## Curriculum Proposal

### TADT 18-19 #8

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### Course Modification

1.3 TADT 3857 Methods of Teaching Industrial Technology/Vocational Education (4 credits) **to** (3 credits)

### New Program

1.11 Technical Education, B.S. major (Teacher Licensure)

### Signatures

1.15 **Signatures**

### Supporting documentation

1.16 **Supporting documentation**
BSU Curriculum Forms

Form 1

Curriculum Modification Summary

College: Arts, Education & Humanities

Department: School of Technology, Art & Design

Proposer: Mr. Lyle Meulebroeck

Proposer’s position: Asst. Professor and Chair of School of Technology, Art & Design

Describe the modification(s) you propose, and how it (/they) will work to students’ advantage. (This description and explanation will be included in Curriculum Report packets forwarded to the Faculty Senate.):

Many of our Bemidji State University “Technical Education” Alumni and MTEEA (Minnesota Technology and Engineering Educators Association) members whom are teaching technical education in the state of Minnesota are seeing a growing need for technical education teachers.

There has been much discussion and publications written over the past several years regarding the huge decline in qualified K-12 teachers due to retirements, etc. Also, we/I have had many individual face to face and phone conversations asking if we have any candidates.

Because of this decline in teachers for the classrooms our department feels there is a need for the program which we feel would aid in alleviating the technical education teacher shortage.

There is an awareness and optimism we will attract students who have a calling to teach but also have an interest in the hands-on, lab-based challenges. The ultimate goal would be to get students interested in the pursuit of ideation, creation and fulfilling the needs of the future work force.

NO new courses were created for the program, it will utilize existing courses to meet both the TADT and ED course outcomes.

Note: One course TADT3857 Methods of Teaching Industrial Technology/Vocational Education will be revised to reflect the 2015/16 program credit changes from 4 credits to 3 credits.
Modifications proposed (specify number of each):

- **X** Course Modification(s) (form 2)
- ____ New Course(s) (form 3)
- ____ Course Drop(s) (form 4)
- ____ Program Modification(s) (form 5)
- **X** New Program(s) (form 6)
- ____ Program Drop(s) (form 7)

The modifications affect (check):

- ____ Liberal Education
- **X** Undergraduate Curriculum
- ____ Graduate Curriculum
- **X** Teacher Licensure Program(s)
BSU Curriculum Forms

Form 2
Updated 9.19.15

Course Modification Form

Current Course Number(s):
   Undergraduate: TADT 3857
   Graduate:
Proposed Course Number(s), if different:
   Undergraduate:
   Graduate:

Current Course Title: Methods of Teaching Industrial Technology/Vocational Education
Proposed Course Title, if different:

Current Course Description:
Approaches and delivery strategies for teaching technology education. Instructional
technologies, records management, lesson planning and classroom practice. Prerequisites:
Junior or Senior status or consent of instructor.

Proposed Course Description, if different:
Approaches to teaching technology education included the philosophy, innovative
approaches, classroom and laboratory strategies and methodology. Includes program
visitation, evaluation and micro-teaching.

Current Credits: 4 credits
Proposed Credits, if different: 3 credits

Current Prerequisite(s):
   Undergraduate: Junior or Senior status or consent of instructor.
   Graduate:
Proposed Prerequisite(s), if different:
   Undergraduate: none
   Graduate:

1) Reason(s) for change(s): Reinstating the Technical Education Program within the
   School of Technology, Art & Design.

2) May this modified course replace the current course for students remaining in the old
curriculum? Yes ___X__ No _____ If not, please drop the current course and submit a
   new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please
   provide updated information on the next page.
   Student Learning Outcomes Yes ___X__ No _____
Major Content Areas  Yes _____ No __X__
Projected Maximum Class Size (Cap) Yes _____ No __X__

4) Current Course fee(s) per student: $
for: N/A
Proposed Course fee(s) per student, if different: $
for: N/A

5) Service Areas:
This course is a requirement or an elective in the programs/areas listed below. To locate
where this course appears please search the online catalog, as follows:
   a) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent
catalog(s),
      Non-licensure programs:
      Teacher Licensure programs:
      http://www.bemidjistate.edu/academics/catalog/20183/courses/tadt/3857

Liberal Education:

The above “service area” programs/departments were notified of this modification on
________ (date) by _____________________ (mail, email, or phone).

