



BEMIDJI
STATE UNIVERSITY

Teacher Candidate Handbook

Undergraduate and Graduate Teacher Preparation Programs

Bemidji State University

Office of Teacher Education

Updated January 2025

TABLE OF CONTENTS

WELCOME	5
HANDBOOK UPDATES	7
STANDARDS AND STRUCTURE	9
CONCEPTUAL FRAMEWORK	9
BSU TEACHER PREPARATION PROGRAMS	10
STANDARDS-BASED TEACHER EDUCATION.....	11
CODE OF ETHICS.....	12
ACCREDITATION	12
SHARED GOVERNANCE COMMITTEE.....	13
OFFICE OF TEACHER EDUCATION ORGANIZATIONAL CHART	13
ADMISSION, PROGRESSION, RETENTION AND CONCERNS	14
ADMISSION CRITERIA AND DEADLINE	14
COURSE SUBSTITUTION/TRANSFER COURSEWORK POLICY	14
RETENTION POLICY	15
COMPLETION OF PROGRAM	15
ADVISING PROCESS AND RESPONSIBILITIES	15
COMMUNICATION AND TECHNOLOGY	16
STUDENT LEARNING & LICENSURE (SL&L) BY WATERMARK	17
KEY ASSESSMENTS.....	17
SCHOLARSHIPS	18
SOCIAL MEDIA POLICY.....	18
PROFESSIONAL DISPOSITIONS.....	19
NAVIGATE	20
SUCCESS PLAN	21
REMOVAL FROM PROGRAM.....	21
CANDIDATE CONCERNS & GRIEVANCES.....	21
CLINICAL EXPERIENCES	24
LIABILITY INSURANCE AND BACKGROUND CHECKS	24
FIELD EXPERIENCE COURSES	25
FIELD EXPERIENCE LOG.....	25
STUDENT TEACHING	25

DRESS CODE FOR CLINICALS.....	26
REMOVAL FROM A CLINICAL EXPERIENCE.....	26
GRADUATION AND LICENSURE.....	27
GRADUATION PLANS.....	27
LICENSURE TESTING REQUIREMENTS	27
APPLYING FOR LICENSURE	28
LICENSING RECOMMENDATIONS POLICY.....	28
CAREERS IN TEACHING	29
CAMPUS/CONVENTIONAL PATHWAY	30
ADMISSION.....	30
RETENTION	30
COMPLETION	31
FIELD EXPERIENCE COURSES	31
PEDL - DLITE AND FASTRACK PATHWAYS	33
HISTORY OF PEDL	33
COMMUNICATION AND RESOURCES	34
ADMISSION.....	34
PROGRAM.....	35
ADVISING.....	37
MENTOR MODEL.....	37
RETENTION	39
COMPLETION	41
FIELD EXPERIENCE COURSES	41
SPECIAL EDUCATION PATHWAY.....	43
ADMISSION.....	43
PROGRAM.....	43
RETENTION	44
COMPLETION	45
FIELD EXPERIENCE COURSES	45
INTERNSHIP.....	45
ADD-ON LICENSURE PATHWAY	46
ADMISSION.....	46

PRACTICUM CHECKPOINTS	46
COMPLETION	46
CANDIDATE RESOURCES.....	48
APPENDICES.....	49
APPENDIX A	50
APPENDIX B	52
APPENDIX C	53
CANDIDATE RECEIPT AND ACKNOWLEDGEMENT.....	54

WELCOME

Welcome, and thank you for choosing one of Bemidji State University's teacher preparation programs!

Bemidji State University is located on Lake Bemidji in Northern Minnesota. In 1919, Bemidji State Normal School began its first regular school year with 38 students. The school was chartered by the Minnesota State Legislature in response to a growing need for public school teachers, and teacher training was its primary curriculum. Then, in a pattern familiar to rural American higher education, in 1921 Bemidji Normal School became Bemidji State Teachers College and offered a 4-year degree in Professional Education.

Time passed with new programs added to the offerings and, in 1957, Bemidji State Teachers College was renamed Bemidji State College. Later, in recognition of its growing role as a regional, comprehensive educational institution, in 1975 Bemidji State College became Bemidji State University (BSU).

Today, BSU offers over twenty teacher preparation programs across various methods of delivery, such as in-person, online and asynchronous. BSU has five different teacher preparation tracks:

- ***Campus/Conventional***: the elementary, secondary, and K-12 programs delivered primarily in-person although sometimes online;
- ***DLiTE***: the elementary online cohort program,
- ***FasTrack***: the secondary and K-12 online cohort program;
- ***Special Education***: online programs;
- ***Add-On Licensure***

If unsure of their program track, teacher candidates are recommended to reach out to their faculty advisor. The curriculum in the education program is designed to prepare and challenge teacher candidates to become successful educators, and teacher candidates are expected to take an active role in their education.

This *Teacher Candidate Handbook* is intended to provide the teacher candidate with the information needed to successfully complete a teacher preparation program at BSU. The handbook applies for each academic year and is updated and posted on BSU's website annually by the Office of Teacher Education (OTE) in collaboration with the teacher preparation programs. **Each student is responsible for knowing the contents in this handbook.**

In addition to this and other written resources, faculty advisors and OTE staff are an invaluable source of information and guidance. Each teacher candidate is assigned an advisor who is prepared to assist with the development of Plans of Study. Each teacher candidate is encouraged to meet with their advisor regularly to ask questions and ensure successful completion of a teacher preparation program. The OTE staff are available to answer questions related to clinical experiences, licensing, testing, and more. Please feel free to reach out to these staff members with any questions.

BSU's Office of Teacher Education and teacher preparation programs wish each teacher candidate success on their educational journey!

A member of the colleges and universities of Minnesota State, Bemidji State University is an affirmative action, equal opportunity educator and employer. Bemidji State University is committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission as defined by law. Inquiries regarding compliance, rights and other information may be addressed to the Assistant of the President for Affirmative Action & Accreditation at 218-755-4121.

Upon request this document can be made available in alternate formats. Please contact the Accessibility Services Office at Bemidji State University at 218-755-3883 or email accessibility@bemidjistate.edu.

