Welcome! This is the Bemidji State University Professional Education Distributed Learning (PEDL) Student Handbook. This handbook is specific to you as a DLiTE or FasTrack distance education teacher candidate.
If you have questions relating to policies and procedures within the PEDL Teacher Candidate Handbook, please contact Mirlande Erickson at:

- dlite@bemidjistate.edu (if you are a DLiTE student), or
- fastrack@bemidjistate.edu (if you are a FasTrack student).

When emailing Mirlande for any reason, please always included your student/tech ID and cohort number.

**General BSU Student Handbook.** There is also a general Student Handbook for all Bemidji State University Students where your rights and responsibilities as a student are described. The General Student Handbook contains the policies and procedures that relate to many aspects of your life as a student at the university, in and out of the classroom. Whether you study on campus or online, membership in the BSU community brings with it the responsibility of becoming familiar with the policies on these pages. If you have specific questions relating to policies and procedures within the Handbook, please contact Student Affairs.

You can find that the BSU General handbook on the BSU website at:

http://www.bemidjistate.edu/offices/development-enrollment/handbook/

Bemidji State University reserves the right to change without notice any of the materials (information, requirements, and regulations) published in the BSU and PEDL Student Handbook. For the BSU Student Handbook, revisions are published to the student body and the University community via the website listed above. For the PEDL Student Handbook, new revisions are published on the Virtual Assembly and sent out to you periodically by PEDL faculty and staff.

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**Important Info**

The purpose of the PEDL Handbook is to provide DLiTE (Distributed Learning in Teacher Education) and FasTrack PostBac (FTPB) Secondary teacher candidates with a quick reference for information about Bemidji State University and PEDL programs and initiatives.

When possible, actual documents are included. However, some information is most readily available on the BSU website, and in this case, the hyperlink has been provided. If you have this handbook in digital format, you may just click on the link.

**Important links – please bookmark and save for future reference:**

**ARCC Face-to-Face (F2F) Meeting Schedules; always posted here:**
http://pedlschedules.pbworks.com/w/page/67504342/FrontPage

**Bemidji State University Academic Calendar**
https://www.bemidjistate.edu/academics/calendar/

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This Handbook is published by the Professional Education Distributed Learning – PEDL program for the use of students in the DLiTE Program and FasTrack Secondary Licensure Initiative.
Section I: University Background & Info

Campus Traditions:

The school colors are Green and White; the nickname of the athletic teams is “Beavers.”

According to school lore, past Bemidji State University President Manfred Deputy, while watching the football team play, commented that they were “working as hard as beavers,” and thus, the name Bemidji Beavers was created.

University Fight Song

Go Bemidji Beavers
Go you Green and White
Go Bemidji Beavers
Fight with all your might!
Rah! Rah! Rah!
We are here to cheer you
We are out to win your fame,
So, Go Bemidji Beavers
Fight to win this game.-Fight

INFO:

Minnesota State Colleges and Universities (MN State): Bemidji State University is one of 62 college and university campuses that make up Minnesota State Colleges and Universities. A Board of Trustees governs this statewide system of community colleges, state universities, and technical colleges. Minnesota State Colleges and Universities is dedicated to providing students with a wide array of opportunities for life-long education in both technical and academic fields, ranging from short-course certificates to the Master's Degree. More than 162,000 students attend Minnesota State Colleges and Universities.

University Mission: Bemidji State University, since its founding in 1919, has been a center of intellectual, cultural, social, and economic life in northern Minnesota. Beginning as a small teachers’ college, Bemidji State has grown into a comprehensive university, part of a diverse, statewide system of higher education. As its primary strength and function, Bemidji State University delivers, at the baccalaureate and graduate levels, substantial and affordable educational opportunities that enhance student access to leadership roles and encourage responsible citizenship. Thus, poised to lead its students into the twenty-first century, the University further recognizes that sweeping changes in society and technology call for new ideas and new skills, yet remains ever more grounded in shared human values.

College Mission Statement: Each of the three colleges at BSU has a published mission statement, which connects the mission of the college to that of the university. The College of Health Sciences and Human Ecology, which includes the Department of Professional Education, prepares students for scientific inquiry, career opportunities, responsible citizenship, and life-long learning.
The Department of Professional Education has developed a Conceptual Framework:

**Conceptual Framework:**
**Teacher as Reflective Professional**

BEMIDJI STATE UNIVERSITY TEACHER EDUCATION PROGRAM
Bemidji State University prepares teachers through inquisitive, involved, reflective practice. The framework outlining our program sets a standard that is rigorous, exemplary, and innovative. The curricular structure is research based and organized around the Standards of Effective Practice. Graduates are proficient, collaborative, technologically literate and environmentally aware teachers, who work effectively in various settings with diverse learners.
**History of PEDL**

**PEDL**- PEDL stands for Professional Education Distributed Learning. PEDL includes the education programs that are offered through the Center for Extended Learning (CEL) at BSU.

**DLiTE**- At the turn of the millennium, Bemidji State University started working on designing one of the first online teacher licensure programs in the nation. In the fall of 2002, the first cohort met at the Perpich Center for Arts Education in the Twin Cities and started their journey to become licensed teachers. The program was called DLiTE- Distributed Learning in Teacher Education, because the courses were not all online but had DISTRIBUTED delivery methodologies – including classroom field experience and Face-to-Face three times per year. Over the years, the hybrid DLiTE model has proven itself to be an effective delivery model; this is particularly important for providing teacher licensure access to the underserved population who do not have an option to terminate their employment or attend a traditional education program.

The DLiTE program is an online/hybrid, cohort-based elementary education teacher licensure program that spans six semesters. Those who complete the program will earn a Bachelor of Science Degree in Elementary Education.

**FasTrack**- The current FasTrack PostBac licensure pathway has been in motion since 2012. Our first FTPB cohort was spring 2014 (with Cohort 1). The courses are offered at the graduate level and provides guidance and licensure for FasTrack students. The Professional Education department works with the university content departments and recommends for the following licenses.

- Sciences: Chemistry 9-12; Physics: 9-12; Earth and Space Science 9-12; Life Science 9-12 (each license has option to add on a general science 5-8 ADD-ON endorsement)
- Social Studies 5-12
- Physical Education k-12
- Health 5-12
- Math 5-12
- Communication Arts & Literature 5-12
- Special Education k-12: EBD, SLD, ASD (all k-12)
- Technology Education 5-12 (partnership with SCSU)
- Media Specialists k-12 (partnership with SCSU)

Neither DLiTE nor FasTrack is an "alternative" pathway to teacher licensure as you will be taking exactly the same courses and fulfilling the same content area and field experience requirements for licensure as the on-campus teacher licensure candidates at BSU.
PEDL (Professional Education Distributed Learning)  
DLiTE and FasTrack Programming

PEDL and FasTrack Coordinator: Dr. Jessamay Pesek  
JPesek@bemidjistate.edu

DLiTE Coordinator: Dr. Lisa Krall  
LKrall@bemidjistate.edu

PEDL Program Manager: Mirlande Erickson  
For FasTrack correspondence email Mirlande at: fastrack@bemidjistate.edu  
For DLiTE correspondence email Mirlande at: dlite@bemidjistate.edu  
* When you email Mirlande, always include your Student ID and Cohort number

To contact Mirlande, email is preferred, but you may also call:  
Local: 763-433-1484  
Toll Free: 1-800-723-3567

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**DLiTE Program**  
Coordinator & Advisor: Dr. Lisa Krall  
Dr. Krall’s Email: lkrall@bemidjistate.edu  
DLITE Website: http://www.bemidjistate.edu/academics/departments/professional-education/dlite/

The DLiTE program is an online/hybrid, cohort-based elementary education teacher licensure program, spanning six semesters. Those who complete the program will earn a Bachelor of Science (B.S.) degree in Elementary Education.

**Elementary License: K-6 with possible 5-8 grade level endorsement in teacher candidate’s selected subject area.** While working on an endorsement, you will be working with a content coordinator to assist you in planning.

- Communication Arts & Literature
- Social Studies
- Math
- Science

**Entrance Requirements:**

- Preferred GPA of 3.0
- Minimum – AA or MNTC, or 4-year degree from accredited institution
- MTLE NES Skills Tests (or acceptable substitution) completed (Do NOT have to be passed before entrance to DLiTE, but MUST be passed before licensure).
  - If using a substitution exam, the tests must be passed (have passing test scores) before you start DLiTE. Example: If using ACT, you must have test scores above the cut score for the test to be used for this requirement.
- Application to DLiTE Program
- Mentor Application completed and signed
- Proof of Student Liability Insurance
- 500-word essay titled “Why Teach?”
- Professional Recommendation
  - This can be fulfilled with a professional recommendation from an individual who can speak to the applicant’s interaction with children OR who can speak to their experience in education, training, mentoring etc. OR
  - Documentation of completion of a course that introduces the applicant to the teaching profession.

Program:
- Three-year (six semester) timeline
- Cohort model—candidates receive a prescribed sequence (Plan of Study) that must be completed in order with the same group of individuals.
- A personal Plan of Study is provided for each candidate
- If adding an 5-8 endorsement, plan of study will be longer than 6 semesters.

DLiTE POLICIES FOR RETENTION AND COMPLETION
Once the above requirements have been successfully completed, the candidate is permanently admitted into the DLiTE Teacher Education Program in the major(s) of their choice.
To be retained in the program, candidates must accomplish the following:

Retention in the Program
- Maintain a GPA of 2.5 DLiTE education coursework
- Two failing grades in the Professional Education Program would be cause for dismissal from the program.
- Maintain a C- or above in all major coursework.
- Successfully meet requirements for Taskstream documentation set by instructors in each course
- Complete field experience requirements each semester.

Completion in the Program
To successfully complete the Teacher Education Program, the candidate must accomplish the following:
- Maintain a GPA of 2.5 in Education/Special Education coursework
- Complete all required DLiTE coursework listed on program of study
- Complete field experience hours, with multiple classroom experiences than reflects scope of license
- Complete the student teaching experience to the satisfaction of the cooperating teacher, the university supervisor, and the clinical experiences director
- Complete the edTPA and MN State MTLE exams
**FasTrack Initiative**  
Coordinator and Advisor: Dr. Jessamay Pesek  
Dr. Pesek’s email: JPesek@bemidjistate.edu  
Fastrack Website: http://www.bemidjistate.edu/academics/departments/professional-education/fastrack/

The FasTrack PostBac Secondary Initiative is an accelerated, online/hybrid cohort program designed for students who hold undergraduate or graduate degrees or coursework in an area related to their desired licensure.

