Packet Contents

1.1 Summary

Program Modification

1.2 Professional Education majors
Change Entrance cumulative GPA requirement from 3.0 to 2.5
Change cumulative GPA for ED/SPED prefixed course requirement from 3.0 to 2.5

1.6 Signatures
BSU Curriculum Forms
Form 1
Curriculum Modification Summary

College: Arts, Education and Humanities
Department: Professional Education
Proposer: Porter Coggins
Proposer’s position: Chair
Program: Professional Education Entry Requirement GPA

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.):

Proposal:
1. Return the Professional Education General Entry Requirements to GPA of 2.5 as previously required in catalog year 2015-2016.
2. Leave all other general entry requirements as stated in the most current catalog.
3. Revise the exit GPA requirement for ED/SPED prefixed courses from 3.0 to 2.5.

Rationale:
1. Prior to catalog year 2016-2017, the GPA admissions requirement was 2.5.
2. Currently, all teacher licensure content degrees require a 2.5 GPA (Health Ed, Music Ed, Math Ed, English Ed Phy Ed, all Sci Ed),
3. On 10 April 2019, the Department of Professional Education passed a motion (13-1) to change the GPA back to 2.5 as stated in the 2015-2016 catalog.
4. A GPA of 2.5 better aligns with one or more of the Mission Goals of Bemidji State University as outlined by President Hensrud in the opening address on 20 August 2019.
5. The Department of Professional Education is no longer seeking accreditation from CAEP; CAEP required a GPA of 3.0.
6. The department has developed a wholistic admissions evaluation rubric that ensures each application is evaluated individually. A draft is included in this documentation.
7. The Department of Professional Education would like the exit ED/SPED prefixed course GPA to match the entrance GPA of 2.5 and the cumulative major GPA’s of 2.5.

Modifications proposed (specify number of each):
____ Course Modification(s) (form 2)
____ New Course(s) (form 3)
____ Course Drop(s) (form 4)
X Program Modification(s) (form 5)
____ 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 5
Program Modification Form

Program to be modified: Professional Education Entry Requirement GPA

List all proposed change(s):
Return the Professional Education General Entry Requirements to GPA of 2.5 as previously required in catalog year 2015-2016. Revise the exit GPA requirement for ED/SPED prefixed courses from 3.0 to 2.5.

Reason(s) for the change(s):
1. Prior to catalog year 2016-2017, the GPA admissions requirement was 2.5,
2. Currently, all teacher licensure content degrees require a 2.5 GPA (Health Ed, Music Ed, Math Ed, English Ed Phy Ed, all Sci Ed),
3. On 10 April 2019, the Department of Professional Education passed a motion (13-1) to change the GPA back to 2.5 as stated in the 2015-2016 catalog.
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Note: In order to avoid hidden prerequisites, if a course is being dropped from this program (but not from the entire curriculum), please check for which remaining courses may include this dropped course as a prerequisite. Course prerequisites may be found in the online catalog (http://www.bemidjistate.edu/academics/catalog/). Remedies for hidden prerequisites may be found under Curriculum Forms at (http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/).

Note: If a course from another department/program was either added to or dropped from this program, please notify the chair/coordinator of that course's department/program and indicate the following:
The course’s home department/program was notified of the addition or dropping of their course(s) on _________ (date) by _______________ (mail, email, or phone).

Please check one of the items below:
_YES_ Comments were received within one week of the notification, and are attached on the next page.

Note: If this is a joint program, the signatures of both department chairs (and both deans, if different colleges) must be provided.
Alert: Attach a copy of the current program showing the marked changes. Please copy the current program from the online catalog (http://www.bemidjistate.edu/academics/catalog/) and paste it into Word. Then use either the Track Changes feature under Tools, or the underline and strikethrough Font feature under Format. (Please note that the Track Changes feature may be easily switched on and off by holding down the Ctrl+Shift+E keys.)
Current Entry/Exit Requirements with marked changes:
Professional Education

For All Education Majors
General Entry Requirements

A completed basic skills test, or equivalent (approved by Minnesota Board of Teaching) taken and on file.

30 semester credits completed
3.0 2.5 cumulative GPA

General Exit Requirements

A minimum GPA of 3.0 2.5 in professional education/special education courses. Signed forms by the cooperating teacher and the faculty supervisor that the student has satisfactorily completed student teaching for each licensure sought.

An acceptable score on standardized professional field competency assessments.
FEEDBACK COMMENTS:
The department content coordinators and chairs of science, music, math, English, and physical education/health were asked to comment on the proposed change. The following comments were received in reply.