HANDBOOK UPDATES

This edition of the *Bemidji State University Teacher Candidate Handbook* improves on the previous version through several additions and clarifications. The highlights of these changes are:

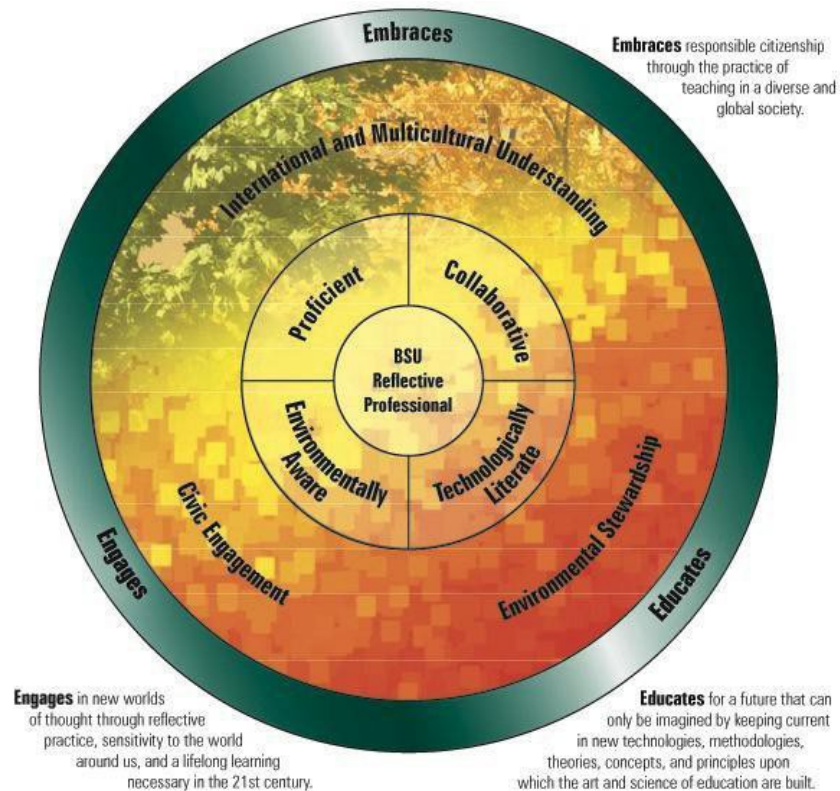
- 1/2025 Update: The **Student Learning & Licensure (SL&L) by Watermark** section was updated to include the Final Grade Submission Policy, approved by APLE on 10/11/2023.
- 9/2024 Update: The **Student Teaching** section was updated to include the Completion of Coursework Prior to Student Teaching Policy, approved by APLE on 9/12/2024.
- 9/2024 Update: The **Licensure Testing Requirements** section was updated to include the revised edTPA Remediation and Resubmission Policy, approved by APLE on 8/22/2024.
- 7/11/2024: Website links were updated throughout various sections of the handbook.
- 3/19/2024 Update: The **Retention Policy** section was updated to include the Two Failing Grades Policy, originally missed when creating this handbook.
- 1/10/2024 Update: The **Student Teaching** section was updated to include the Student Teaching Placement Policy, approved by APLE on 11/15/2023.
- 1/10/2024 Update: The **Practicum Checkpoints** section was updated to include the Additional Licensure Checkpoints webpage link.
- Addition of Programs in the **BSU Teacher Preparation Programs** sections: Career and Technical Education: Communications Technology (Conventional); Career and Technical Education: Construction (Conventional); Music: Instrumental (FasTrack); Music: Vocal (FasTrack)
- Addition of Key Assessment #3 in the **Key Assessments** section: Career and Technical Education Communications Technology and Construction: Career & Technical Education Professional Portfolio (TADT 4888)
- Addition of CTE licensure requirements in the **Licensing Recommendations Policy** section.
- Addition of CTE Admission and Completion Requirements in the **Admission and Completion** sections of the Campus/Conventional Pathway.
- Addition of CTE Field Hours in the **Field Hours** section of the Campus/Conventional Pathway.
- The Music Conventional and FasTrack Key Assessment courses and field hours were updated in the **Key Assessments** section and the **Field Experience Courses** section of the Campus/Conventional Pathway and FasTrack Pathway.
- The FasTrack Educational Psychology course number was updated to ED 6107 in the **Field Experience Courses** section of the FasTrack Pathway.
- Special Education field hours were updated in the **Field Experience Courses** section of the Special Education Pathway.
- Addition of all Add-On Licensure **Admission, Practicum Checkpoints and Completion** sections within the Add-On Licensure Pathway.

- The course substitution/transfer course policy was clarified in the **Course Substitution/Transfer Coursework Policy** section.
- Removal of all MTLE test information from the **Licensure Testing Requirements** section and throughout the handbook.
- *Starfish*, BSU's prior student success platform, was updated to *Navigate* throughout the handbook.
- The *Admission and Retention Committee* was renamed the *Student Success and Retention Committee* to resemble committee duties and responsibilities more closely. This change was made throughout the handbook.
- A Student Teaching Success Plan was developed and added to the **Success Plan** and **Appendices** sections.
- Special Education Program Coordinator and contact information was updated throughout the handbook.
- PEDL Program Manager and contact information was updated throughout the handbook.

STANDARDS AND STRUCTURE

CONCEPTUAL FRAMEWORK

Conceptual Framework: Teacher as Reflective Professional



Bemidji State University's Teacher Preparation Programs' central aim is to produce effective teachers who are reflective professionals and champions of multicultural understanding, civic engagement, and environmental stewardship.

In order to achieve these aims, all programs adhere to an inquiry-based model that focuses on both theory and classroom application. The curriculum examines the educational theories of such scholars as Bloom, Dewey, Gardner, Vygotsky and Piaget as well as their application to teaching, as articulated by Danielson, Darling-Hammond, Maslow and Presky, among others. The Standards of Effective Practice serve as the outline for course articulations, so that programs can accurately and effectively assess candidates' progress.

More information on the Conceptual Framework can be found on the Office of Teacher Education's [Conceptual Framework](#) webpage.