Students at the end of their program of study complete all necessary courses and standards to earn a teacher license. Students do not earn a degree upon completing FasTrack unless they decide to follow on to complete a BSU Master’s Degree (Online options at BSU: MSPED, MAT)

**Entrance Requirements:**
- GPA of 2.5 (Must maintain a 3.0 throughout the FasTrack program of study)
- Minimum: Completed 4-year university degree, preferably in area of licensure. (A completed 4-year degree outside intended area of licensure will necessitate completion of licensure content and will add considerable time and cost to the student’s course of study.)
- Successful Completion of ED 3000
- Application to FasTrack after successful completion of ED 3000
- MTLE NES Skills Tests completed (Do NOT have to be passed before entrance to FasTrack, but **MUST** be passed before licensure).
  - If using a substitution exam, the tests must be passed (have passing test scores) before you start FasTrack. Example: If using ACT, you must have test scores above the cut score for the test to be used for this requirement.
- Mentor Application completed and signed
- Proof of Student Liability Insurance (must be renewed at the beginning of each academic year)

**Program:**
- All FasTrack SEP coursework is at the graduate level. A required course (such as methods) offered only at the undergraduate level, upon advisor approval, may be completed at the undergraduate level
- Content courses may be completed at the undergraduate level
- FasTrack coursework may also apply to a BSU Master’s of Teaching (MAT) degree (a total of 15 credits may count toward the MAT degree)
- Two-year timeline (this may vary depending on additional content courses that need to be taken)
- If applicable, candidates may teach on a limited license while completing FasTrack coursework (arranged by school district and state)
- If on a limited or provisional license, the 12-16 Week Student Teaching experience may be done within candidate’s own public school classroom (need special permission)
FasTrack Special Education Licenses:

Content Coordinator: Dr. Roxanne Pickle
Email: RPickle@bemidjistate.edu
Website Info: https://www.bemidjistate.edu/academics/departments/professional-education/fastrack/program-of-study/special-education/

For Teacher Candidates starting fall 2018: Please consult with Dr. Roxanne Pickle regarding your SPED program of study.

For candidates seeking a Special Education license, SPED 5600 and SPED 5650 may be taken only after ED 3000 has been completed and once approved by Dr. Roxanne Pickle, the SPED Content Coordinator. It is highly recommended that the Semester 1 SEP courses (ED 5100 and ED 5110) are completed before students take any SPED courses.

*The Special Education licensure graduate program entails 32-36 additional BSU credits beyond the SEP coursework offered in the FasTrack program. Student teaching in the area of licensure (SLD, EBD, and/or ASD) is also required.

Students must follow the recommended SPED program sequence to ensure all of your courses are available when you plan to take each course.

Special education licensure candidates are encouraged to apply for the Master in Special Education degree program after completing the majority of the required coursework for licensure. Course credits completed for special education licensure will transfer into the Master degree credit requirement.

FasTrack Retention in the Program

- Maintain a GPA of 3.0 FasTrack graduate education SEP and SPED (if applicable) coursework
- Two failing grades in the Professional Education Program would be cause for dismissal from the program.
- Maintain a C- or above in all major coursework.
- Successfully meet requirements for Taskstream documentation set by instructors in each course
- Complete field experience requirements each semester.

Completion in the Program

To successfully complete the Teacher Education Program, the candidate must accomplish the following:

- Maintain a GPA of 3.0 in Education/Special Education coursework
- Complete all required FasTrack SEP coursework listed on program of study
- Complete all required content courses needed for license
- Complete field experience hours, with multiple classroom experiences than reflects scope and sequence of license
• Complete the student teaching experience to the satisfaction of the cooperating teacher, the university supervisor, and the clinical experiences director
• Complete the edTPA and MN State MTLE exams

PEDL Student Policy Committee

The PEDL Student Policy Committee will review administrative, faculty or staff concerns about a DLiTE or FasTrack teacher candidate’s progress pertaining to admission, retention, dispositions, and graduation matters. The PEDL Student Policy Committee shall be composed of the PEDL coordinator, candidate advisor and other PEDL staff or faculty members.

When there is concern, the situation will be discussed at our weekly PEDL meetings. At the meeting, the PEDL Committee will evaluate the concerns on a case-by-case basis and formulate a plan for next steps for the student. In many cases, the faculty and staff involved, which includes the PEDL coordinator and student advisor will meet with the student to discuss the situation.

The PEDL Student Policy Committee makes the final decision for candidate continuation in the Teacher Education Program and reports to the Professional Education Department Faculty. The candidate may appeal a decision to the University Student Policy Committee.

Finally, teacher candidates from Bemidji State University are afforded another appeal process directly to the Minnesota Board of Teaching:

"The Board of Teaching, upon the request of a postsecondary student preparing for teacher licensure or a licensed graduate of a teacher preparation program, shall assist in resolving a dispute between the person and a postsecondary institution providing a teacher preparation program when the dispute involves an institution's recommendation for licensure affecting the person or the person's credentials. At the board's discretion, assistance may include the application of chapter 14." MS 122.09 Subd.4C

Standards-Based Teacher Education

Teacher education candidates at Bemidji State University work with two sets of standards adopted from the Minnesota Board of Teaching. First, candidates of all programs gain and document their competence in the Minnesota Standards of Effective Practice (SEP), which the Teacher Education Program has adopted as the center of its conceptual framework. Each of the ten standards has a number of indicators, which identify competencies our candidates need in order to be effective teachers. Candidates address these standards and indicators through the educational foundations coursework and through student teaching.

Candidates document their growing competence in relation to the SEP through the Taskstream Learning Achievement Tool (LAT) and through content and pedagogy tests taken near the end of
the program. (See Handbook Section on *Taskstream Learning Achievement Tool (LAT)* for more information.)

The second set of standards adopted from the Board of Teaching are called **Content and Specialty Standards (CSS)**. Candidates gain and document their competence in the CSS through methods, content courses and field experience that are a part of each candidate’s selected major. Candidates take additional content and pedagogy tests as concluding documentation of meeting the CSS. Because the Standards of Effective practice articulate our conceptual framework, the ten SEP are cited here:

**STANDARDS OF EFFECTIVE PRACTICE**

**STANDARD 1: SUBJECT MATTER.** The teacher must understand the central concepts, tools of inquiry, and structures of the discipline taught and be able to create learning experiences that make these aspects of subject matter meaningful for students

**STANDARD 2: STUDENT LEARNING.** A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development.

**STANDARD 3: DIVERSE LEARNERS.** A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

**STANDARD 4: INSTRUCTIONAL STRATEGIES.** A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

**STANDARD 5: LEARNING ENVIRONMENT:** a teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

**STANDARD 6: COMMUNICATION.** A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**STANDARD 7: PLANNING INSTRUCTION.** A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**STANDARD 8: ASSESSMENT.** A teacher must be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the students.

**STANDARD 9: REFLECTION AND PROFESSIONAL DEVELOPMENT.** A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the community, and who actively seeks out opportunities for professional growth.

**STANDARD 10: COLLABORATION, ETHICS, AND RELATIONSHIPS.** A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being.
There are three primary elements of the PEDL programs that provide for successful teacher candidates: Hybrid, Cohort, & Mentor Models.

Hybrid: F2F & Online
Both FasTrack and DLiTE employ a hybrid delivery model. A hybrid model indicates that you will have F2F (Face-to-Face) meetings with your professors and peers and also experience online coursework. Expect to meet in-person as a class six-hours per semester for each course. The rest of the instruction will be delivered through a digital online platform online utilizing Desire to Learn (D2L) Brightspace.

The hybrid model was designed to accommodate prospective teachers in all areas of Minnesota who would otherwise be unable to attend a traditional "brick and mortar" institution because of constraints of geography or life circumstance.

Cohort
Both FasTrack and DLiTE support a cohort model. This means that you will be part of a group of teacher candidates that begin at the same time and complete all SEP education coursework semester to semester. The cohort model fosters opportunity for you to form support networks for scholarship, friendship, professional contacts, and even ride sharing from areas more distant from the metropolitan area for F2F weekends. Many of our teacher candidates form bonds within a cohort that transcend the course of study and become friendships for life.

Mentor
Both FasTrack and DLiTE utilize a mentor model. Each teacher candidate will establish a professional partnership with a mentor, who is a licensed teacher currently teaching in the classroom. The mentor provides assistance, guidance, and support. They also serve as your primary point of contact within the school. It is each teacher candidate’s responsibility to arrange for a mentor. We strongly suggest that you work with the same mentor throughout the program, throughout all semesters except for student teaching. The mentor is the most powerful aspect of our PEDL program design, offering up practical viewpoints on teaching.
Mentor Information

Each FasTrack and DLiTE Teacher Candidate must have a mentor throughout their entire program of study except during the student teaching semester. During the student teaching semester, BSU assigns a cooperating teacher and a university supervisor.

Locating a Mentor:

First, draft a one page “resume” that details your previous schooling, work experience, interests, why you want to be a teacher, and an overview of other related past experiences. Make it professional with your contact information. Ask someone to review your resume to check for clarity and any grammar mistakes.

Call or visit your area public schools to either make an appointment to talk with the principal or the administrative assistant. The principal is often busy or out of the office, thus, the administrative assistant may be a good resource. Ask if they could recommend someone who may be interested in mentoring you. Before calling or visiting, be sure you have the forms, responsibilities, principal letter, and all necessary information available. Be sure you are knowledgeable of the PEDL mentor expectations before you approach a school!

Explain the DLiTE Program or The FasTrack Initiative and be sure to say it is part of Bemidji State University’s Professional Education Program. Use the BSU PEDL Mentor Website as your guideline when explaining the Teacher Mentor Responsibilities. They will likely ask about the number of expected hours of observation are involved.