- “Does seem contrary to our intended accomplishments BUT this is reality and lots of students don’t have the 3.0. Just takes one “off” semester to ruin your GPA. Janice” (Music Ed) 21 Feb 2020
- “Hello, Porter, I wholeheartedly support these changes. Based upon what I have read and everything that I have learned, this only makes sense...Regards, Steve” (Music Ed) 21 Feb 2020
- “I already responded to Porter, didn’t realize I should also share my insight with the group since I am across campus and do not always get to meet with you. I will add a bit more info here to share some recent situations that have come up with PE and Health students. First off, I do want to say that I have been and am in full support of the 3.0 requirements of the ED program. I have always supported the notion that having a high bar and expectations for our program pushes our students to excel and commit themselves to their education if they want to go into the teaching profession. In fact, I have felt proud that we as a program expect them to have a 3.0 for admittance—even if it was for accreditation requirements as well. Over time however, there have been some situations and thoughts that have provoked me to feel the need for a change in requirements—especially in my major specifically if I want to sustain enrollment and retention. I will summarize a few points as I do not want to make this too long: 1. Just recently I have had 2 students who are being forced by their parents to research other institutions and their ED program requirements. Their GPA’s are 2.7 and 2.8 and will not be able to proceed with courses. So far one has applied at St Cloud State as he was advised he will be admitted to the program with his current GPA. In both cases, these two are great students and will be even better teachers. Their GPA does not reflect their ability to demonstrate effective instructional methods and teaching skills. This worries me because I do not want it to be a trend for the students who are just under the 3.0 requirement in my program—especially when they hear other students are doing it. 2. I am commenting specifically in my content area here, but most if not all of my K-12 PE majors are double majoring with Health and a DAPE minor. In order to do this they are taking the maximum of 18 credits in their last three to four semesters, as well as being required to get anywhere between 30 – 80 practicum hours in the semester. This is a demanding workload, while trying to maintain the 3.0. They have the ability to obtain a 3.0, but their demanding workloads may cause for slip below 3.0 at any given time. I am sure there are other content areas who have students in the same scenario. 3. PE and Health specific major GPA requirement is a 2.5. This creates a disconnect with the current ED program requirements and is deceiving to future student prospects looking into the program. There is a need to align the two no matter what it is changed to. Again, I am all about having high expectations for our students in our program......however there seems to be a need to change for many reasons. Whether it is somewhere in the range of 2.5-2.8, I am in favor of this happening as soon as possible before the loss of good students takes place. Shannon” (Phy Ed, Health Ed) Sun 2/23/2020
- “I understand the Education Department’s rationale for this decision. Now that the Ed program has moved away from CAEP accreditation, the 3.00 requirement is not a necessity. However, I would like to voice my disagreement. I strongly support a higher GPA requirement, at least as far as it pertains to the Social Studies Ed majors. It has been my observation that almost all of the Social Studies majors were able to meet 3.00 requirement without delaying their graduations, including those who had arrived with
transfer credit from community colleges. The 3.00 encourages the Social Studies majors to "step up their game," rather than serving as a significant barrier to advancement. Those Social Studies ed majors who have had difficulty meeting this requirement have given me reservations about their mastery of course content. Given that the Social Studies Ed content courses are primarily 1000 and 2000-level courses (due to the breadth of knowledge required by PELSB), those students only who have a 2.6 or 2.7 raise concerns. I would be in favor splitting the difference between the old GPA requirement and the new one implemented in 2017. A requirement of 2.75 or 2.80 seems like a reasonable requirement for admission into the Ed program. It would also align with the Mission Goals of Bemidji State University as outlined by President Hensrud, while also setting a bar that would encourage majors to "raise their game."”

John E. Social Studies Ed (Sun 2/23/2020)

• “The 2.5 already is a high standard in STEM fields – math, biology, and chemistry all have 2.25 as the GPA requirement for our majors. Our math ed requirement is 2.5 in our department, so it’s already a step up from the regular math majors. We frequently have students leave math and math ed due to their low GPAs; however, when I consider what they will be teaching in the K-12 system their mathematical knowledge is well beyond what is necessary to teach most high school courses. Add to that STEM fields are facing a large teacher shortage nationwide, which is hitting here in MN as well. I received an email two weeks ago from a local superintendent looking for two math teachers for her high school – one is leaving mid-year and another needs a long term sub but they can’t find any qualified applicants. Raising the GPA requirement for entry means there will be an even tighter supply. In math we frequently see students earning C, D, and F grades in our calculus courses. I see students similar to the ones Shannon mentioned who plan to (and do) transfer elsewhere pretty often – but my favorite is one who was looking at transferring to OUR OWN online program (D-LITE) because we require a 2.5 GPA there! Currently there are 12 students in the elementary ed block and I’ve heard a rumor that this is the lowest number since 1919. Somehow students are voting with their feet and part of it may be the GPA requirement. Reading John and Shannon’s comments we certainly have great diversity in the programs and perhaps there should be different requirements for the disciplines (but I don’t want to make Aspen’s job impossible).”

Todd Math Ed (Mon 2/24/2020)

• “I was fine with the 2.5 average and remain so. I’ve seen some fine teachers who for various reasons had GPA’s under 3. Mark” Mark English Ed (Mon 2/24/2020) “I too had responded previously to Porter. To be succinct, I don’t think that there is anyone who would argue against wanting high standards. However, in viewing the situation comprehensively, and especially considering enrollment and retention issues, I support the proposal to return to the 2.5 GPA. It makes the most sense to me. Regards, Steve”

Music Ed (Mon 2/24/2020).
BSU Curriculum Forms

Form 8
Updated: 09.18.15

Signatures

Porter Coggins, Chair Professional Education, 21 February 2020
Proposer / Title / Date

Porter Coggins / Professional Education / 21 February 2020
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.

Jim Barta / Individual and Community Health / 3.30.2020
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.