, but normally a student's previous record will be considered by the faculty member in determining the appropriate penalty. The definitions above rather than any consideration of the student's intentions will be the determining factor in a judgment of academic dishonesty. Intention may be considered in determining the penalty.

3. A faculty member who makes a determination of academic dishonesty shall meet privately with the student involved to discuss the charge and the penalty. This meeting is intended to give the student the opportunity to understand the reason for the determination and to learn from the experience. It is also intended to give the professor the opportunity to gain information that may be useful in understanding the student's behavior and in deciding upon the penalty. In the event that such behavior occurs after the completion of classes (e.g., a term paper handed in near the end of classes), the professor may notify the student in writing.

4. Penalties imposed by the professor may include a "zero" or failing grade on the assignment or examination which involved the dishonesty, other academic penalties as outlined in the syllabus for the course or other statement of policies distributed by the professor, forced withdrawal from the course, or failure in the course.

5. The faculty member shall inform the Vice President of Academic Affairs and Dean of the College in writing of a determination of academic dishonesty. This report shall include the name of the student involved; a brief description of the event, including supporting documentation, such as a research paper with plagiarized passages; and a description of the penalty. This material will be kept on file in the Dean's Office under the student's name. Faculty members, in the process of determining a penalty for an occurrence of academic dishonesty, should contact the Dean's Office for information on previous occurrences.

6. A single serious infringement of academic honesty or recurrent incidents of dishonesty may result in temporary or permanent dismissal from the College or withholding of the degree. Such penalties will be determined by the Vice President of Academic Affairs and Dean of the College in consultation with the faculty member(s) involved and the Vice President of Student Affairs.

Section III: Appeals

A student who thinks that a determination of academic dishonesty has been made incorrectly or that a penalty has been too severe may appeal the decision or the penalty through the regular grievance process described on page 25 of the Student Guide.

Intent to Student Teach Abroad

Date: _____

Name: _____

Location: _____, _____
City Country

Foreign school mailing address:

Placement dates: _____ to _____

University of MN-Morris confirmation received? _____

Advisor informed? _____

Department approval? _____