• For the first semester, students should expect to spend about 20-25 hours in the classroom doing observations, interviews, and teaching a lesson, or multiple lessons as program progresses.
• For the following semesters, about 20-40 hours each semester throughout the program is spent in the classroom setting. You will be expected to observe, teach mini-lessons, work with small groups of students, and meet with the mentor teacher. Your level of involvement with students and actual instruction is expected to commence in semester one and increase throughout each semester.
• Plan to work with the same mentor each semester except for the semester that you student teach.
• During the program, you will need to work in another classroom to meet Minnesota licensing requirements. Your mentor should assist you in finding the other classrooms, but they will remain as your mentor for the duration of the program, but serve as a liaison to connect you with other teachers within the school district.
• Student teaching is done in the last semester of the program. During student teaching, the BSU Clinical Director assigns a school and cooperating teacher.

In addition to seeking out your local public school, you may also ask teachers you know or come in contact with if they have a recommendation of someone who may be interested in being your mentor. Teachers often network and know many other teachers. Mentors are an integral part of our
program; the influence and guidance that they provide for teaching candidates in our program cannot be understated. Choose wisely when selecting your mentor.

**Mentor Qualifications:**
To qualify as a Teacher Mentor, the individual must:

- **DLiTE** - Currently be teaching in a K-6 regular education classroom in a public school and hold a standard license in the area in which the teacher candidate is seeking a license. DLiTE mentors must hold a five-year Minnesota K-6 or 1-6 Elementary License. They must have at LEAST 3 years of previous experience.
- **FasTrack** - Currently be teaching in a public school and hold a current standard license in the teacher candidate’s desired content area. For instance, a candidate seeking a Chemistry 9-12 license must work with a mentor who is licensed in the area of Chemistry for grades 9-12. They must have at LEAST 3 years of previous experience.
- **FasTrack k-12 license candidates (Special Education, Media Specialist, Physical Education) may select a mentor at either the elementary, middle school/junior high, or secondary level as long as the mentor is licensed in the area of specialization. For instance, a candidate seeking an EBD license must work with a mentor who holds a standard EBD license.**
  - However, the teacher candidate must obtain experience at all grade levels (k-5, 5-8, 9-12) throughout their program of study.

**Mentor Compensation:**

There is a $125.00 stipend paid to the mentor each semester for each student they mentor. Mentors also earn continuing education credits (CEU’s) for serving as a mentor. We depend on you, the teacher candidate, to remind your mentor to submit the necessary paperwork to be compensated. Your mentor will appreciate you reminding him/her to complete all paperwork!

- **FasTrack SPED Teacher Candidates:** SPED mentors are only paid a stipend during the semesters they are taking FasTrack SEP education credits (FT Semester 1 and FT Semester 2).
  - Mentors working with FasTrack SPED candidates will only receive a stipend the semesters in which their mentees are taking ED-prefix course that include field experience hours (ED 5100, ED 5110, ED 5350, ED 5780). Mentors do not receive a stipend when taking only SPED prefix courses.
  - For the majority of SPED candidates, their mentors will receive stipends for two semesters.

The mentor will fill out a non-employee mentor stipend form (I-9 form) and send the form via US Mail to:

Angela Coan  
Deputy Hall # 105  
Bemidji State University  
1500 Birchmont Drive NE  
Bemidji, MN 56601

Angela’s email: Angela.Coan@bemidjistate.edu
Name Change
If you have been part of the MNSCU/Minnesota State College and University system in the past and your social security number is attached to a different name (for example: a maiden name) you will need to fill out a Name Change form.
Here is the link: http://www.bemidjistate.edu/mybsu/wp-content/uploads/sites/2/name-change-form.pdf
This form needs to be filled out and sent to the address listed in the upper left corner of the form.

Mentor Webinars
Four times per year, we offer the mentor teachers opportunities to participate in one-hour online webinars. The webinars are online and on various topics. The mentor will earn one CEU for attending. Please encourage your mentor to attend the webinars. We encourage you to communicate with your mentor regarding the dates and times of the webinars, as these will be provided to you early in each semester.

What are a mentor’s responsibilities and duties?
Each semester the professors provide for the mentor a letter outlining the responsibilities for the teacher candidate specific to that semester. Some of the duties may include:

- Meeting with the mentee to discuss classroom practice and items relating to BSU course content.
- Allowing observation(s) by the mentee for specific assignments relating to the content being studied in each semester. This may include watching instructional techniques, observing and reflecting upon classroom management strategies, and participating in instructional planning sessions.
- Encouraging and allowing the mentee to help out in the mentor’s classroom in many ways such as correcting papers, designing and putting up bulletin boards, assisting students during or after instruction individually or in small groups, managing small or large groups during transitions to other places in the building, etc. Essentially, the mentor may ask the teacher candidate to engage with students and help with or preform classroom duties and routines typical for that classroom and student population.
- Helping plan and giving constructive feedback on mentee’s teaching one or more lessons in the mentor’s classroom each semester (both small and large group).
- Acting as a liaison for helping mentee set up observations in other classrooms in the building.
- Providing constructive feedback to the mentee for teaching and instructional delivery
- Discussing and providing constructive feedback on teacher disposition with the mentee.
**Mentor Support:**

If something arises with the teacher candidate and the mentor one of the people listed below will be available to assist with the questions or concerns. Please share this info with your mentor. Please also give your mentor a copy of the Mentor Handbook.

- Mentor contact person: Lisa Schmitz lschmitz@bemidjistate.edu  Phone: 952-949-0059
- PEDL Coordinator; FasTrack Coordinator and Advisor: Jessamay Pesek  JPesek@bemidjistate.edu  Phone: 218.214.0582
- DLiTE Coordinator and Advisor: Lisa Krall LKrall@bemidjistate.edu
- Didn’t receive Stipend payment? Angela Coan  Angela.Coan@bemidjistate.edu  Phone 1-800-852-7422
- Questions about DLiTE or FasTrack, Program Manager: Mirlande Erickson  
  - Phone: (800) 723-3567  Direct: (763) 433-1484
  - Email: Dlite@bemidjistate.edu OR FasTrack@bemidjistate.edu

**Additional Information Regarding Mentors:**

We expect that you keep your same mentor throughout the program (with the exception of the final semester that is dedicated to student teaching). Do clearly communicate with your mentor that you will work with them throughout FasTrack and DLiTE.

**Need to change your mentor?** Occasionally students need to change a mentor (due to the mentor moving, obtaining a new position, or retiring). **If you need to change a mentor, your new mentor must complete a new mentor application form and this must be submitted to both Program Manager (Mirlande Erickson) and Mentor Coordinator (Lisa Schmitz) immediately.** Please assist the new mentor in completing and submitting the form. Please also make sure that Lisa Schmitz and Mirlande Erickson have your mentor’s contact info.

If you need to change your mentor, please email Lisa Schmitz for permission. If approved, please locate a new mentor and ensure the mentor application is on file before the semester starts.

Mentor application: [https://www.bemidjistate.edu/academics/departments/professional-education/fastrack/mentors/](https://www.bemidjistate.edu/academics/departments/professional-education/fastrack/mentors/)

All forms for mentor change can be found on Virtual Assembly. Click Material Tab, click Content Tab and scroll down to Mentor Information. Please read the document titled "instruction for mentor forms- new employees b" Follow the instructions.

Please download this form, complete in full, sign and obtain the signature from your principal. Then scan and email it to Mirlande at this address: dlite@bemidjistate.edu or fastrack@bemidjistate.edu  
Always include your student ID and cohort number in the body and subject line of the email.
**Professionalism in the Classroom with your mentor.**

Show gratitude!! Always thank your mentor. They are dedicating time to help you move forward in the teaching profession. They likely would appreciate thank you notes, cards, and small tokens of appreciation.

Be professional!
- Dress for success! Where professional clothing each day you are at the school. Also: No revealing clothing; wear nice clothes: no hooded sweatshirts, yoga pants, dirty clothing, etc; check your hygiene; careful with the smell of cigarette smoke (the students will notice).
- Communicate! Work around your mentor’s busy schedule and work in advance to arrange times to be in their classroom. Maintain continuous conversation with your mentor.
- Follow the school site’s check in and check out policies and other school policies.

### Accreditation & Licensing

**PEDL Accreditation:** All teacher education programs at Bemidji State University are accredited by the Higher Learning Commission (HLC).
In addition to the HLC accreditation, discussions continue regarding all teacher education programs at Bemidji State University preparing for the candidacy stage of accreditation through the Association in Advancing Quality in Educator Preparation (AAQEP) [https://aaqep.org/](https://aaqep.org/)

**Cultural Diversity:** Minnesota's colleges and universities have accepted special roles and responsibilities in fostering diversity in our society. We are dedicated to the search for knowledge and the rights of the individual in our learning communities to pursue that search with freedom, dignity, and security, regardless of religious affiliation, race, ethnic heritage, gender, age, sexual orientation, or physical ability.

**Minnesota Board of Teaching (now called PELSB):**
The Minnesota Board of Teaching has approved programs at Bemidji State University leading to teacher licensure in a variety of areas. The Minnesota Board of Teaching, created in 1973, provides leadership for improvements in teacher education programs in order to assure that the state has well-qualified, professional teachers. As of Jan. 1, 2018, the Minnesota Board of Teaching was replaced by the Professional Educator Licensing and Standards Board (PELSB).

**Tiered Licensing**

Minnesota officially switched to the new Tiered Licensure system on July 1, 2018. See here for info [https://mn.gov/pelsb/](https://mn.gov/pelsb/)

All teachers in Minnesota’s public and charter schools should have one of the following licenses:

- Tier 1
- Tier 2
- Tier 3
- Tier 4
- Short-call substitute license
- Long-call substitute license
- Life-time substitute license

Applying for License

All courses, student teaching requirements, and testing requirements (basic skills NES and MTLE Content Area and Pedagogy) need to be completed before you will be able to apply for your teaching license.

Aspen Easterling is Bemidji State University’s licensing officer. You may contact her at: Aspen.Easterling@bemidjistate.edu

Please also visit our BSU webpage about licensing and how to apply for a license: https://www.bemidjistate.edu/academics/departments/professional-education/applying/

More info about applying for your license is included later in this handbook.
BSU is located in Northern Minnesota.

BSU is a university on the lake!