Please check one of the items below:

______  No comments were received from other programs or departments within one
week of the notification.

___X__  Comments were received within one week of the notification, and are attached.
TADT 3857 Methods of Teaching Technology Education  
XXXX Semester, 20XX  

COURSE SYLLABUS  

Instructor: TBD

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Office: Bridgeman Hall  
Office Hours: TBD  
Office Phone: 218-755-xxxx  
E-mail: TBD  
Credits: 3  
Class Location: TBD  
Class meeting times: TBD

Course Description:  
Approaches to teaching technology education including the philosophy, innovative approaches, classroom to laboratory strategies and methodology. Includes program visitation, evaluation and micro-teaching. Prerequisites: Junior or Senior Status or Consent of Instructor.

Student Course Outcomes:  
Upon successful completion of this course, the student will be able to:

1. Describe and apply various philosophical approaches to instruction in technology education programs, and understand the role of standards in teaching.  
2. Apply learning theory to the development of teaching strategies and the selection of instructional methodology.  
3. Develop and use lesson outcomes for classroom teaching strategies.  
4. Plan, conduct and critique lessons appropriate for secondary technology education programs.  
5. Utilize appropriate teaching strategies for individual and small group activities in middle school or high school technology education courses.  
6. Participate in the development of an interdisciplinary instructional activity.
7. Evaluate instruction in a secondary technology education setting.
8. Recognize and discuss current trends and issues in technology education.
10. Define special needs populations.
11. Identify and implement learning strategies for special needs populations
12. Participate in professional teaching activities.

Course Textbook and Materials:
Textbook: TBD

Outline of Major Content Areas
1. Brain-Based Teaching & Learning
2. Learning Styles
3. Lesson Planning
4. Teaching Strategies: Lecture, Demonstration, Technology, Hands-On, & Safety
5. Teaching Styles
6. Testing as a Teaching Strategy
7. Writing a Syllabus

Learning Activities:
- Prepare a file of activities, readings, and resource materials for technology education.
- Observe and write a critique of class visitations and video teaching presentations.
- Prepare and present instruction utilizing various teaching methods and strategies and instructional materials including:
  - One 3–5 minute lesson introduction
  - One 10 minute lesson on contemporary technology topic for middle school (Topic to be approved by Professor).
  - One 10 minute demonstration lesson of the student’s choice.
  - One 10 minute lesson on a topic of the student’s choice for high school.
  - One lesson on the topic of student’s/teachers choice at either Bemidji Middle School, Bemidji High School (Or local school approved by Professor) or TADT department.
  - One Interdisciplinary Instructional Unit (i.e. Math, Science, Technology).
  - Attend and participate in the Minnesota Technology and Engineering Educators Association (MTEEA) Fall Conference in St. Cloud, MN (Typically held in September).
• Read and critique 6 articles in professional journals/websites focusing on teaching methodologies, one of which is special needs. (i.e. Tech Directions, International Technology and Engineering Educators Association (ITEEA), Minnesota Technology and Engineering Educators Association (MTEEA), TIES Education Leadership, Journal of Technology and Teacher Education (JTATE), web based resources, etc.)

**Evaluation:**

Final grades will be determined by the student’s overall performance on the following:

- Critiques and reaction papers 25%
- Presentations 50%
- Resource File 10%
- Professional Involvement 15%

Students will be given an evaluation sheet for most assignments which will identify specific evaluation criteria.

**Student Portfolio**

Suggested items to be included in your Professional Portfolio from this course include:

- Video presentations of teaching
- Special Needs Student Plan (IAP)
- Lesson Plans
- Interdisciplinary Instructional Unit

**Academic Integrity Policy Statement:**

Bemidji State University fosters the highest standards of academic integrity and the highest regard for truth and honesty. The attempt by students to present as their own, any work not actually performed by them; collusion, fabrication, and cheating on examinations, papers, and other course-related work; stealing, duplicating, or selling examinations; substituting for others in class discussions or examinations; producing other students’ papers or projects; knowingly furnishing false or misleading academic information to University officials or on official University records; and altering such information on official University records are considered violations of academic integrity and destructive to the central mission of the University.

Students who violate academic integrity shall, after due process, be subject to University sanctions that may include failure on assignments and examinations in courses, and suspension or expulsion.

Established academic integrity policies, procedures, and sanctions are communicated in classes and publications such as the student/faculty guides, and during orientation programs. For more information, see the student guide [http://www.bemidjistate.edu/students/handbook/](http://www.bemidjistate.edu/students/handbook/)
Alternative formats for Class Materials:
BSU is committed to making all educational programs, course materials, services and activities sponsored by the University accessible to individuals with disabilities. Students requesting accommodations due to a disability or other need for access should contact Accessibility Services as soon as possible. Accessibility Services is located at Decker Hall 202. PH: 218.755.3883 or email: disabilityservices@bemidjistate.edu. This information is also available through Minnesota Relay Services at 800.627.3529.

Mental Health Statement:
You may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns.