BSU TEACHER PREPARATION PROGRAMS

Please consult with your advisor to create a Plan of Study that will lead to the completion of a program and recommendation for licensure. It is possible to pursue teacher licensure at Bemidji State University in the following teacher preparation programs:

Program	Scope of Licensure	Program Track(s)
Career and Technical Education: Communications Technology	Grades 7-12	Campus/Conventional (Online)
Career and Technical Education: Construction	Grades 7-12	Campus/Conventional (Online)
Communication Arts and Literature/English	Grades 5-12	Campus/Conventional FasTrack
DAPE Endorsement	PreK-Age 21 (Grade 12)	Campus/Conventional (Online)
Elementary Education	Grades K-6	Campus/Conventional DLiTE
Health Education	Grades 5-12	Campus/Conventional FasTrack
Mathematics Education	Grades 5-12	Campus/Conventional FasTrack
Middle Level Comm. Arts & Lit Endorsement	Grades 5-8	Campus/Conventional DLiTE
Middle Level Math Endorsement	Grades 5-8	Campus/Conventional DLiTE
Middle Level Science Endorsement	Grades 5-8	Campus/Conventional DLiTE
Middle Level Social Studies Endorsement	Grades 5-8	Campus/Conventional DLiTE
Music: Instrumental	Grades K-12	Campus/Conventional FasTrack
Music: Vocal	Grades K-12	Campus/Conventional FasTrack
Physical Education	Grades K-12	Campus/Conventional FasTrack
Pre-Primary Endorsement	Age 3-PreK	Campus/Conventional DLiTE
Science: Chemistry, Earth & Space, Life Science, and Physics	Grades 5-12/ 9-12 Specialty	Campus/Conventional FasTrack
Social Studies	Grades 5-12	Campus/Conventional FasTrack
Special Education: ASD	Grades B-Age 21 (Grade 12)	Campus/Conventional (Online) FasTrack

Special Education: EBD	Grades K-12	Campus/Conventional (Online) FasTrack
Special Education: SLD	Grades K-12	Campus/Conventional (Online) FasTrack

Useful information about each program can be found on the Office of Teacher Education's [Available Programs](#) webpage.

STANDARDS-BASED TEACHER EDUCATION

Teacher Candidates at Bemidji State University work with two sets of standards adopted from the Minnesota Professional Educator Licensing and Standards Board (PELSB). First, candidates of all programs gain and document their competence in the [Minnesota Standards of Effective Practice \(SEP\)](#), which each teacher education program has adopted as the center of its Conceptual Framework. Each of the ten standards has several indicators that identify competencies candidates need 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 Student Learning and Licensure (SL&L) system by Watermark (see [Student Learning and Licensure \(SL&L\) by Watermark](#)).

The second set of standards adopted from PELSB are called [Content and Specialty Standards \(CSS\)](#). Candidates gain and document their competence in the CSS through methods courses, content courses and field experience that are a part of each candidate's selected licensure area.

Because the Standards of Effective Practice articulate BSU's conceptual framework, the ten SEP are cited here:

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.

CODE OF ETHICS

Teacher Candidates are expected to be familiar with, and adhere to, the [Minnesota Code of Ethics \(8710.2100\)](#). The Minnesota Code of Ethics will be taught and assessed within each teacher preparation program.

ACCREDITATION

Bemidji State University's teacher preparation programs are nationally and regionally accredited. National accreditation assures the quality of professional preparation programs through a nongovernmental, nonregulatory process of self-study and peer review. This standards and evidence-based process serves two broad aims: accountability and continuous improvement. BSU's teacher preparation programs are nationally accredited through [AAQEP](#), the Association for Advancing Quality in Educator Preparation.

BSU's teacher preparation programs are also state accredited through [PELSB](#), the Minnesota Professional Educator Licensing and Standards Board. PELSB, formerly the Minnesota Board of Teaching, provides leadership for improvements in teacher education programs to assure that the state has well-qualified, professional teachers.

Additionally, all BSU programs are accredited regionally through [HLC](#), the Higher Learning Commission, an independent corporation that was founded in 1895 as one of six regional institutional accreditors in the United States. HLC accredits degree-granting post-secondary educational institutions in the North Central region.