Bemidji – “Bemdigamaag”
“the place where the current cuts across”
“a river runs through it”
“opening to big water”
For F2F, we meet at Anoka-Ramsey Community College (Coon Rapids) – Not at BSU. Anoka Ramsey Community College Maps.
Section II: Getting Started-General Information

Face-to-Face Sessions Mandatory

DLiTE and FasTrack have been approved by the Minnesota Department of Education and PELSB based on our hybrid model including face-to-face and online requirements.

The F2F dates are scheduled in advance. See here for future F2F dates:
http://pedlschedules.pbworks.com/w/page/67504342/FrontPage

Your attendance at the F2F sessions of your courses at the beginning and end of each semester is mandatory. Exceptions may be made only in the event of active military duty, a serious and critical documented medical emergency such as an accident, communicable illness, childbirth, or hospitalization of you or a close family member. Family emergencies that may be excused would be a documented serious illness or death of a family member. It is up to you to be aware well in advance of all launch and wrap dates for each semester and make all necessary arrangements with family and employers so that your attendance is assured. In the event of an unexpected challenge that may occur not outlined above, it will be up to the discretion of your instructor, advisor, and PEDL Coordinator to approve or deny such requests and all decisions will be final.

F2F Dates (put in your calendar now)

Year 2018-2019
- August 24-25 - 2018 - Fall Start Up
- November 30-December 2 - 2018 - Fall Wrap and Spring 2019 Start (current students only)
- January 19, 2019 - Spring 2019 New Cohort Start DLiTE and FasTrack (New students only)
- May 3-4 - Spring Wrap

Year 2019 - 2020
- August 23-24 - 2019 - Fall Start Up
- December 6 - 8, 2019 - Fall Wrap and Spring 2020 Start (current students only)
- January 18, 2020 - Spring 2020 New Cohort Start DLiTE and FasTrack (New students only)
- May 1-3, 2020 -- Spring Wrap

Year 2020-2021
- August 21-23, 2020 – Start Up
- December 4-6, 2020 Fall Wrap-Spring 2021 Start
- January 16, 2021 – New Student Start
- April 30 – May 2, 2021- Spring Wrap

Year 2021 – 2022
- August 20-22, 2021 – Start Up
- December 3-5, 2021 - Fall wrap-spring start
- January 15, 2022 – New Cohort Start
- April 29 – May 1, 2022 – Wrap

Year 2022-2023
- August 19-21, 2022 – Start Up
- December 2-4, 2022 – Wrap- Spring Start
- January 14, 2023 – New Cohort Start
- April 28-30, 2023 – Wrap

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**Academic Expectations**

**DLiTE**
- Throughout DLiTE, maintaining a 2.5 GPA is required
- After the first semester, after completing ED 3100 and ED 3110 students must have at least a 2.5 GPA.
- Your professors and advisors will actively monitor your GPA.
- If there are any concerns, please email your advisor and include your name, student ID, and cohort in the Subject Line. DLiTE advisor: Dr. Lisa Krall
- You must have a C- or better in all DLiTE license coursework including Math 1011 and Math 1013

In addition to the cumulative grade point average requirement, teacher candidates who receive a grade lower than 2.0 (D or F) in any course in the licensure program must re-take the course until they earn a 2.0 (C) or above in the course. No teacher candidate may student teach if they have an “IP” (In progress grade), I, NC, D, or F in the semester prior to student teaching. All teacher candidates must have completed all mandatory courses and earned an acceptable final grade before student teaching.

**FasTrack**
A high level of scholarship is expected of all students enrolled for graduate credit, if they are pursuing a degree or registered as non-degree seeking students. Graduate students at Bemidji State University are required to maintain a minimum grade point average (GPA) of 3.0 (“B”) in all graduate work attempted.

The academic progress of each student is reviewed by the FasTrack advisor (Dr. Pesek) and the BSU Director of the School of Graduate Studies after the conclusion of each semester or summer term.

**Thus, FasTrack students: Must maintain a 3.0 cumulative GPA on all graduate level coursework.**
In addition to the cumulative grade point average requirement, teacher candidates who receive a grade lower than 2.0 (D or F) in any course in the licensure program must re-take the course until they earn a 2.0 (C) or above in the course. No teacher candidate may student teach if they have an “IP” (In progress grade), I, NC, D, or F in the semester prior to student teaching.

All FT teacher candidates must have completed all mandatory education and content courses and earned an acceptable final grade before student teaching.

FasTrack Academic Probation: If a GPA is lower than 3.0, the student will be placed on probation and permitted two (2) additional semester registrations. If a cumulative GPA of at least a 3.00 (“B”) is not achieved upon completion of these two (2) semesters of course work, the student will be dismissed from the FasTrack Graduate Studies Program.

Testing Requirements – NES & MTLE

Teachers in the Minnesota are required to demonstrate competency on a series of tests in reading, writing, math, pedagogy, and licensure field specific content knowledge.

NES/MTLE info and requirements for admission and licensure

**Essential Skills Exams:**
All Minnesota teacher candidates, prior to beginning a teacher education program, must complete the following essential skills exams in Reading, Writing, and Math.

**Please note:** A passing score on all required NES tests is necessary to be licensed in the state of Minnesota. All candidates must pass the required exams in their licensure area before being recommended and approved for a license.

The NES exams consist of multiple-choice, constructed-response, and/or other technology-supported test items to assess candidates' knowledge and skills based on the test objectives.

Passing scores from other exams (e.g., GRE, SAT, ACT, Praxis) may substitute the NES and MTLE exams. See here for more info: [https://mn.gov/pelsb/assets/Teacher%20Licensure%20Testing%20Information_tcm1113-321360.pdf](https://mn.gov/pelsb/assets/Teacher%20Licensure%20Testing%20Information_tcm1113-321360.pdf)

**Complete list of testing requirements:**

To obtain your teaching license, you will need to successfully pass the:
- NES essential skills exams (reading, writing, and math) or equivalent
- MTLE pedagogy exams (elementary or secondary); *take after you complete the pedagogy course*
• MTLE content area tests specific to your particular licensure; *take after all content courses are completed and before you student teach*. For detailed information concerning these assessments, consult the specific tests needed for your licensure area through the MTLE website: [http://www.mtle.nesinc.com/PageView.aspx?f=GEN_Tests.html](http://www.mtle.nesinc.com/PageView.aspx?f=GEN_Tests.html)

Teacher candidates need to pass all tests to be eligible to earn a full-standard license. Candidates who do not pass one or more subtests will have to retake just the portion that they did not pass. If you wish to retake a subtest, you must complete the registration process again. You may take a test or subtest as many times as needed.

We suggest studying for the NES and the MTLE exams.

**Schedule and Overview**
The NES MTLE (writing, math, reading) exams must be completed prior to starting FasTrack and DLiTE. The MTLE pedagogy and content exams should be after you take the course pedagogy, and complete the content exam before your student teaching semester.

**NES Essential Skills**
The NES includes three subtests: Reading, Writing, and Mathematics. Candidates must take and pass all three subtests to qualify for a Minnesota license. You may take one, two, or all three subtests at one test appointment.

**MTLE Pedagogy Tests**
**The Pedagogy: Elementary** (Grades K–6) examination includes two subtests. Candidates must take and pass both subtests to qualify for a Minnesota license. You may take one or both subtests at one test appointment.

**The Pedagogy: Secondary** (Grades 5–12) examination includes two subtests. Candidates must take and pass both subtests to qualify for a Minnesota license. You may take one or both subtests at one test appointment.

*K-12 license areas (SPED, Media Specialist, Physical Education) may select to take either the elementary OR the secondary pedagogy tests. (Do not take both.)*

**MTLE Content Area Tests**
Complete a test in your content licensure area.

All NES MTLE exams must be passed to apply for a Minnesota teaching license.

**If you started FasTrack or DLiTE, and do not have a passing score on any or all of the NES/MTLE essential exams (Reading, writing, and math) you must submit the: Professional Education Basic Skills Remediation Plan** (the document listed on the following pages) to Mirlande Erickson at FasTrack@bemidjistate.edu or Dlite@bemidjistate.edu AND Dr. Lisa Krall at L.Krall@bemidjistate.edu

Complete form, email to Mirlande and Dr. Krall, include your student ID and Cohort number in the email.
PROFESSIONAL EDUCATION BASIC SKILLS REMEDIATION PLAN

All applicants for a first time Minnesota teaching license must pass all three parts of the basic/essential skills test (Praxis I/PPST, MTLE, or NES).

Name __________________________________________

BSU ID # _________________________________________

Date ____________________________________________

Minnesota basic skills passing scores and your non-passing scores are:

<table>
<thead>
<tr>
<th></th>
<th>MN MTLE Passing Score (this test was discontinued June 2016)</th>
<th>National/ Multi-State NES Passing Score</th>
<th>MN NES Passing Score</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>240</td>
<td>205</td>
<td>520</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>240</td>
<td>214</td>
<td>520</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>240</td>
<td>213</td>
<td>520</td>
<td></td>
</tr>
</tbody>
</table>

To retake any of the basic skills tests, register online at www.mtle.nesinc.com

You are required to pass all three segments of the tests, and your exit MTLE (pedagogy and content) tests before licensure will be granted. If you have portions of the NES exams that still need to be passed, do not put this off. Decide on your remediation plan and timeframe for retaking and passing your MTLE Tests well before you do your student teaching.

If you have questions, please contact Mirlande Erickson, BSU PEDL Program Manager
Projected time frame to retake

The Professional Education Department offers several resources to help you retake any part of the basic skills test. To help me pass the MTLE basic skills exams, I plan to:

<table>
<thead>
<tr>
<th>Resources</th>
<th>Personal Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NES</strong> provides test-taking strategies, test overview, sample items and subtest content. The website also includes tutorials for computer-based testing. NES Practice Tests can be purchased on the website. <a href="http://www.mtle.nesinc.com">www.mtle.nesinc.com</a></td>
<td></td>
</tr>
<tr>
<td>One-on-one tutoring help is available through the Math Department (755-2880) and Writing Resource Center (Hagg Sauer 110A, 755-3919). The Writing Resource Center has limited hours.</td>
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</tr>
<tr>
<td>Access the Purdue Online Writing LAB (OWL). This website has a variety of helpful writing tips and tools. Everything from grammar and mechanics to writing a basic paper is found here. Click through the website to find what you need. While there are references to on-campus tutoring at Purdue, there are enough free helpful resources to improve anyone’s writing skills.</td>
<td></td>
</tr>
<tr>
<td>Khan Academy: <a href="http://www.KhanAcademy.org">www.KhanAcademy.org</a></td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
Student Liability Insurance

--Renew Each Academic Year (in August)

All FasTrack and DLiTE teacher candidates are in the classroom every semester and MUST have STUDENT liability insurance that covers all university work in the classroom. All PEDL teacher candidates must purchase student liability insurance before they begin practicum/service learning hours in the classroom.