Course Policies:
Disclaimer:
Your Professor reserves the right to alter the structure, grading scale, topics to be covered, and other requirements related to the class as deemed necessary or desirable.

Bemidji State University
8710.4850 Technology – RIPA

Standard Matrix – Section 3

Standard 3.C.

3.C.1:
Mentor/teacher evaluation and log of student interaction with students. Did they talk with mentor about your students and write about it.

A mentor teacher evaluation is done at the conclusion of the 25 hour fieldwork experience. The following areas are assessed by the licensed mentor teacher:

1. Social habits and emotional dispositions of adolescents related to classroom management
2. Cognitive and skills development-Providing everyday life connections and relevance to learners
3. The importance of curriculum goals and outcomes in teaching Technology Education
4. The need to provide varied instructional strategies to engage learners
5. How district, school, department goals and 5-12 state standards influence planning and teaching.
3.C.2: Read and apply to classroom discussion (research article on best teaching practices?) Case study - how would you use what you learned in this article to a student. Apply to two hypothetical students.

3.C.3: Write a Lesson Plan for grades 5 -12 explaining safety and demonstration/apply processes in woods/metal lab, etc. TADT1210 and/or TADT1220

A mentor teacher evaluation is done at the conclusion of the 25 hour fieldwork experience. The following areas are assessed by the licensed mentor teacher:
1. Social habits and emotional dispositions of adolescents related to classroom management
2. Cognitive and skills development-Providing everyday life connections and relevance to learners
3. The importance of curriculum goals and outcomes in teaching Technology Education
4. The need to provide varied instructional strategies to engage learners
5. How district, school, department goals and 5-12 state standards influence planning and teaching.

3.C.4: Write Lesson Plan

A mentor teacher evaluation is done at the conclusion of the 25 hour fieldwork experience. The following areas are assessed by the licensed mentor teacher:
1. Social habits and emotional dispositions of adolescents related to classroom management
2. Cognitive and skills development-Providing everyday life connections and relevance to learners
3. The importance of curriculum goals and outcomes in teaching Technology Education
4. The need to provide varied instructional strategies to engage learners
5. How district, school, department goals and 5-12 state standards influence planning and teaching.

3.C.5: Students will research, study, and discuss opportunities for further study and ways of incorporating career selection materials into their curriculum design.

A mentor teacher evaluation is done at the conclusion of the 25 hour fieldwork experience. The following areas are assessed by the licensed mentor teacher:
1. Social habits and emotional dispositions of adolescents related to classroom management
2. Cognitive and skills development—Providing everyday life connections and relevance to learners
3. The importance of curriculum goals and outcomes in teaching Technology Education
4. The need to provide varied instructional strategies to engage learners
5. How district, school, department goals and 5-12 state standards influence planning and teaching.

3.C.8:
A mentor teacher evaluation is done at the conclusion of the 25 hour fieldwork experience. The following areas are assessed by the licensed mentor teacher:
1. Social habits and emotional dispositions of adolescents related to classroom management
2. Cognitive and skills development—Providing everyday life connections and relevance to learners
3. The importance of curriculum goals and outcomes in teaching Technology Education
4. The need to provide varied instructional strategies to engage learners
5. How district, school, department goals and 5-12 state standards influence planning and teaching.

At the end of the program during student teaching, a standards of effective teaching checklist is used. The candidate is required to list the activity/assessment that was done and the date on the checklist.

Evaluations based on the Danielson Model of Effective Practice are done by both the Cooperating Teacher and University Supervisor throughout the student teaching experience.
BSU Curriculum Forms

Form 6
(Updated: 9.15.15)

New Program Form

Type of Program to be established:
_____ M.S.*
_____ M.A.*
_____ Applied Masters**
_____ B.S.
X _____ B.S./T.L.
_____ B.A.
_____ Minor
_____ Field of Emphasis: Stand Alone
_____ Field of Emphasis in:
_____ Other:

Program name: Technology Education B.S. major (Teacher Licensure)

Reason(s) for new program:

Reflecting back on our 1919 Normal School heritage, we have always been considered one of the leading Technical Education programs in the State of Minnesota.

There is a decline in the number of technical education teachers in Minnesota because of retirement trends and the closing of other career and technical education programs. Recognizing this opportunity, with strong encouragement from current administration, The School of Technology, Art & Design (TAD) realizes there is a need to reinstate the Technical Education Degree. This program offering will aid in alleviating the technical education teacher shortage.