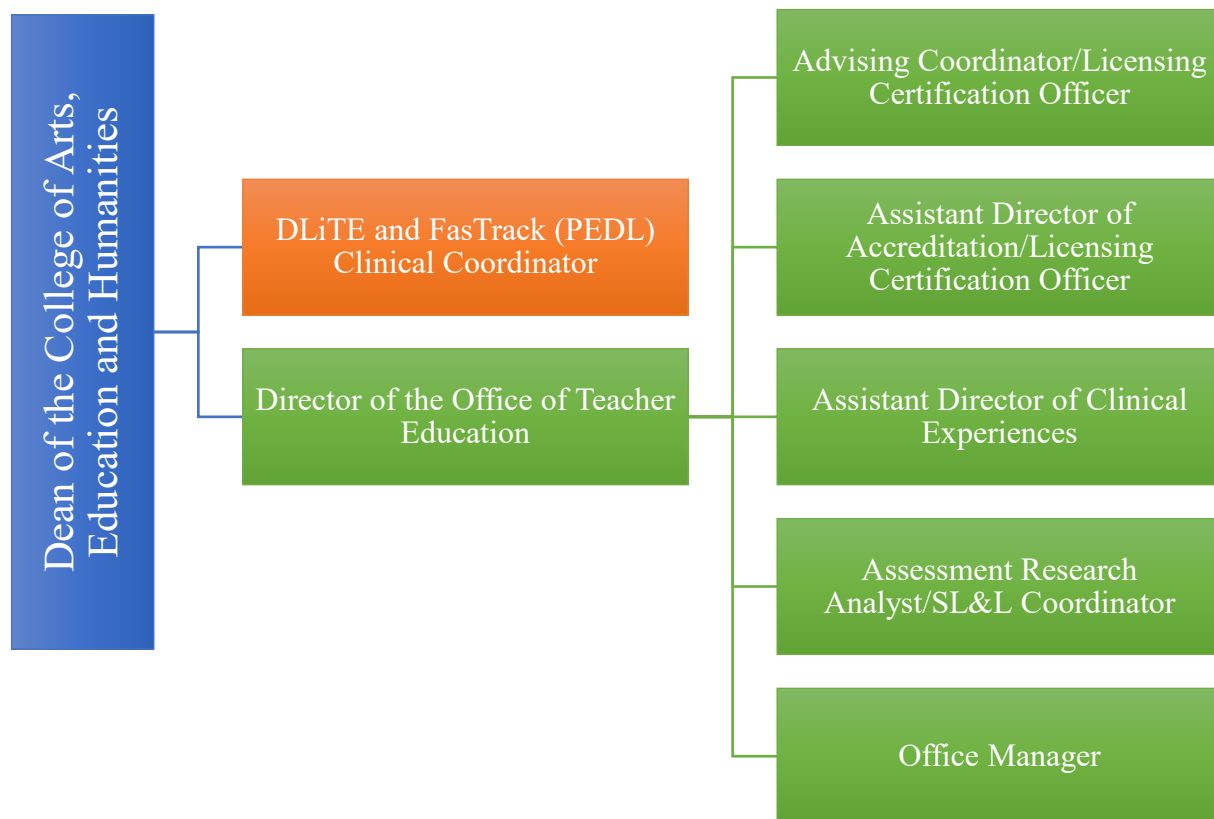
SHARED GOVERNANCE COMMITTEE

BSU's Office of Teacher Education and various teacher preparation programs use a shared governance committee structure, the Academic Program Leaders in Education (APLE) for decision making, program evaluation and improvements, and the establishment of mission and policies.

The APLE group meets approximately once per month during the school year.

OFFICE OF TEACHER EDUCATION ORGANIZATIONAL CHART

The Office of Teacher Education (OTE) staff are available to assist with advising, licensing, SL&L, and clinical experiences. Please see the OTE [Staff](#) webpage for the most recent list of staff and contact information.



ADMISSION, PROGRESSION, RETENTION AND CONCERNS

ADMISSION CRITERIA AND DEADLINE

Students must be accepted to Bemidji State University prior to applying for a teacher preparation program and will not be allowed to register for Education (ED-Prefix) or Special Education (SPED-Prefix) courses unless they have been fully admitted to the program.

Please navigate to the below program pathways to view admission requirements:

[Campus/Conventional Admission](#)

[DLiTE Admission](#)

[FasTrack Admission](#)

[Special Education Admission](#)

[Add-On Licensure Admission](#)

COURSE SUBSTITUTION/TRANSFER COURSEWORK POLICY

Teacher preparation programs may consider a course substitution or transfer of courses from other institutions if a syllabus is provided, and the course is found to meet 100% of the required state standards assigned to the Bemidji State University course being substituted. Courses that do not meet 100% of the standards assigned are handled on a case-by-case basis. If field experience is a requirement of the external course, documentation of this experience must be provided. If documentation cannot be provided, candidates may be required to complete additional field experience prior to program completion. Course substitution/transfer coursework reviews will be conducted by the appropriate program leader and/or course instructor.

Prior experience cannot be used to substitute any student teaching requirements.

Please contact the following individuals to begin the review process:

- Campus/Conventional: Advising Coordinator, [Dr. Aspen Easterling](#)
- DLiTE: Program Coordinator, [Dr. Lisa Krall](#)
- FasTrack: Program Coordinator, [Dr. Jessamay Pesek](#)
 - Note: The Initial Transcript Review occurs in ED 5000. Ongoing approval and course substitution forms of completed content coursework may be needed as candidates proceed through the program.
- Special Education: Program Coordinator, [Dr. Sean Wachsmuth](#)

RETENTION POLICY

Undergraduate teacher candidates must maintain an overall GPA of 2.5 or higher to remain in the program, while graduate teacher candidates must maintain an overall GPA of 3.0 or higher. Students who fall below the required overall GPA will not be allowed to take additional Education courses until their overall GPA reaches a 2.5/3.0 or above. The teacher candidate may retake courses (including ED/SPED) to improve their GPA. All major courses must be completed with a grade of C- or above in order to successfully complete the program. Two failing grades in the Education Program or Special Education Program would be the cause for dismissal from the program. Teacher candidates are also expected to demonstrate professional dispositions in their field experiences and coursework. (see [Professional Dispositions](#)).

All teacher candidates are assigned an academic advisor familiar with the licensure program. These faculty advisors are available to provide guidance and support for academic planning and other academic issues. Students are responsible for meeting with their advisors. Advisors can help answer questions, resolve issues and concerns, and work with the student to develop strategies for academic success. Advisors will also document issues and concerns using the BSU Navigate system as a way of recording performance while in the program (see [Navigate](#)).

DLiTE and FasTrack candidates: For more information regarding specific retention requirements, please navigate to the below program pathways:

[DLiTE Retention](#)

[FasTrack Retention](#)

COMPLETION OF PROGRAM

Please navigate to the below program pathways to view completion requirements:

[Campus/Conventional Completion](#)

[DLiTE Completion](#)

[FasTrack Completion](#)

[Special Education Completion](#)

[Add-On Licensure Completion](#)

ADVISING PROCESS AND RESPONSIBILITIES

All candidates are assigned an advisor upon admission to Bemidji State University. Elementary Education majors are recommended to choose a Professional Education faculty advisor once admitted to the Elementary Education program.

Secondary Education and K-12 Education majors are assigned an advisor from their content area of study and can consult with the Advising Coordinator for questions about Education (ED-

prefix) courses. Candidates need to meet with their assigned content area advisors for individual program planning.

Faculty advisors are available to meet during their office hours or by appointment. Advisors are familiar with program requirements and university policies related to completing teacher preparation programs. They can also share campus resources that may be of benefit to the teacher candidate. Advisors have access to teacher candidates' individual academic record at BSU, undergraduate Campus/Conventional advising registration access codes, and Navigate information. Advisors are a valuable resource when completing a teacher preparation program.

Candidates' Responsibilities in the Advising Process:

- Work closely with the faculty advisor and complete a Plan of Study
 - If interested, discuss with the faculty advisor the optional add-on endorsements: Middle Level (ML) Communication Arts & Literature, ML Math, ML Science, ML Social Studies, and PrePrimary
- Be responsible for knowing the [BSU Catalog](#) and this *Teacher Candidate Handbook*
- If pursuing a degree, submit graduation plans to the Records Office at least two semesters before graduating.
- Meet with the Office of Teacher Education Advising Coordinator at least once.

Faculty Responsibilities in the Advising Process:

- Maintain posted advising hours and meet with advisees.
- Remain familiar with the Office of Teacher Education and University policies and requirements.
- Make appropriate referrals or inquiries concerning licensure options and other matters on behalf of the teacher candidate.
- When necessary, use Navigate to make referrals to the Student Success and Retention Committee.
- Follow up with advisees by collaborating with the Student Success and Retention Committee if remedial actions become necessary.
- Remind teacher candidates of available counseling services on campus.