As a requirement to begin the FasTrack and DLiTE courses, you must purchase liability insurance before stepping into the classroom for your field experience and student teaching experiences.

Even if you are employed with a school district, you must have "student" insurance in addition to your employee insurance (not all teacher liability insurance covers student university work). If you are working as a full-time classroom teacher, you may ask HR or the school admin if your insurance covers student activities. If it does, please provide documentation to our PEDL office.

If you are working as a paraprofessional, your insurance does not cover student activities.

Why student liability insurance? You will be in multiple classrooms and must be covered in case of an accident and harmful occurrences to you or a student when you are there in the capacity of a BSU teacher candidate.

Renew each year: All FasTrack and DLiTE teacher candidates must obtain liability insurance for each academic year that you are active in the program. You must renew each August (before the Fall Semester) before participating in the classroom. It is your responsibility to renew each academic year.

You may purchase liability from Education Minnesota. The benefits of membership include money-saving discounts, workshops on job skills and other topics, and $1 million in professional liability insurance while you're in the classroom.

Education Minnesota's Student Program (EMSP) is a pre-professional organization for college and university students planning to be teachers. EMSP insurance is $25 and is valid from September 1-August 31 each school year.

Please click on the following link to purchase liability insurance through Education Minnesota: http://www.educationminnesota.org/member-benefits/membership/students.aspx

Your Responsibility: Each academic year, please send verification that you purchased "Student Liability Insurance" to our program manager, Mirlande Erickson, at fastrack@bemidjistate.edu or dlite@bemidjistate.edu. Please send prior to attending the first Face-to-Face start-up/orientation. Do title your email: Student Liability Insurance; also, in your email, include your student ID and cohort number.

Periodically your professors and advisor will ask for verification, please ensure you have documentation readily available to demonstrate that you have student liability insurance. Several professors may ask that you upload evidence of liability insurance to a D2L Assignment Folder.
BSU Statement of Academic Integrity

Students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating, misrepresentation etc.) may result in disciplinary action. Possible disciplinary actions may include failure for part or all of a course, as well as suspension from the University.

When the instructor has convincing evidence of cheating, including plagiarism, the following actions may be taken:

- Assign a failing grade to the paper, examination, report, etc., on which the student cheated;
- Assign a failing grade for the course in which the student cheated;
- Recommend suspension from program and Bemidji State University.

In either case the student must be informed and the instructor should report their actions to the PEDL Coordinator, Dr. Jessamay Pesek, Department Chair, Dr. Janine Wahl, and the Office of Student Development and Enrollment for institutional record keeping.

Graduating with Honors – For DLiTE Only

The majority of our DLiTE teacher candidates are transfer students and therefore need to consider the requirement listed related to graduating with honors: The DLiTE program has 63-credits earned. However, student teaching is a non-graded course, which is worth 12-credits. This means that only 51-credits could potentially be taken in DLiTE. If the Health or Math courses were taken at another institution, they would not count toward BSU credits.

For instructions in calculating grade point average, see Grades and Grading later in this section.

- Summa cum laude: at least 3.90 GPA.
- Magna cum laude: at least 3.70, but less than 3.90 GPA.
- Cum laude: at least 3.50, but less than 3.70 GPA.

To Graduate with Honors:

- Teacher candidates must complete a minimum of fifty (50) semester credits in residence of letter-graded (A, B, C, D, F) course work.
- Transfer candidates 1) For transfer students with fifty (50) credits or more in residence, only the GPA earned at Bemidji State University is used in determining honors. 2) Transfer candidates who have earned a total of thirty (30) to forty-nine (49) credits in residence at Bemidji State University of letter-graded (A, B, C, D, F) course work may be considered for honors status if their cumulative grade point average (GPA) from each institution of higher education is at least 3.50. The lowest GPA earned determines the final level of honors.
• Honors at the time of the commencement ceremony are computed on the cumulative grades at the end of the semester prior to commencement exercises. However, actual degree honors will be based on the cumulative GPA at the time the degree is awarded.

• Incompletes are computed as “F” grades.

For more info: http://www.bemidjistate.edu/academics/catalog/20163/content/278

Books

Buying textbooks is the responsibility of the candidate. Check the Class Schedule https://www.bemidjistate.edu/academics/schedule/. You may also visit the University bookstore website www.bemidji.bkstr.com/ Buying textbooks from outside sources such as Amazon is permitted; however, it is the responsibility of the candidate to ensure that the correct edition of the text is purchased.

Please promptly order your books before the start of each semester.

Communication and Technology

E-Mail
BSU adopted a policy requiring BSU students to monitor their BSU-assigned email accounts. As a result, professor emails and other contacts should be made ONLY using your assigned BSU E-Mail account. If you email from a third-party provider such as Gmail or Yahoo, your E-Mail may be automatically routed into trash or junk. Your instructor may not open it because it represents a virus or worm risk and faculty has been advised NOT to.

When you E-Mail your instructors, advisor, or Program Manager (Mirlande Erickson), ALWAYS include the following in the SUBJECT LINE:
1.) Program (FasTrack or DLiTE)
2.) Cohort label
3.) Course title (if applicable)
4.) AND your Tech/student I.D. number.
**D2L Support: IT Help Desk @ BSU**

**Location:** Deputy Hall 161  
**Office Hours:** 7:30 a.m. - 5:00 p.m. Monday - Friday (summers close at 4:00 p.m.)  
**Phone:** (218) 755-4207  
**e-mail:** studenthelp@bemidjistate.edu

The Student Help Desk provides telephone and walk-in support and assistance connecting to the BSU network and provides other tech support.

**Virtual Assembly**

The Virtual Assembly is an online resource and acts as a repository for documents related to the PEDL programs. The VA (Virtual Assembly) may be found on your D2L-Brightspot page along with your courses. It is highly recommended that you visit the VA monthly to learn about any updates and to search for an answer to program questions. While the VA does not replace working with your advisor or instructor, it is a valuable resource to find needed documents and learn more about PEDL programs.

**Taskstream**

Taskstream is a virtual file system that you will use to submit and document your progress. It is a cloud-based record system used by Bemidji State University for licensure and accreditation purposes.

Each semester you will be responsible to upload assignments into your personal Taskstream account. Your professors will provide a list of items that must be uploaded. Throughout the program, particular courses and assignments that have been identified as proof of candidate mastery of the standards will be uploaded and tracked in Taskstream. Fieldwork hours will also be reported by candidates and tracked. These records are used to demonstrate to the Minnesota Board of Teaching and future accreditors that candidates are able to be effective teachers. In addition, Taskstream provides Bemidji State University an official record so that candidates may be recommended to the state of Minnesota for a teaching license. It is the responsibility of candidates, under the direction of instructors and advisors, to deposit all required assignments and record fieldwork hours into their personal Taskstream account.

**Taskstream Account. How do I get this?**

The Taskstream Coordinator will purchase and renew subscriptions for teacher candidates accepted into FasTrack and DLiTE. The Coordinator will open your account and start your account.

**New Students:** Please wait for instructions mid-semester on how to activate your account.
**How to Submit Work to Your Professors**

You will be required to submit a number of documents into Taskstream. Your professors will assign these documents. This will include but is not limited to:

- Course Assignments that demonstrate completion of select Standards of Effective Practice
- Documents to support classroom experience (i.e., Field Experience Log)
- Documents to show field demographics (i.e., Field Demographic Form)

Need assistance with Taskstream? Mandy Wick is our BSU Taskstream coordinator.
Email: Amanda.Wick@bemidjistate.edu

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**Disposition & Professional Conduct**

**Are Teachers Made or Born?** It takes more than scholarship to make a teacher. As Alice Duckworth suggests, “grit, persistence, and positive attitude are even more important ingredients for success”. Obtaining and maintaining a professional positive disposition has become an increasingly important component of teacher training. Each semester, your advisor, professor, and/or mentor will file a disposition report on you in Taskstream. Thus, it is important that you follow the rules of professional conduct while you are preparing to become a professional educator, both in the classroom and throughout your coursework; acting unprofessionally could impact your evaluation and result in a negative disposition report.

**How to make sure your disposition is always positive and professional:**

- **Throughout your BSU coursework, stay focused on following the pathway to success.**
  Here are some notes from your professors:

  - We will be using constructivist strategies. You will be responsible for your own learning. Constructivism deviates from the old model of lecture followed by assignments done in a “fill in the blank” format. Professors will act as facilitators guiding you through the curriculum with open ended questions and critical discussions. As learner, you are required to read the material, reflect, and contribute to the greater conversation in the class around the key objectives of each course. We encourage you to embrace the concept of inquiry and constructivism in order to stay focused on the curriculum.
  - You may be new to online teaching and learning. Please try to trust that we know what we are doing. Hundreds have been successful before you!
  - You must start thinking of yourself as professional educator in this program. Start assuming the role of teacher (and not a student). Think of us as your principal. Would you ask the principal about the location of the weekly faculty meeting when it was posted in three different places? Before asking questions, make sure that you have done
your part by reading (and rereading, if necessary) the material and directions for online work.

- When you communicate with other students, or professors, always keep your writing and tone polite, courteous, and professional.
- Keep a calendar and list tasks to be accomplished each week. The professors make all attempts to straddle assignments so that you do not become overwhelmed. Often when teacher candidates put off tasks until the last minute, they feel anxious and do less than optimal work. Allow yourself plenty of uninterrupted time each week to complete your tasks. Do not ask for extensions.

- **Follow professional protocol when online learning issues arise.**

Candidates should approach the professor first, the advisor second, and, only if they feel the issue of concern is unresolved, ask to meet with the department chair. If the issue remains unresolved, the next step would be to contact the dean.