The decline of many hands-on career and technical education related programs were due to an increase in computer simulation driven programs such as the ones funded by Project Lead the Way. Regardless of this shifting of resources, TAD has maintained a strong collaboration with The Minnesota State Advanced Technical Education Regional Center (ATE) which has partnered with us and strengthened our educational commitment to engineering and manufacturing. The ATE Regional Center consists of eighteen two year Technical College partners which is supported by The National Science Foundation. The NSF’s ATE regional centers support the development of innovative approaches for educating highly skilled technicians for the industries that drive the nation’s economy.

This collaboration and co-location of this ATE Regional Center within the School of Technology, Art & Design supports many opportunities of shared resources and staffing. This unique collaboration leads to educational opportunities that would fully support the
reinstatement of the Career and Technical Education program with minimal investment by the University through leveraging existing resources and facilities within the Professional Education Department and TAD.

Student learning outcomes for the program (please use the same format as for other programs in the department):

1 Professional Education:
Graduates will prepare for Career and Technical Education MTLE (Competency Test required by State of Minnesota) and are required to take a pedagogy test as a state requirement.

2 Technological Development and Innovation:
Graduates will demonstrate higher learning abilities by applying technological innovations to address real world problems.

3 Technology Transfer:
Graduates will assess current knowledge for application to emerging technologies.

4 Communication:
Graduates will demonstrate professional communication skills and the ability to work effectively as a part of a team in a technological environment.

5 Leadership:
Graduates will apply principles of leadership, management, and supervision in a variety of technological settings.

6 Ethics and Sustainability in Technology:
Graduates will ethically employ global technologies to address social, economic and environmental issues.

How will the student learning outcomes be assessed (e.g., major field test, student portfolio, departmental rubric, department-developed examination questions, etc.)?

Through the use of Task Stream Assessment process.
Note: If courses from other departments are required for this program, please notify the chairs of those departments.

The home department/program was notified that this new program will require courses from their area: **December 6, 2016** (date) by **email** (mail, email, or phone).

Please check one of the items below:

_____ No comments were received from other programs or departments within one week of the notification.

_x_ Comments were received within one week of the notification, and are attached.

Note: If this is a joint program, the signatures of both department chairs (and both deans, if different colleges) must be provided.

**Alerts:**
- Attach draft catalog copy of proposed program.
- Contact the Assistant Vice-President for Academic Affairs regarding approval downstate (required for all of the above except for a minor where there is an existing major).

* MS/MA Curriculum proposals for graduate programs must indicate how the program addresses these requirements (in the draft catalog copy or elsewhere):

  a. MnSCU 50% rule: At least one-half of the required credits in a master's degree, exclusive of a thesis, capstone, or similar culminating project, shall be credits restricted exclusively to graduate student enrollment.

  b. Competency Requirement

  c. Written Examination Requirement

**Applied Master’s Degree must address items a-c above, as well as:**

  d. How the proposed capstone experience meets the capstone requirements/standards listed in the catalog.

For more information on each of these requirements refer to the current graduate catalog.
Technology Education, B.S. major (Teacher Licensure)

Required Credits: 68
Required GPA: 2.5

I. Required Technical Core Courses: (Required Credits: 35)

- TADT 1210 Introduction to Manufacturing Processes I (3 credits)
- TADT 1220 Introduction to Manufacturing Processes II (3 credits)
- TADT 1460 2D Graphics And Laser Etching (3 credits)
- TADT 1464 Engineering Technology Project I (3 credits)
- TADT 2100 Impact of Technology, Art & Design (2 credits)
- TADT 2250 Built Environment (3 credits)
- TADT 2252 Construction Materials and Methods (3 credits)
- TADT 2877 Engineering Problem Solving (3 credits)
- TADT 3100 Principles of Professional Development (3 credits)
- TADT3700 Operations Planning and Control (3 credits)
- TADT 3857 Methods of Teaching Industrial Technology/Vocational Education (4 credits) (3 credits)
- TADT 4385 Sustainability and Emerging Technologies (3 credits)

II. Required Professional Education Courses: (Required Credits: 33)

COMPLETE THE FOLLOWING COURSES WITH A MINIMUM 3.0 GPA

- ED 3100 Introduction to the Foundations of Public School Education (3 credits)
- ED 3110 Educational Psychology (3 credits)
- ED 3140 Human Relations In Education (3 credits)
- ED 3350 Pedagogy: Planning for Instruction (3 credits)
- ED 3780 Adaptation and Management: Designing the Learning Environment (3 credits)
- ED 4799 The Professional Teacher (1 credit)
- HLTH 3400 Health and Drugs in Society (2 credits)
- ED 4737 Content Area Reading (3 credits)

COMPLETE 12 CREDITS OF THE FOLLOWING COURSE
- ED 4830 Student Teaching – Secondary (1-12 credits)
BSU Curriculum Forms

Form 8
Updated: 09.18.15

Signatures

Mr. Lyle Meulebroeck  Asst. Professor/Department Chair  5/31/2018
Proposer  Title  Date

Mr. Lyle Meulebroeck  The School of Technology, Art & Design  5/31/2018
Chair or Director  Department or Program  Date

Timothy Goodman  Professional Education  6/10/18
Chair or Director  Department or Program  Date

Note: "All departmental recommendations [on curriculum] must be reviewed and approved by the department's faculty."--IFO/MnSCU Master Agreement 2009-2011, 20.A.3 (p. 80).