COMMUNICATION AND TECHNOLOGY

BSU has adopted a policy requiring students to monitor their BSU-assigned email accounts. As a result, faculty/staff emails and other contacts should be made **ONLY** using the assigned BSU email account. If candidates email from a third-party provider such as Gmail or Yahoo, the email may be automatically routed into trash or junk. The faculty/staff member may not open the message because it represents a virus or worm risk.

When candidates email faculty/staff at BSU, they should **ALWAYS** include the following in the **SUBJECT LINE**:

1. Course Number and Name
2. BSU Tech/Student ID Number
3. If DLiTE or FasTrack:
 - a. Program (DLiTE or FasTrack)
 - b. Cohort label

STUDENT LEARNING & LICENSURE (SL&L) BY WATERMARK

Student Learning & Licensure (SL&L) is the online repository for candidate work that is used to assess SEPs, Field Experiences, Key Assessments, the edTPA, and other coursework as required by the instructor.

Candidates must enter hours in SL&L's Field Experience Log for every field experience placement they complete. Failure to complete the electronic field log and receive approval of hours from the cooperating/mentor teacher can result in a delay in the licensure application process and an Incomplete for the course.

Final Grade Submission Policy: Final grades for coursework will only be posted once all appropriate documentation has been uploaded to SL&L. This documentation includes, but is not limited to, any course field experience logs, key assessments, and Student Teaching or Practicum observations, triad meetings, and written evaluation (*policy approved by APLE 10/11/2023*).

Classes will be available in SL&L within 3 weeks of the start of the semester. Short video guides explaining how to log in, submit coursework requirements, and complete the electronic field log are available on the Office of Teacher Education [Student Learning & Licensure](#) webpage.

For SL&L questions not answered in the video guides, contact Dr. Erika Adams at 218-755-4615 or erika.adams@bemidjistate.edu

KEY ASSESSMENTS

Campus/Conventional, DLiTE, and FasTrack each require 4 Key Assessments, which will be explained by the course instructor and collected within SL&L:

1. Key Assessment 1: Education Philosophy Statement (ED 3/5100)
2. Key Assessment 2: Planning and Assessment (ED 3/5350)
3. Key Assessment 3: Content (Method Courses)
 - Career and Technical Education Communications Technology and Construction: Career & Technical Education Professional Portfolio (TADT 4888)
 - Communication Art & Literature/Middle Level CAL: Professional Literature Article (ENGL 3/5550)
 - Elementary Education: Literacy Lesson Plan (ED 3203)
 - Health: Curriculum Outline (HLTH 4/5206)
 - Mathematics: Translations Problem Solving Activity (MATH 3/5440)
 - ML Mathematics: NSF Math Scape Curriculum Activity (MATH 3065)

- Music Instrumental and Vocal (Conventional): Performance Assessment (MUS 4618)
 - Music Instrumental and Vocal (FasTrack): Performance Assessment (MUS 5640)
 - Physical Education: Content Lesson Plan (PHED 3505)
 - PrePrimary: PrePrimary Program Project (ED 3670)
 - Science/ML Science: Engineering Design Project (ED 3/5410)
 - Social Studies/ML Social Studies: Content Resource Page and Reflection (ED 3/5580)
4. Key Assessment 4: Observation of Classroom Management and Culture During Instruction (Student Teaching: ED 4811, 4820, 4/5830, 4/5840)

Special Education requires 4 Key Assessments, which will be explained by the course instructor and collected in SL&L:

1. Key Assessment 1: Disabilities Characteristics- Contrasts and Comparisons (SPED 5600)
2. Key Assessment 2: Individualized Education Plan (Method Courses)
 - SLD (SPED 5620)
 - EBD (SPED 5630)
 - ASD (SPED 5660)
3. Key Assessment 3: Initial Evaluation Report (SPED 6605)
4. Key Assessment 4: Observation of Classroom Management and Culture During Instruction (SPED 5107 with Student Teaching)

DAPE requires 3 Key Assessments, which will be explained by the course instructor and collected in SL&L:

1. Key Assessment 1: Assessment (PHED 4/5514)
2. Key Assessment 2: Content Lesson Plans (PHED 4/5515)
3. Key Assessment 3: Collaboration and Resource Brochure (PHED 4/5516)

SCHOLARSHIPS

Several scholarships are available for teacher candidates who have been accepted into a teacher preparation program. Applications are due by February each year for the following school year. Details about each scholarship and the application process can be found on the Office of Teacher Education [Scholarship](#) webpage.

SOCIAL MEDIA POLICY

As teachers are public employees, they are held to higher standards than many other professions. Teachers have been terminated from their positions for posting pictures of activities considered by their employers to be unprofessional and/or posting about their students (a highly unprofessional and unacceptable breach of confidentiality and professional ethics), or for posting negative comments about their schools and districts on social networking sites.

Candidates are expected to check their social media profile pages often and consider conducting a Google search on themselves to see what is present for the public and ensure there is nothing online that would make a teacher, administrator, or student question their professionalism. A candidate's digital profile should not reveal negative comments about others, including the university, program, peers, and students or teachers in the P-12 classroom. From the day a candidate begins a BSU teacher preparation program, they are considered a future teacher educator and should have P-12 teachers and administrators hold them in the highest professional esteem during field experience and student teaching.

A potential field experience or student teaching school partner, parent, or future employer will likely do a social media search on the teacher candidate. If unprofessional behavior or comments unbecoming to a teacher educator are shown in a candidate's pre-service days, their opportunity for employment may be impacted.

Candidates are strongly encouraged to review their social media content and curate a professional profile. When doing so, it is recommended that candidates review the [six social media tips](#) outlined by the National Education Association.

PROFESSIONAL DISPOSITIONS

Dispositions are defined as the values, commitments and professional ethics that influence behaviors towards candidates, families, colleagues, and communities and affect candidate learning, motivation, and development as well as the educator's own professional growth. From research and experience, certain dispositions have emerged that nearly all good teachers have in common. These have to do with values such as professional commitment, communication skills, adaptability, caring and integrity.

The professional dispositions implemented by Bemidji State University's teacher preparation programs were developed in conjunction with the Standards of Effective Practice.

Professional Disposition Forms will be completed by cooperating/mentor teachers for field experiences and collected in Student Learning & Licensure (SL&L) by Watermark.