Note: When you contact the professor or advisor include: Your name and cohort, student ID number, and name of the course and/or number of the course

Your questions and unresolved issues are yours and yours alone. Do not gossip with classmates; this is a breach of confidentiality and viewed as unprofessional behavior in any educational setting. Professors are not at liberty to discuss candidate issues with anyone but the candidate and/or other professionals involved with the issue (i.e. the mentor). In the cohort model, teacher candidates become both professional and personal colleagues, which is of great benefit. However, cohorts should avoid “group think” based on off-handed comments of others. The faculty prides itself on being “high tech and high touch” and we encourage you to keep the line of communication open related to any issues that may arise for you in the program.

- **Social Networking**

Today almost all of us participate in at least some form of social networking, however, as educators, we ask you to avoid “negative” discussion on social networking sites. On social media sites, do not post negative comments toward your professors, your peers, students and teachers you work with in the classroom, the University, or any coursework. If you have concern, first approach the professor, they are the decision makers who can help you achieve the success you desire! As a teacher, you must consider “positive solutions” rather than focusing on negative thoughts.

As teachers, we are held to higher standards than many professions because we are public employees. Check your social media profile pages to make sure that there is nothing present that would make a teacher, administrator, teacher, or student question your professionalism. Make sure your digital profile does not reveal negative comments about others, including your university and program. Inappropriate postings will damage your potential for employment because of an assumed propensity to display an unprofessional disposition. A potential employer will most likely do a social media online search, if unprofessionalism or behavior or comments unbecoming to a professional educator is shown in your pre-service days, your opportunity for employment may be impacted. Teachers have been terminated from their positions for posting pictures of activities considered by their employers to be unprofessional and/or saying anything about their students (a
highly unprofessional and unacceptable breach of confidentiality and professional ethics), or negative things about their schools and districts on social networking sites. Cultivate a professional habit now during your pre-service days. http://www.nea.org/home/38324.htm

The bottom line is this: If you are looking for a job and doing your fieldwork hours in schools, be careful what is posted across various sites. Review your social media profiles often and consider a Google search on yourself to see what is present for the public to see online. Teachers are held to “a higher moral standard by society in general and school districts in particular. From the day you start FasTrack or DLiTE, you are a professional educator. You want teachers and administrators alike to hold you in their highest professional esteem in schools during your fieldwork time. The end result of this is that ultimately, you want to be hired, so it is important that you present a positive image in every way and every day.

**Teacher Professional Disposition**
At Bemidji State and PEDL we evaluate teacher candidate's professional dispositions. Professional dispositions are the principles or standards that underpin a teacher’s success in the classroom. They are the values, commitments, and professional ethics that govern how a teacher acts with students, families, colleagues, and communities.
Below is the form we use each semester to track your progress. This form is used throughout your field experiences & student teaching. This document outlines what successful teachers must do.

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**DEPARTMENT OF PROFESSIONAL EDUCATION**

**Disposition of Professionalism for Teachers**

_Bemidji State University’s Department of Professional Education is committed to educating teacher candidates who demonstrate professionalism through: Dedication, Compassion, Curiosity, and Integrity._

Teacher Candidate’s Name: ______________________________
Semester/Year: ______________________________

School Name: ______________________________
Grade Level(s): ______________________________
Subject(s): ______________________________

<table>
<thead>
<tr>
<th>Dedication/Responsibility</th>
<th>Compassion</th>
<th>Curiosity</th>
<th>Integrity</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Attendance</td>
<td>• Listens</td>
<td>• Takes</td>
<td>• Demonstrates</td>
</tr>
<tr>
<td>• Meets deadlines</td>
<td>thoughtfully</td>
<td>initiative</td>
<td>academic and</td>
</tr>
<tr>
<td>• Participates in</td>
<td>and</td>
<td>by asking</td>
<td>personal honesty</td>
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<tr>
<td>discussions/engaging</td>
<td>responds</td>
<td>questions</td>
<td>Completes tasks</td>
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<tr>
<td>with students</td>
<td>to students,</td>
<td>seeking out</td>
<td>agreed to/assigned</td>
</tr>
<tr>
<td>• Demonstrates</td>
<td>faculty,</td>
<td>own</td>
<td>Takes ownership</td>
</tr>
<tr>
<td>willingness to give</td>
<td>peers, and</td>
<td>resources</td>
<td>and accepts</td>
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<tr>
<td>and receive help</td>
<td>cooperating</td>
<td>and sharing</td>
<td>responsibility</td>
</tr>
<tr>
<td>• Dresses appropriately</td>
<td>teachers</td>
<td>with others</td>
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<td></td>
<td>• Shows</td>
<td>• Uses</td>
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33
For each category, please indicate which level the teacher candidate has demonstrated:

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<th>Treats people equitably</th>
<th>Open to constructive criticism/critiquing</th>
<th>Demonstrates perseverance</th>
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If you marked Developing or Unsatisfactory for any category, please explain why:

If you have any additional concerns about this candidate’s professionalism, please detail them on the back of this document.

Thank you very much for taking the time to work with our teacher candidates and for completing this disposition form.

Mentor, Cooperating Teacher’s Signature:
________________________________________________________
Date: ____________________

Please let us know if you have any additional concerns about this candidate’s professionalism:
________________________________________________________
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Field Experience

The Minnesota Department of Education (MDE) and PELSB (formerly the BOT) require all teacher candidates to spend a specific number of hours working within their licensure area classrooms before teacher candidates can earn their licensure. This goes beyond the student teaching requirements. DLiTE and FasTrack are mandated by PELSB to include field experience hours within their course programming. Please note field experience hours are subject to change based on changes made with PELSB mandates.

Each semester of DLiTE and FasTrack there are required classroom hours. The majority of your SEP education courses include an expected number of hours that include specific classroom tasks and assignments.

Each semester, there are 20–45 assigned classroom hours. First semester, for both FasTrack and DLiTE, there are 20 assigned hours.
For FasTrack SPED, hours may increase beyond 40 hours per semester depending on coursework and selected license area (ASD, EBD, SLD).

Please plan to work with your mentor to complete all hours. Although your mentor will receive a detailed set of expectations each semester, it is your responsibility to communicate and describe the assignments to your mentor; and your duty to work around your mentor’s busy schedule to complete all tasks.

Remember: You are a guest in your mentor’s classroom!

Throughout your program of study, to gain a rich, diverse experience, you will be asked to complete work in different grade level classrooms.

- **DLiTE:** DLiTE teacher candidates should experience k-6 level classrooms (and 5-8 in area of endorsement if applicable). For some courses, you will have assignments in different grade levels. Please collaborate with your mentor to connect with different teachers in the school.

- **FasTrack:** FasTrack teacher candidates should experience classroom settings that reflect their desired licensure. For example, if you are earning a 5-12 Communication Arts and Lit license, you should dedicate field experience hours to both middle (5-8) and high school (9-12) classrooms.
  - FasTrack Special Education: Throughout out the SPED program of study, you will have assigned experience working in a variety of classrooms.

**Documentation**
For semester, for each course, and for each classroom experience, you will need to document your hours on a field experience form. The course professor will provide you a specific form for their class. Please complete the form to document the hours completed and near the end of the semester, request that your mentor or appropriate classroom teacher signs the form.

**When May Hours Be Completed?**
- The field experience hours must be completed during normal school hours (not before or during after school hours).
• The hours must not coincide with regular job duties. Example: If you are working as a paraprofessional, you have to locate hours outside of your regular job duties to complete field experience requirements.
• The hours should be completed throughout the semester.

**Academic Integrity: Field Experience Hours**

Please make sure you appropriately complete all field experience hours. We verify that the hours have been completed. If any false documents have been submitted or hours have been fabricated, the teacher candidate will earn an F in the course and will need to meet with the PEDL team and BSU administration to discuss loyalty to the teaching profession and possible termination from PEDL and BSU.

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**Student Teaching**

**Student Teaching Coordinator: Lisa Schmitz**

Email: LSchmitz@bemidjistate.edu

BSU assigns the student teaching placement. Teacher Candidates complete student teaching during their final semester of FasTrack or DLiTE.

The placement is arranged while students take ED 4799/5799 Professional Teacher with Professor Schmitz. 4799/4799 must be the semester immediately prior to student teaching (fall or spring semester).

**Here is some information regarding student teaching:**

• Before a teacher candidate is placed in a student teaching assignment, a cumulative grade point average of 2.5 cumulative GPA is maintained in all completed education and content coursework. (For FasTrack, a 3.0 GPA has been met for all graduate level BSU coursework.)
• Teacher Candidate must have passing scores on all parts of the Minnesota Test of Licensure Exams basic skills tests or NES essential skills exams to be eligible for licensure.
• Elementary education majors will have successfully completed all courses in the elementary major.
• Secondary Teacher Candidate has successfully completed all major coursework including the content requirements identified by their major department.
• Teacher Candidate has completed all methods course work.
• A formal cover letter and resume materials have been submitted one semester in advance of the student teaching semester.
• Teacher Candidate has successfully completed the course *Professional Teacher*.
• Teacher Candidate has obtained Liability insurance through a teacher professional organization.
• Teacher Candidate has received acceptable ratings on required dispositions
• During student teaching you will be required to do a edTPA (Teacher Performance Assessment)
• Student teaching is full-time for 16 weeks. The teacher candidate must be present at the school for the entire day for 16 continuous weeks.
How long do I student teach?

- **K-6 elementary** licensure candidates student teach for 16 weeks in one setting.
- **K-6 elementary licensure candidates with a 6-8 (middle-level) endorsement** student teaches for 12 weeks in an elementary setting and 4 weeks in a middle school setting related to the content area.
- **K-12 licensure candidates** will student teach for 12 weeks in an elementary/secondary setting and 4 weeks in the alternate setting either elementary/secondary.
- **9-12 science licensure candidates earning a middle school endorsement** student teach for 12 weeks in a high school setting and 4 weeks in the middle school setting.
- **9-12 science licensure candidates** student teach for 16 weeks in a 9-12 high school setting in their specific subject area.
- **5-12 licensure candidates** student teach for 16 weeks in one setting in their content area OR 12 weeks in a middle school/high school setting and 4 weeks in the alternate setting either middle school/high school.
- **FasTrack exception:** SPED teacher candidates and possibly other teacher candidates (as long as their teaching assignment is aligned with their license goals) who are teaching in their own classrooms on a provisional license may only have to student teach for 12-weeks.

**edTPA**

During student teaching, all teacher candidates must complete an edTPA.