At this point, packet goes to Records Office/Curriculum Coordinator to be logged in to the Curriculum Proposal Progress Grid.

Bonnie Higgins  College of Business, 5-31-18
Dean / College / Date

Kennedy Westhoff / Academic Affairs for Jim Bartl  6-17-18
Dean / College / Date

Note: If proposal is sent back to the Proposer, please notify the Curriculum Coordinator. If approved, packet goes to Academic Affairs Office.
Hi Lyle,

Attached are the pages from the 2007 Accreditation Binder.

The first three pages are the I-C Matrix which lists the standards and the rest are syllabi for the courses. Unfortunately, the matrix doesn't show where the standards are met... but the syllabi do show which standards are met in the courses.

Aspen Easterling
Advising Coordinator and Certification Officer
Department of Professional Education
Bemidji State University, Bensen Hall 331
(218) 756-7961

StrengthsQuest: Learner, Empathy, Developer, Relator & Achiever

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From: Timothy Goodwin
Sent: Monday, December 12, 2016 8:36 AM
To: Lyle Meulebroek <LMeulebroek@bemidjistate.edu>; Aspen Easterling <AEasterling@bemidjistate.edu>
Subject: RE: Technical Education courses

Let's meet in my office. That will insure I'm here for a student meeting at 10.

Bensen 318 (across from main ed office on 3rd floor)

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From: Lyle Meulebroek
Sent: Monday, December 12, 2016 8:34 AM
To: Timothy Goodwin <TGoodwin@bemidjistate.edu>; Aspen Easterling <AEasterling@bemidjistate.edu>
Subject: RE: Technical Education courses

I can come over, where would you like to meet?

Lyle

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From: Timothy Goodwin
Sent: Monday, December 12, 2016 7:56 AM
To: Aspen Easterling <AEasterling@bemidjistate.edu>; Lyle Meulebroek <LMeulebroek@bemidjistate.edu>
Subject: RE: Technical Education courses

Yes

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From: Aspen Easterling
Sent: Sunday, December 11, 2016 12:08 PM
To: Lyle Meulebroek <LMeulebroek@bemidjiSTATE.edu>; Timothy Goodwin <TGoodwin@bemidjiSTATE.edu>
Subject: RE: Technical Education courses

That works for me...

Aspen Easterling
Advising Coordinator and Certification Officer
Department of Professional Education
Bemidji State University, Benson Hall 331
(218) 755-3781

StrengthsQuest: Learner, Empathy, Developer, Relator & Achiever

From: Lyle Meulebroek
Sent: Saturday, December 10, 2016 12:31 PM
To: Timothy Goodwin <TGoodwin@bemidjiSTATE.edu>; Aspen Easterling <AEasterling@bemidjiSTATE.edu>
Subject: RE: Technical Education courses

Would Tuesday morning @ 9:00 work for both of you?

Thanks,
Lyle

From: Timothy Goodwin
Sent: Tuesday, December 06, 2016 11:12 AM
To: Aspen Easterling <AEasterling@bemidjiSTATE.edu>; Lyle Meulebroek <LMeulebroek@bemidjiSTATE.edu>
Subject: RE: Technical Education courses

Tuesday or Wednesday would be the best days for me. Right now those are open except noon on Wednesday.

From: Aspen Easterling
Sent: Tuesday, December 6, 2016 8:47 AM
To: Lyle Meulebroek <LMeulebroek@bemidjiSTATE.edu>; Timothy Goodwin <TGoodwin@bemidjiSTATE.edu>
Subject: RE: Technical Education courses

Hi Lyle,

I’m not sure about Tim’s schedule, but I’ll give the times I’m available:

Monday between 8:30am-2:30pm
Tuesday all day
Wednesday between 8:30am – 11:30am
I’m out of the office Thursday and Friday.