Should faculty feel that there is a disposition issue, they are expected to fill out a Navigate report.

Teacher candidates' disposition for the role of professional educator will be assessed throughout the program. This includes attributes such as attendance, dedication, responsibility, reliability, integrity, attitude, communication skills as well as any other components listed on the Professional Disposition Form. BSU's Professional Disposition Form covers four main components:

1. **Dedication/Responsibility** – Teacher candidates should be committed to the profession of teaching and to the betterment of their schools, communities, and students. Dedication is demonstrated by punctuality, attendance, and active participation in the education community.

This area specifically evaluates the candidate's attendance (i.e., showing up on time, being reliable in attending when scheduled, not cancelling for inexcusable purposes) meeting deadlines, participation in discussion/engaging with students, demonstrating willingness to give and receive help, and dressing appropriately.

2. **Compassion** – Teacher candidates should demonstrate professional friendliness, warmth, and genuine caring in their relationships with students, peers, and teachers. They should attempt to establish relationships characterized by respect and rapport.

This area specifically evaluates the candidate's willingness to listen thoughtfully and respond to students, faculty, peers, and cooperating teachers, showing concern and interest in others with follow through, empathy, flexibility, and treating people equitably.

3. **Curiosity** – Teachers should promote and support curiosity in their students and encourage active inquiry. Teachers should be active lifelong learners and seek opportunities for professional development. Curiosity can be demonstrated by presenting a thirst for knowledge and openness to questions.

This area specifically evaluates the candidate's active inquiry, initiative in asking questions, seeking and sharing resources, using feedback to make suggestions for continuous improvement, reflecting on learning, and being open to constructive criticism/critiquing.

4. **Honesty**-Teachers should model personal and academic integrity through their actions. Teachers should be forthright in their interactions with others and uphold high standards of trust, character, and academic integrity. Teacher candidates demonstrate honesty through their classroom interactions with their instructors, peers, and cooperating teachers.

This area specifically evaluates candidates' personal and professional integrity, demonstration of academic and personal honesty, completion of tasks agreed to/assigned, taking ownership, accepting responsibility, earnestness, sincerity, and demonstration of perseverance.

NAVIGATE

Bemidji State University uses the Navigate student success platform to share information among students, instructors, and academic advisors. Instructors may document “kudos” or “concerns” in Navigate. If a concern is raised in Navigate, the instructor or advisor will reach out to work with the candidate on how to best address the concern. Concerns may include lack of attendance, low quiz/test, in danger of failing course, failure to contact cooperating teacher, failure to attend field experience, exhibiting unprofessional behavior, etc.

If a candidate receives multiple flags, the Office of Teacher Education's Student Success and Retention Committee will reach out to the candidate's advisor and organize a meeting between

the committee members, advisor, and candidate to create an Academic Success Plan (see [Success Plan](#)).

SUCCESS PLAN

If a candidate receives multiple Navigate flags, dispositional concerns from cooperating/mentor teachers, low GPA/course grade, or concerns during student teaching the Office of Teacher Education's Student Success and Retention Committee will reach out to the candidate's advisor and organize a meeting between the committee members, advisor, and candidate (see [Navigate](#) and [Professional Dispositions](#) and [Retention Policy](#)).

Depending on the situation, either an Academic Success Plan or Student Teaching Success Plan will be completed between the committee and the candidate. According to the timeline determined in the Academic Success Plan, the committee, advisor and candidate will meet again, to determine next steps: Action Met, Meet Again, or Removal from Program (see [Removal from Program](#)).

The Success Plan will be stored in the candidate's permanent file. It is recommended that the advisor keeps a copy in their individual advisee folder (see [Appendix A: Academic Success Plan](#) and [Appendix B: Student Teaching Success Plan](#)).

REMOVAL FROM PROGRAM

A maximum of 3 Success Plans will be grounds for expulsion from the BSU teacher education programs (see [Success Plan](#)).

CANDIDATE CONCERNS & GRIEVANCES

Bemidji State University is committed to the safety and equitable treatment of all members of the university community. The student complaint process outlined below is designed to ensure all concerns and complaints of members of the student body are handled in a prompt and fair manner.

Although BSU hopes that the vast majority of students can complete their education without feeling that they have been treated in an unjust or inequitable manner, there will be instances where student complaints are warranted, and BSU is here to help resolve these issues.

BSU Policy Definitions

Grievance – A written claim raised by a student alleging improper, unfair, arbitrary, or discriminatory action by an employee involving the application of a specific provision of a university rule/regulation or a Minnesota State Colleges and Universities (MnSCU) Board policy or procedure. A grievance may also be about issues of institutional or program quality such as Bemidji State University's compliance with HLC standards, or a claim of consumer fraud or deceptive trade practices.

Complaint – A claim by a student alleging improper, unfair or arbitrary treatment. A complaint may also be about issues of institutional or program quality such as Bemidji State University’s compliance with HLC standards, or a claim of consumer fraud or deceptive trade practices.

Appeal – A request for reconsideration of a grievance application of a policy or procedure.

Retaliation – Retribution of any kind taken against a student for participating in a complaint or grievance.

Student – An individual student, a group of students, or the student government.

Policies that govern the student complaint processes can be found [here](#). The [Office of the Provost and Vice President for Academic and Student Affairs](#) is available to advise and support students through the student complaint process.

Office of Teacher Education Grievance Process

The Office of Teacher Education (OTE) takes candidate complaints seriously. The OTE’s goal is to ensure candidates have access to transparent, due process that leads to an appropriate resolution of the complaint in a timely manner. The OTE will follow BSU’s policies with exceptions related directly to OTE responsibilities such as clinical experiences, teacher licensing, program accreditation, and program assessment.

Please Note: Faculty have authority in the courses they teach regarding course content, assignments and evaluations and will make the final decisions regarding these items. Examples include redoing assignments, rescheduling exams, questions regarding an evaluation or points awarded, test questions, and late assignments. These and other matters directly related to the course or coursework should be resolved with the faculty member(s) and may not be appealed through the Office of Teacher Education. Students wanting to contest a grade should follow the [Academic Grade Challenge Policy](#) in the *BSU Student Handbook*.