**What is the edTPA?**

The edTPA (Teacher Performance Assessment) is a Minnesota Board of Teaching requirement for initial licensure. Each higher education institution recommending teaching licenses must ensure that teacher candidates complete an edTPA in their licensure area during student teaching. Educational concepts related to what is measured in the edTPA are embedded throughout BSU programs so that candidates may feel assured as they go into student teaching that they are prepared for the edTPA.

All students must complete the edTPA.

During student teaching, the edTPA is completed in the classroom. In addition to support throughout the program related to the edTPA, webinars are provided during student teaching to guide the candidates through the edTPA process.

Although at this point, “passing” the edTPA based on established criteria is not required to earn teacher licensure, earning a passing score can be a determining factor for teaching hiring in some schools. School administrators have been known to request edTPA scores for their teacher candidates.
The edTPA is scored by an outside evaluator and is based on fifteen-5 point rubrics. Bemidji State University does require that candidates who receive two or more 1s on any of the rubrics do remediation before being recommended for licensure by BSU.

**edTPA Remediation:**

Students who score a “1” on two or more of the 15 rubrics used on the ED-TPA require successful remediation to pass student teaching.

1. A faculty will be assigned to student requiring remediation.

2. Faculty contacts student providing the following instructions
   a. Student gives student access to ED-TPA (either sharing ED-TPA electronically via email or other means or faculty access ED-TPA in TaskStream)
   b. Student is to review the rubrics and sections in which he or she got an error code or a score of 1.
   c. Student is to write an explanation as to why they believe they received that score (what was the error or what gaps exist in their original commentary submitted).

3. Faculty reviews the submitted ED-TPA
   a. If remediation is due to an error and the faculty can adequately score the section receiving the error code based on the original submission and verify the student should have scored at least a “2” this can conclude the remediation.
   b. If not, then proceed to step 3.

4. Faculty and student meet (in person or via phone or other electronic communication).
   a. Faculty and student review the written explanation (step 2c).
   b. Any of the following can successfully conclude the remediation at the discretion of the faculty assigned to this remediation.
      i. Student written explanation adequately demonstrates understanding of the deficient rubric at the level of at least a “2”.
      ii. Student written explanation plus further conversation between the student and faculty adequately demonstrates understanding of the deficient rubric at the level of at least a “2”.
      iii. Student is required to redo the section of commentary receiving scores of “1” in which written explanation (2c) and conversation do not demonstrate adequate understanding.
         1. Faculty will score the redone sections of commentary locally. Upon scoring locally of “2” or higher, remediation is completed.
         iv. Student is required to redo the entire ED-TPA commentary (utilizing same recorded lesson) and submit to faculty for local scoring.
v. Student is required to redo the entire ED-TPA commentary (utilizing new recorded lesson) and submit to faculty for local scoring.

vi. Student is required to redo the entire ED-TPA commentary (utilizing new recorded lesson) and submit to Pearson for official scoring.

1. If student scores “1” on two or more rubrics, the remediation process will proceed as described above for the most recently scored ED-TPA.

5. After successful remediation, the faculty submits a written summary of the successful remediation to the clinical director of the program pertaining to the student (campus or PEDL).

### Applying for your MN Teacher License

**When do I receive my MN Teacher License?**

You may apply for your Minnesota Teaching License after the following requirements are complete:

- Completed all NES and MTLE exams
- Completed all assigned course work
- Completed the edTPA during student teaching
- Completed student teaching with a satisfactory rating by the university supervisor and the cooperating teacher(s).
- For DLiTE, your B.S. degree has been earned.

➢ DLiTE degree: Records will begin processing applications for graduation at the end of the semester. It will take approximately 4-6 weeks after student teaching grades are posted for your degree to be posted. Please keep this in mind when starting your application with PELSB as the application fee is only good for 60 days. To see if your degree has been posted it will show up at the top of the page as “Awarded on:”.

#### Apply for your license:

You must work with BSU to apply for your Tier 2 or Tier 3 license after you have completed student teaching and met the above requirements.

- **NOTE:** Minnesota officially switched to the new Tiered Licensure system on July 1, 2018. The new Tiered system takes into account more factors than the old system. For a complete outline of requirements for each of the 4 tiers, please see the [info-graphic provided by Education Minnesota](https://www.bemidji.edu/academics/departments/professional-education/applying/).

#### Ready to apply?:

Visit this BSU webpage for info and steps:

[https://www.bemidji.edu/academics/departments/professional-education/applying/](https://www.bemidji.edu/academics/departments/professional-education/applying/)
Summary of steps: There are many steps that a student must complete to apply for their teaching license. You will need to download the appropriate application (based on your qualifications) from the PELSB website. Then send documentation to our licensing officer at BSU: Aspen Easterling Email: aeasterling@bemidjistate.edu

Bemidji State University
ATTN: Aspen Easterling
1500 Birchmont Drive NE # 35
Bemidji, MN 56601

Section III: FasTrack

Program of Study for the FasTrack PostBac

FasTrack includes SEP coursework and content specific coursework.

SEP Coursework
The courses listed below are the education "SEP" (Standards of Effective Practice) courses. The coursework focuses on "how to teach".

Pre-program
ED 3000 Introduction to FasTrack (with transcript review and program of study development) 1

Semester 1
ED 5100 Introduction to the Foundations of Public School Education 3
ED 5110 Educational Psychology 3
TOTAL 6

Semester 2
ED 5350 Pedagogy: Planning for Instruction 3
ED 5140 Human Relations in Education 3
*XXXXX Secondary Methods 3-4
  *May be offered Semester 2 or 3 depending on your Content Area
ED 5780 Adaptation/Management: Designing the Learning Environment 3
TOTAL 9-13

Semester 3
HLTH 5400 Health & Drugs in Society 2
ED 5737 Content Area Reading 3
*XXXXX Secondary Methods 3-4
*May be offered Semester 2 or 3 depending on your Content Area

ED 5799 The Professional Teacher 1 – Professional teacher must be completed the semester immediately prior to student teaching; thus, depending on required coursework, some students should plan to take this course later in the program (e.g., SPED students, and students who need additional content courses).
TOTAL 9-10

**Semester 4 OR Final Semester**
ED 5830 Student Teaching – Secondary 12
or ED 5840 Student Teaching – Special Fields 12
TOTAL 12

All SEP Education courses and licensure requirements such as Health Courses offered through FasTrack (including student teaching) must be taken at the graduate level (5xxx). Exception: ED 3000 and your specific licensure methods course if NOT offered at the graduate level (e.g., math methods, social studies teaching methods).

**Special Education Students: Please follow your program of study which varies from what is listed above.**

**Content Areas Only:**
**FasTrack Methods coursework – Planning Info**

When you begin FasTrack, please plan when you will complete your content methods course. Many of the content methods courses are not available every semester. Ideally, we prefer all FT students to complete your methods course during Semester 3. However, for some of you, your methods course will not available the semester when you enter Semester 3. If it is not available, please plan to take your methods course Semester 2.

If you have to extend your FT program of study beyond four semesters due to needed content coursework, there may be an option to take your methods course later in your program of study (example: Semester 4 or 5 if student teaching Semester 5 or 6). If you wish to select this option, you must seek approval from your advisor, Dr. Jessamay Pesek. You must complete your methods course prior to student teaching. (All content and SEP courses must be completed before your student teaching semester.)

**Social Studies**
* GEOG 3460/5460 (4 credits); offered fall only

**Science (Physics, Chemistry, Life Science, & Earth Science)**
* ED 5410 Middle School Science Methods (4 credits); offered fall only
* If you are also doing the science 5-8 endorsement, also take ED 5417, Teaching and Learning in the Middle School (3 credits); offered fall only

**Communication Art & Literature**
* English 3550 Methods teaching English and Communication (4 credits); offered fall only
Physical Education (two methods courses)
- PHED 4200 Methods of Elementary PE (1 Credit); offered spring or summer
- PHED 4250 Methods of Teaching Secondary PE (2 credits); offered spring only (check with Dr. Norman when you plan to take the course)

Health
- HLTH 4206 Secondary School Health (2 credits); take with HLTH 4970: Internship - Practicum in Health Teaching (1 credit); offered spring only

Math
- ED 3440 Mathematics Methods in the Secondary School (4 credits); offered fall every other year (offered fall 2019, fall 2021, etc)
- MATH 3065 Mathematical Foundations of Algebra for Teachers is offered at BSU in a F2F setting. This course is typically only available in a F2F setting

Content Specific Coursework

Depending on your licensure area and the results of your transcript review, there may be other content-specific courses that you must complete.

We expect all FasTrack teacher candidates will document and keep track of all content specific coursework, make sure they complete all assigned courses for licensure, work with their content coordinator and advisor, and assist in completing all paperwork for licensure.

SEP FasTrack Advisor: Dr. Jessamay Pesek

Content Coordinators/Program Leaders:
- Mathematics: Dr. Todd Frauenholtz  Todd.Frauenholtz@bemidjistate.edu
- All Science: Dr. Michael Urban  murban@bemidjistate.edu
- Social Studies: Dr. John Ellis  JEllis@bemidjistate.edu
- Communication Arts & Lit: Dr. Mark Christiansen  mchristensen@bemidjistate.edu
- Special Education: Roxanne Pickle  rpickle@bemidjistate.edu
- Health: Dr. Shannon Norman  snorman@bemidjistate.edu
- Physical Education: Dr. Shannon Norman  snorman@bemidjistate.edu
- Media Studies: Program Advisor at St. Cloud State
- Technology Education: Kurt Helgeson at St. Cloud State
FasTrack License Info for:
Communication Arts & Lit, Social Studies, Math, Health, PE, and all Sciences
* Special Education follow the SPED outlined program of study
** Tech and Media completed program of study with SCSU; take SEP courses with BSU, content with SCSU

Transcript Review Process
Part One: Initial Transcript Review occurs in ED 3000
Part Two: Ongoing approval and signatures of completed content coursework (as you complete content courses)
Part Three: Conclusion (final confirmation that you have completed content coursework), Application for licensure.

Part One: Initial Transcript Review
Remember ED 3000? In ED 3000 you and your content coordinator completed a transcript review. The most recent form used for this process is called the: Transcript Equivalency Approval and Content Area Individual Plan of Study (form for each content area is available in the Virtual Assembly).