Aspen Easterling
Advising Coordinator and Certification Officer
Department of Professional Education
Bemidji State University, Benson Hall 331
(218) 755-3781
From: Lyle Meulebroek  
Sent: Tuesday, December 06, 2016 8:38 AM  
To: Timothy Goodwin <TGoodwin@bemidjistate.edu>; Aspen Easterling <AEasterling@bemidjistate.edu>  
Subject: RE: Technical Education courses

Good Morning Tim and Aspen,

Would both of you have some time next week to meet for about a half hour or so for some discussion on the Tech Ed program. I have some questions regarding a starting point to get it rolling and not familiar with the MN MDE/BCT system.

I realize it is finals week and everyone is busy.

Thank you,
Lyle

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From: Timothy Goodwin  
Sent: Wednesday, September 28, 2016 9:56 AM  
To: Lyle Meulebroek <LMeulebroek@bemidjistate.edu>, Michael Anderson <MAnderson@bemidjistate.edu>, Bonnie Higgins <BHiggins@bemidjistate.edu>  
Cc: Aspen Easterling <AEasterling@bemidjistate.edu>; Troy Gilbertson <TGilbertson@bemidjistate.edu>  
Subject: RE: Technical Education courses

Okay then, I think we then don’t have to go through curriculum review process with BSU/MNSCU since all classes are on the books?

I think the next step is to make a plan to put together package to be reviewed by MN MDE/BCT.

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From: Lyle Meulebroek  
Sent: Tuesday, September 27, 2016 5:24 PM  
To: Timothy Goodwin <TGoodwin@bemidjistate.edu>, Michael Anderson <MAnderson@bemidjistate.edu>, Bonnie Higgins <BHiggins@bemidjistate.edu>  
Subject: Technical Education courses

Good Afternoon,

I have good news regarding the methods courses that were/new required for the TADT technical education program we discussed yesterday. They were/and still are on the TADT program list. Bridget Tews in records assisted in updating the courses, Thanks to her!

See the attached document and website to view the courses.

Lyle

Lyle Meulebroek
Instructional Department Chair
The School of Technology, Art & Design
Coordinator, Applied Engineering Program
Bemidji State University
233 Bridgeeman Hall
Meulebroeck, Lyle R

From: Goodwin, Timothy E
Sent: Tuesday, May 22, 2018 11:42 AM
To: Barta, Jim J; Pickle, Roxanne W; Meulebroeck, Lyle R
Subject: RE: Technology RIPA

Reading my emails from bottom up. About the 40 hours vs 50 hours. Mandy and I talked with Michelle last week and cleared this up regarding the returned science programs. To fix it in the SEP we have to resubmit the K-12 SEP sequence with new syllabi attached to them. She wants us to do that with the renewal. There is no way to put in two different field experience totals for a course (that shows on the course sequence page). So we will have to list separate elementary and K-12 programs, with each properly representing the 40 hours. That’s the best solution we could come up with. Michelle was hoping to find a better solution.

Michelle wants us to submit the K-12 SEP program early to attach it to the technology RIPA, but if I did that right now, I’d be submitting the program for renewal without any changes to the alignment of standards to assessments/activities as I don’t have that updated information from faculty. The only thing I would be changing would be the field experience for 3100 and 3350 and adding those two new syllabi. Not sure that is what she would want us to do with the K-12 SEP program renewal.

I’ve got that question out to Michelle now. Awaiting a reply.

From: Barta, Jim J
Sent: Tuesday, May 22, 2018 10:25 AM
To: Pickle, Roxanne W <Roxanne.Pickle@bemidjistate.edu>; Meulebroeck, Lyle R <Lyle.Meulebroeck@bemidjistate.edu>; Goodwin, Timothy E <Timothy.Goodwin@bemidjistate.edu>
Subject: Re: Technology RIPA

Thanks a bunch, Roxanne. I would LOVE to keep this moving!
Thank you.

Jim Barta, Dean
College of Health Sciences and Human Ecology
1500 Bemidji Drive NE #277
Bemidji, Minnesota 56601 – 2699
(218) 755 - 1985

From: "Pickle, Roxanne W" <Roxanne.Pickle@bemidjistate.edu>
Date: Tuesday, May 22, 2018 at 10:04 AM
To: "Barta, Jim J" <Jim.Barta@bemidjistate.edu>, "Meulebroeck, Lyle R" <Lyle.Meulebroeck@bemidjistate.edu>, "Goodwin, Timothy E" <Timothy.Goodwin@bemidjistate.edu>
Subject: RE: Technology RIPA

Sorry, folks. I didn’t scan down. I see that we need an updated Attestation and we need to check our SEP sequence.

Jim, the current SEP sequence on EPPAS for conventional programs shows 40 hours. We reported 50 in the Tech program.
Don't we have 50 hours in the SEPs? If so, could Mandy or you go into EPPAS and change that under the SEPs all programs? Right now it only shows 40 hours.