For matters relating directly to duties carried out by the OTE office (licensing, clinical experience, and departmental accreditation and assessment/reporting), the candidate is encouraged to attempt to informally resolve the complaint with the appropriate member/s of the OTE staff. If no resolution can be reached, the **formal grievance process** is as follows:

1. The candidate formally discusses and documents the issue with their faculty advisor.
2. If a Teacher Candidate Grievance and Appeals Form is appropriate, it should be submitted to the Office of Teacher Education Office within 4 weeks of the onset of the situation being grieved. This form can be found on the [Office of Teacher Education’s Student Resources webpage](#) (see [Appendix C: Student Grievance and Appeals Form](#)).

The submission should include a) description of the concern in 500 words or less, b) steps taken to resolve the concern, and c) any documentation necessary to support the outcome being sought (i.e., catalog description, handbook, OTE website, etc.)

3. When the Teacher Candidate Grievance and Appeals Form is received by the OTE, the Director of the OTE (or a designated proxy) will appoint an ad hoc committee composed of members having procedural experience relevant to the issue being grieved. Committee members will receive and review the Form.
4. A grievance meeting will be scheduled within 4 weeks of receiving the Teacher Candidate Grievance and Appeals Form. The candidate will be emailed the date and time of the meeting. The candidate will have 48 hours to accept or decline attendance at the meeting. The meeting will occur with or without the student present. A student choosing to attend the meeting will have five minutes during the meeting to present the grievance. The committee may ask questions for clarification and will then excuse the candidate prior to continuing the closed discussion portion of the meeting. The committee will make a determination or establish a plan for how to reach a determination. The candidate will receive a formal response with the committee's decision within 2 weeks of the grievance meeting. The candidate's advisor, the Director of the OTE, the Dean of the College of Arts, Education, and Health (CAEH), and the candidate's Dean will receive a copy of the committee's decision, and a copy will be placed in the candidate's permanent BSU file.
5. If the candidate still has concerns regarding the grievance after the committee has made its decision, the candidate may appeal the decision to the Dean of CAEH (or a designated proxy). Appeals must be filed with the Dean's office within 2 weeks. The Dean has the final authority in the appeals process.

CLINICAL EXPERIENCES

LIABILITY INSURANCE AND BACKGROUND CHECKS

Liability Insurance

Proof of liability insurance is required before a candidate enters any clinical experience. Candidates must be covered in case of an accident and harmful occurrences to the candidate or a P-12 student when the candidate is in the classroom. During clinical experience, a candidate may encounter situations which could involve legal actions in which they could be held personally liable for damages. Liability insurance will provide protection for the vast majority of lawsuits and is mandatory before a teacher candidate enters a classroom.

Liability insurance can be obtained through a private insurance company or by purchasing through Education Minnesota for \$25. Insurance through Education Minnesota enables the candidate to receive a member benefit of \$1 million in professional teacher liability coverage. Liability insurance runs from September 1 to September 1. Liability expires every September 1st and needs to be renewed. Insurance can be purchased each year starting July 1st. To purchase liability insurance through Education Minnesota, follow instructions on the Office of Teacher Education [Clinical Experiences](#) webpage.

If a teacher candidate is employed with a school district, they must still have “student” insurance in addition to their employee insurance as not all teacher liability insurance covers student university work. If working as a full-time classroom teacher, the candidate may ask HR or the school administration if their insurance covers student and university activities. If it does, please provide documentation to the Office of Teacher Education.

Paraprofessional insurance does not cover university student clinical activities.

Background Checks

Field experience and student teaching typically require school district criminal background checks. If candidates are concerned regarding a potential issue, they may want to initiate a background check themselves before seeking admission. Applicants with any prior conviction(s) may be unable to receive a teaching license in the state of Minnesota.

Each school district has a unique background check process. Candidates can find common background check forms on the Office of Teacher Education [Clinical Experiences](#) webpage; however, candidates should communicate with the school district to complete this requirement. If a candidate fails a background check, they must reach out immediately to the OTE Clinical Experiences staff at teaching.clinicals@bemidjistate.edu to determine their next steps.

FIELD EXPERIENCE COURSES

Please navigate to the program pathways listed below to view field experience course requirements:

[Campus/Conventional Field Experience Courses](#)

[DLiTE Field Experience Courses](#)

[FasTrack Field Experience Courses](#)

[Special Education Field Experience Courses](#)

FIELD EXPERIENCE LOG

Candidates must enter hours in SL&L's Field Experience Log for every field experience placement they complete. Failure to complete the electronic field log and receive approval of hours from the cooperating/mentor teacher can result in a delay in the licensure application process and an Incomplete for the course. See the [Student Learning & Licensure \(SL&L\) by Watermark](#) section for additional information.

STUDENT TEACHING

If candidates already have an initial teaching license through the state of Minnesota, they must complete an 80-hour practicum experience which includes observations and a triad meeting. Please see the [Add-On Licensure Pathway](#) for practicum information.

Teacher candidates who are obtaining their initial Minnesota teaching license will complete one semester of student teaching, during their final semester of the program, which will include observations, triad meetings, and completion of the edTPA.

Student Teaching Placement Policy: To avoid conflicts of interest, teacher candidates are not permitted to student teach in a school with a family member in a position of authority (ex. principal, superintendent), or in a classroom with a parent or close family member who serves as a cooperating teacher, paraprofessional, and/or student. Exceptions to this rule will be decided on a case-by-case basis (*policy approved by APLE 11/15/2023*).

Please see the [Student Teaching Handbook](#) to review registration requirements, student teaching expectations, mandatory Student Teaching Orientation, edTPA information, and more.

Completion of Coursework Prior to Student Teaching Policy: Students must complete all required coursework prior to student teaching. In the case of extenuating circumstances, and with the approval of the Director of the Office of Teacher Education, program leader/program coordinator, and advisor, candidates may be allowed to student teach prior to the completion of coursework (*policy approved by APLE 9/12/2024*).

DRESS CODE FOR CLINICALS

A candidate's appearance will make a lasting impression on the students, staff, and administration of the assigned site. Teacher candidates are expected to dress in a professional manner during all field experiences and student teaching. Teacher candidates are expected to follow the dress code that is required for teachers at their assigned site.

Clothing should be professional, clean and in good repair. Candidates should not wear T-shirts, sweatshirts, jeans, tennis shoes, or clothing that is tight (yoga pants) or revealing. Candidates should be well groomed at all times. If the school is having a "dress down" day, only then would a candidate wear jeans, sweatshirts, or tennis shoes, following the expectations of the school for the event.