The completed transcript review detailed which content coursework was approved for transfer and outlined which content coursework still needs to be completed. Some of you discovered that you have no remaining coursework! Other realized they had one or more courses. If you had one or more courses, please carefully review the steps on this document that related to course substitutions and transfers (Part Two).

The transcript review outlines YOUR individualized course of study that is relevant to your content area. Please save this form and refer to it throughout FasTrack as you search and complete your remaining content courses.

Part Two: “During FasTrack” – Content Coursework Approval Guidelines

Remaining Coursework. The remaining content coursework listed on the Transcript Equivalency Approval and Content Area Individual Plan of Study form represents your individualized course of study.

Please work with your content coordinator and FasTrack advisor to locate the remaining content courses that are listed in their individualized content area course of study.
Locating Content Coursework:

- Any possible courses must be from an accredited institution in the United States and may be delivered on campus, hybrid, or online. Students have been instructed to search for courses that match the BSU descriptions.

Course Approvals:

- Please do NOT enroll in any content course unless specifically pre-approved/vetted by your content coordinator.
- The Content Coordinator may approve or deny requests based on how well the suggested substitutions meet BSU requirements and decisions are solely the discretion of the content coordinator.

Please save all copies of emails and communication documents from your content coordinator for future reference.

Timeline: This is very important.

- **Before You Complete a Content Course.** It is prudent that you secure approval the semester before your intend to take the content course. Please email your content coordinator (Cc your advisor Dr. Pesek) to ask for approval.
  - In the email include:
    1. The course title and number (example: CHEM 3400: Organic Chemistry)
    2. Credit number
    3. Semester you plan to take the course
    4. Name of professor
    5. Institution offering the course
    6. A summary or brief statement that describes the course (check the institutions course schedule for the summary).
    7. The content coordinator may also ask for additional details.

  - Please save the email that details the course has been preapproved. This preapproval is an agreement between you and the content coordinator. You may ask student to provide any necessary info about the course.

- **After Course.** Have your content coordinator sign the Course Substitution Form.
  - The form will be signed, and dated by the Content Coordinator; and filed by Mirlande Erickson (to ImageNow).
  - Please save all course substitution forms in your records.

  - If more than one content course is completed during a single semester, you only need to complete one course substitution form for all courses.
**Transcripts:** It is the student’s responsibility to make sure all non-BSU transcripts are sent to BSU and filed.

**Part Three: “Conclusion” Ready for your teaching license?**

Have you completed all the required content and SEP courses necessary for licensure? Are you currently student teaching? If yes, it is time to think about your license application!

Congrats! You are almost to the end goal!

Please confirm with records and/or check your official transcripts to ensure all content coursework is complete and listed on your BSU transcripts.

The BSU Content Coordinator gives final confirmation and presents final signatures to confirm all content courses are complete.

- Your content coordinator will do the final review of your *Transcript Equivalency Approval and Content Area Individual Plan of Study*

**Licensure.** The BSU Licensing Officer will review the transcripts and the final completed Transcript Equivalency Approval Form and will submit the application for Licensure with the State of Minnesota.

Work closely with the BSU Licensing Officer and promptly provide her with any remaining documents that provide evidence that all coursework was completed.

**Licensing Officer: Aspen Easterling**

- Verifies that official transcripts are on file with records before recommending for licensure.
- Verifies that all coursework demanded by the BSU content licensure requirements are met either through the transcript review process.
- Issues the appropriate teaching license depending on Grade Level and Content area.
Section IV: DLiTE

**DLITE Program of Study**

The DLiTE Program spans six semesters, includes courses from many departments and culminates in a Bachelor of Science Degree in Elementary Education.

DLiTE Program Courses by Semester:

**SEMESTER 1**
- ED 3100 Introduction to the Foundations of Education (3 Credits)
- ED 3110 Educational Psychology (3 Credits)

**SEMESTER 2**
- ED 3350 Pedagogy: Planning for Instruction (3 Credits)
- PHED 4200 Teaching Elementary Physical Education (1 Credit)
- ED 3302 Creative Process Foundations (3 Credits)

**SEMESTER 3**
- ED 3140 Human Relations (3 Credits)
- ED 3201 Language Arts I (3 Credits)
- ED 3240 Social Studies in the Elementary School (3 Credits)

**SEMESTER 4**
- ED 3202 Language Arts II (3 Credits)
- ED 3221 Elementary Math Methods (3 Credits)
- ED 3222 Elementary Science Methods (3 Credits)

**SEMESTER 5**
- ED 3203 Language Arts III (3 Credits)
- ED 3301 Creative Expressions (3 Credits)
- ED 3780 Adaptation and Management (3 Credits)
- ED 4799 The Professional Teacher (1 Credit)

**SEMESTER 6**
- ED 4820 Elementary Student Teaching (12 Credits)

**OTHER REQUIREMENTS:**

Two Mathematics Courses: **These courses need to be taken before the 4th semester.**
- MATH 1011: Math for Elementary School Teachers 1 (3 credits)
- MATH 1013: Math for Elementary School Teachers 2 (3 credits)
Take these two Math courses online through Central Lakes College or one of the other Community Colleges that has the equivalent course requirements. This can be found using: https://www.transferology.com/index.htm

Two Health Courses: **These course need to be taken before student teaching in the 6th semester.**

- HLTH 3400 Health and Drugs in Society (2 credits)
- HLTH 4100 Health Education in the Elementary School (2 credits)

- Language Arts I, II, and III must be taken in sequence.
- PHED 4200, and ED 3302 are to be taken before ED 3301 Creative Expressions.

DLiTE students, please review your DARS frequently and monitor your credits, goal areas (dependent on your previous coursework before starting DLiTE), and class requirements for graduation. If you need to make changes to your DARS (i.e. add or remove a middle school endorsement, transfer classes from another Minnesota State College or University), send an email to Records@bemidjistate.edu. Make sure to include in your email to Bemidji State Records Office your name, your STARID, and a description of what you need to change.

**How to Read your DAR (Degree Audit Report):**
***If you entered the program with a MNTC you likely have 45-50 credits of Liberal Arts coursework completed. Remember, you must have at least 57 liberal arts credits in addition to your 63 BSU DLiTE credits for a total of 120 credits for your degree. You may not use transfer credits for elementary math courses or health courses as BOTH liberal arts credits AND Degree credits, and so you may be short credits for general electives or additional liberal education credits. It is your responsibility to look carefully at your DARS, to determine if you are short credits and make arrangements to take courses which will fulfill requirements for all general electives and liberal education credits.

***AA Degree holding candidates usually come in with 60+ liberal education credits and so are typically not short in credits for general electives or general education credits. However, it is important for you to review your DARS for any shortfall in general electives and/or liberal education credits.

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**Section V: Student Resources**

**A.C. Clark Library:** The library’s resources are available to you as a distance student! Click or paste the following link to see all the ways you can access library materials from anywhere in Minnesota! [http://www.bemidjistate.edu/library/services/distance/](http://www.bemidjistate.edu/library/services/distance/)

**American Indian Resource Center (AIRC):** The AIRC facility includes offices for the Center’s staff as well as the Indian Studies program and the Ojibwe Language program. The Center is a place where Indian students can gather for learning, support, and culture interaction. Assistance is provided for class scheduling, and academic and personal counseling. The Center’s goal is to enhance recruitment, retention, and graduation of American Indian students. For more information, go to [http://www.bemidjistate.edu/airc/](http://www.bemidjistate.edu/airc/).

**Career Services:** Students needing assistance with a choice in major, résumé skills, interviewing skills, and/or internship workshops may seek assistance in Career Services. For more information, go to [http://www.bemidjistate.edu/students/services/career/](http://www.bemidjistate.edu/students/services/career/).

**Computer Support (on-and-off campus):** See Information Technology Services

**Counseling Center:** The Counseling Service Center provides individuals personal counseling, testing, consultation and referral for a variety of life issues such as mood management, anxiety, depression, relationship concerns, grief and loss, adjustment and life transitions, alcohol and drug concerns, body and food concerns, abuse, trauma and crisis intervention. Calling for an appointment is recommended. Walk-in appointments are on a staff available basis.
**Disabilities Services Office (DSO):** If you have a documented disability and would like to request some type of accommodation you will be asked to contact the Disability Services Office Coordinator to set up a file and determine reasonable appropriate accommodations. Faculty will only provide accommodations to students presenting a Faculty Notification Form from the DSO. http://www.bemidjistate.edu/students/services/disability/

**TRIO/Student Support Services (TRIO/SSS)** is funded through the U.S. Department of Education and provides academic advising and counseling, college assessment, tutoring, mentoring, and developmental courses (College Orientation, Reading and Study Skills, and Life Career Planning) to eligible students. To qualify, you must meet low income eligibility guidelines, be first generation and/or a student with a disability and a U.S. citizen or permanent resident alien. During the summer AAR programs, students are assisted with academic, financial aid, and personal advising. Services are designed to result in enhanced academic skills, persistence in college through to graduation, and potential for entry into graduate or professional school. Interested persons should contact TRIO/SSS. http://www.bemidjistate.edu/students/services/triosss/

**Veterans Resource Center (VRC):** The VRC serves veterans attending or planning to attend Bemidji State and will assist in addressing needs, answering questions, and accessing resources to facilitate and support their educational progress. The office will also assist families and dependents of veterans. The VCR, together with the Admissions and Records offices, Advising Center, TRIO, and all campus student and academic resources, is especially dedicated to helping veterans readjust to civilian and academic life upon return from active duty. Persons with questions or desiring more information may contact the BSU Veterans Resource Center. http://www.bemidjistate.edu/students/services/veterans/

**Women’s Resource Center:** The Women’s Center is affiliated with the academic program of Women’s Studies. Together they provide co-curricular programming and a variety of services that focus on the expressed needs and interests of the University women’s community. The Center is located in Hobson Memorial Union (218-755-3771).

**Writing Resource Center:** The Writing Resource Center provides a student-staffed writing consultancy for students as well as a resource facility for writing and the study of writing. The Center’s chief role is as a peer tutoring service to help student writers with their academic and occasionally other writing. They also perform similar work on-line via web and e-mail for student writers around the world. Click the following for more information. http://www.bemidjistate.edu/students/wrc/