Once that is done, we can resubmit the Tech program. All these need is a new Attestation, which we are getting, and the SEPs to show 50 hours.

Thank you.

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From: Barta, Jim
Sent: Tuesday, May 22, 2018 9:40 AM
To: Meulebroeck, Lyle R <Lyle.Meulebroeck@bemidjistate.edu>
Cc: Pickle, Roxanne W <Roxanne.Pickle@bemidjistate.edu>
Subject: RE: Technology RIPA

Lyle, it is. Once I get the "green light" from Roxanne I review and sign off.

Thank you.

---

Jim Barta, Dean
College of Health Sciences and Human Ecology
1500 Birchmont Drive NE #27
Bemidji, Minnesota 56601 – 2699
(218) 755 - 2965

From: "Meulebroeck, Lyle R" <Lyle.Meulebroeck@bemidjistate.edu>
Date: Tuesday, May 22, 2018 at 9:37 AM
To: "Goodwin, Timothy E" <Timothy.Goodwin@bemidjistate.edu>, "Sandler, Michelle (PELSB)" <michelle.sandler@state.mn.us>, "Barta, Jim J" <Jim.Barta@bemidjistate.edu>
Subject: Re: Technology RIPA

Dr. Barta,

Would it be your responsibly to sign the fiscal attestation form?

Thanks,
Lyle

From: Goodwin, Timothy E
Sent: Tuesday, May 22, 2018 9:02 AM
To: Sandler, Michelle (PELSB) <michelle.sandler@state.mn.us>, Barta, Jim J <Jim.Barta@bemidjistate.edu>
Cc: Meulebroeck, Lyle R <Lyle.Meulebroeck@bemidjistate.edu>
Subject: RE: Technology RIPA

I can send an email to those teaching the SEP courses to send me (and Mandy) their syllabus for fall as soon as it is done and then we can get EPPAS updated and submit. That should still give plenty of time for initial review of the technology RIPA shouldn't it?

From: Sandler, Michelle (PELSB) <michelle.sandler@state.mn.us>
Sent: Tuesday, May 22, 2018 8:32 AM
Good morning,

This would include making all the changes for the K-12 SEP - syllabi, updating matrices as necessary, etc.

Michelle

From: Goodwin, Timothy E (mailto:Timothy.Goodwin@bemidjistate.edu)
Sent: Tuesday, May 22, 2018 8:28 AM
To: Sander, Michelle (PELSB) <michelle.sander@state.mn.us>; Barta, Jim J <Jim.Barta@bemidjistate.edu>
Cc: Meulebroeck, Lyle R <Lyle.Meulebroeck@bemidjistate.edu>
Subject: RE: Technology RIPA

Michelle, would this mean that we have to also make any other changes (such as changing the activity aligned to a standard) and the course syllabi for all the other courses as well at this time, or could we still make some of those changes in the fall for the rest of the K-12 SEP program?

From: Sander, Michelle (PELSB) <michelle.sander@state.mn.us>
Sent: Monday, May 21, 2018 3:24 PM
To: Goodwin, Timothy E <Timothy.Goodwin@bemidjistate.edu>; Barta, Jim J <Jim.Barta@bemidjistate.edu>
Cc: Meulebroeck, Lyle R <Lyle.Meulebroeck@bemidjistate.edu>
Subject: Technology RIPA

Good afternoon,

I see that the new Technology RIPA that you have submitted is attached to the SEP K-12 all license areas. Would you be able to renew just your SEP K-12 all license areas early to show that there are 50 field experience hours in this SEP (that would involve 1. Changing the hours in EPPAS AND 2. Uploading the new syllabi)?

We need a new fiscal attestation signed and uploaded. I will return the application to “in progress,” so you can do this.

Otherwise, this RIPA looks like it is ready for an external review.

Let me know if you have any questions.

Michelle Sander, Teacher Education Specialist
Minnesota Professional Educator Licensing and Standards Board
1500 Highway 36 West
Roseville, MN 55113-4655
651.539.4183 | Main Line: 651.539.4200 | mnl.gov/peelsb

MINNESOTA
PROFESSIONAL EDUCATOR
LICENSING AND STANDARDS BOARD
Request User Log-In to Access
Educator Preparation Program Approval System (EPPAS)

ROLES:
1. Verifier: Only the designated unit leader will be assigned this role. It allows the user to view all licensure program approval request data, provide verification of all program applications and faculty qualifications and submit applications to the Minnesota Board of Teaching for approval. This user will also be assigned all functionality associated with the role of the Data Entry user.

2. Data Entry: Allows access to view, add/edit and upload licensure program approval request data for the program provider.

Authorized User

First & Last Name: Troy Gilbartson
Title: Dean of Professional Education
Email: tgbartson@bsu.edu
Telephone: 218-755-285

Authorized to Access

Bonnie Higgins
Dean, College of Business

Lyric Meuleneck
Faculty: Department of Technology, Art & Design

I authorize permission to be granted to the staff identified above to access the Educator Preparation Program Approval System with the rights associated with the user role associated with their name.

I understand that any login or password instructions issued are for the assigned user's exclusive use pursuant to this agreement and are not to be shared with or delegated to others. I understand my responsibility to maintain procedures within my office that safeguard system access.

Unit Leader Signature: [Signature]
Date: 5-22-217

Name of Institution/Organization: Bemidji State University
Meulebroeck, Lyle R

From: Goodwin, Timothy E
Sent: Tuesday, May 22, 2018 3:06 PM
To: Sandler, Michelle (PELSR); Barta, Jim J
Cc: Meulebroeck, Lyle R; Pickle, Roxanne W
Subject: RE: Technology RIPA

Oh, I think what I will do is update the K-12 SEP program using syllabi from this past spring as those are the most recent and will give me the most accurate matrices/standard alignment. This program will then show the proper 50 hours of field experience in the two SEP courses.

I will do the new elementary SEP program showing the 20 hours in ED 3300 and ED 3350 in the fall after faculty return. If there are any updates to the matrices and how standards are met in courses we can make sure it is most current in the elementary program and update the K-12 one if necessary. No standards are moving, just maybe different assessments may be used in the courses.

From: Sandler, Michelle (PELSR) <michelle.sandler@state.mn.us>
Sent: Tuesday, May 22, 2018 1:49 PM
To: Goodwin, Timothy E <Timothy.Goodwin@bemidjistate.edu>; Barta, Jim J <Jim.Barta@bemidjistate.edu>
Cc: Meulebroeck, Lyle R <lyle.Meulebroeck@bemidjistate.edu>
Subject: RE: Technology RIPA

We recommend that RIPA's be submitted prior to August 31 if possible. Since I have already audited the Technology RIPA, it will be ready for an external review once you have made the requested changes and have resubmitted.

From: Goodwin, Timothy E <Timothy.Goodwin@bemidjistate.edu>
Sent: Tuesday, May 22, 2018 9:02 AM
To: Sandler, Michelle (PELSR) <michelle.sandler@state.mn.us>; Barta, Jim J <Jim.Barta@bemidjistate.edu>
Cc: Meulebroeck, Lyle R <lyle.Meulebroeck@bemidjistate.edu>
Subject: RE: Technology RIPA

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From: Sandler, Michelle (PELSR) <michelle.sandler@state.mn.us>
Sent: Tuesday, May 22, 2018 8:52 AM
To: Goodwin, Timothy E <Timothy.Goodwin@bemidjistate.edu>; Barta, Jim J <Jim.Barta@bemidjistate.edu>
Cc: Meulebroeck, Lyle R <lyle.Meulebroeck@bemidjistate.edu>
Subject: RE: Technology RIPA

Good morning,

This would include making all the changes for the K-12 SEP – syllabi, updating matrices as necessary, etc.

Michelle
From: Goodwin, Timothy E <timothy.Goodwin@bemidjistate.edu>
Sent: Tuesday, May 21, 2019 8:23 AM
To: Sandler, Michelle (PELSB) <michelle.sandler@state.mn.us>; Barta, Jim <Jim.Barta@bemidjistate.edu>
Cc: Meulebroeck, Kyle R <Kyle.Meulebroeck@bemidjistate.edu>
Subject: Re: Technology RIPA

Michelle, would this mean that we have to also make any other changes (such as changing the activity aligned to a standard) and the course syllabus for all the other courses as well at this time, or could we still make some of those changes in the fall for the rest of the K-12 SEP program?

From: Sandler, Michelle (PELSB) <michelle.sandler@state.mn.us>
Sent: Monday, May 20, 2019 3:24 PM
To: Goodwin, Timothy E <Timothy.Goodwin@bemidjistate.edu>; Barta, Jim <Jim.Barta@bemidjistate.edu>
Cc: Meulebroeck, Kyle R <Kyle.Meulebroeck@bemidjistate.edu>
Subject: Technology RIPA

Good afternoon,

I see that the new Technology RIPA that you have submitted is attached to the SEP K-12 all licensure areas. Would you be able to renew just your SEP K-12 all licensure areas early to show that there are 50 field experience hours in this SEP (that would involve 1. Changing the hours in CPPAS AND 2. Uploading the new syllabus)?

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Let me know if you have any questions.

Michelle Sandler, Teacher Education Specialist
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