When teacher candidates are engaged in specific teaching areas, such as physical education, it is expected that they will dress appropriately for effective teaching in these areas.

The Office of Teacher Education has a designated *Teachers' Closet* of professional clothes donated by BSU faculty/staff that are available for candidates to use during clinical experiences. *The Teachers' Closet* is located within the Office of Teacher Education in Bensen Hall 339.

REMOVAL FROM A CLINICAL EXPERIENCE

Teacher candidates are expected to:

- a. Complete a background check, and other screening requirements as required by the school district.
- b. Purchase up-to-date liability insurance.
- c. Follow all site rules and treat all individuals with courtesy and respect.
- d. Be respectful of every individual's own lived experience.

If a teacher candidate violates any of the site's rules and regulations, the teacher candidate expectations, and/or the Student Teaching Placement Agreement then the violation is grounds for the placement to be canceled. If a violation occurs, the Office of Teacher Education will notify the candidate and coordinate next steps.

GRADUATION AND LICENSURE

GRADUATION PLANS

Teacher candidates seeking an undergraduate degree from Bemidji State University are asked to submit graduation plans at least two semesters before their anticipated term of graduation, typically while taking the ED 3350 Pedagogy course. The [Graduation Plan Process](#) is detailed on BSU's website. Upon attaining eighty (80) earned semester credits toward graduation, candidates are notified through their DARS report that they should submit graduation plans. Graduation plans are submitted directly to the Records Office who then contacts the candidate regarding approval of the graduation plans or specific deficiencies which must be addressed.

Failure to complete a Graduation Plan in a timely manner will delay a BSU degree and a teacher candidate's license.

LICENSURE TESTING REQUIREMENTS

All initial teacher candidates are required to complete the Educative Teacher Performance Assessment (edTPA) during student teaching.

The edTPA is a performance-based assessment that requires student teachers to demonstrate the skills needed to enter the classroom. Student teachers submit artifacts of one Planning-Instruction-Assessment cycle to be reviewed by trained educators nationwide and scored on a scale of 1-5 across 15 rubrics (Task 1- Planning; Task 2- Instruction; Task 3- Assessment). The edTPA is completed during student teaching and BSU provides informational webinars during this time to aid the student teacher in their creation and submission of edTPA documents. The edTPA is only required for initial licensure candidates.

edTPA Remediation and Resubmission Policy:

If a student teacher receives a score of one (1) on three or more rubrics (based on Task 1 and Task 3 only) on their initial edTPA submission, they are required to complete an internal BSU remediation with an assigned faculty member.

If a student teacher receives an Incomplete (I) score on their initial edTPA submission (based on Task 1 and Task 3 only), they are required to complete a Pearson edTPA resubmission at their own cost, under the supervision of an assigned faculty member.

If a student teacher receives a score of one (1) on three or more edTPA rubrics or an Incomplete (I) score on their second edTPA submission (based on Task 1 and Task 3 only), the Director of the Office of Teacher Education, after consulting with the corresponding program leader and on a case-by-case basis, may exempt the student teacher from resubmitting the edTPA. If this exemption is not granted, the student teacher will be required to resubmit the edTPA to Pearson at their own cost (*policy approved by APLE 8/22/2024*).

When student teachers receive their initial edTPA report from Pearson they will see their score and will be notified by the OTE if they need remediation or resubmission. Please see the OTE [edTPA](#) webpage for more information.

APPLYING FOR LICENSURE

The Licensing Certification Officers are responsible for recommending candidates for licensure to the state of Minnesota. This recommendation is granted upon completion of an approved teacher licensure program, including completion of the edTPA, if applicable. For more information on licensure requirements, visit the Professional Educator Licensing and Standards Board (PELSB) [Licensure Requirements](#) webpage.

PELSB requires completion of a criminal background check for all initial license applications.

For instructions on the current application process, visit the Office of Teacher Education [Licensing](#) webpage. When ready to receive a BSU recommendation, candidates should complete BSU's [Request Licensure Documentation Form](#).

Requirements for teacher licensure and fees vary from state to state. The candidate should contact the Department of Education of any state in which they might seek licensure.

LICENSING RECOMMENDATIONS POLICY

Minnesota Tiered Licensure provides various options to receive a BSU recommendation.

Tier 2; While Enrolled in Program:

As an **initial Tier 2** applicant, while enrolled in a BSU teacher preparation program, teacher candidates are required to have a 4-year degree (CTE-exempt), a job offer and a completed PELSB Enrollment Verification from an OTE Licensing Certification Officer. To receive this Enrollment Verification, candidates must:

- Successfully complete ED 3/5000 (FasTrack only)
- Be fully admitted to their program
- Be enrolled in at least one course this (or next) semester

For **Tier 2 renewals**, candidates are required to have a 4-year degree (CTE-exempt), a job offer and a completed PELSB Meaningful Progress Verification from an OTE Licensing Certification Officer. To receive this Meaningful Progress Verification, candidates must:

- Successfully complete ED 5000 (FasTrack only)
- Be fully admitted to their program
- Be enrolled in at least one course this (or next) semester
- Have completed at least one course each semester (fall, spring), each year

Tier 2, 3 or 4; After Program Completion:

After a candidate completes a BSU teacher preparation program, an OTE Licensing Certification Officer will complete a verification process prior to recommending a candidate for licensure and signing a PELSB Section 6 Verification of Completion of a State Approved Licensure Program form for the candidate. This process includes:

- Verify Completion of Program
 - For degree-seeking students, confirm 4-year degree has been awarded
 - For non-degree-seeking students, confirm approved Plan of Study is on file
- Ensure course substitutions and external transcripts are on file, if applicable
- Verify Completion of edTPA (initial licensure only)
- Verify appropriate field experience placements for each level, for each licensure area completed
- Verify appropriate student teaching placement (initial licensure only)

If there are any questions, the Certification Officer reaches out to the appropriate entity (i.e., Records, Candidate, Program Leader, etc.)

Appeals

Prior to denial of a recommendation for licensure, the Certification Officer reaches out to the Program Leader to discuss the candidate's individual situation. However, if a candidate would like to appeal a licensing denial decision, they can complete the online Office of Teacher Education [Teacher Candidate Grievance and Appeals Form](#) within 4 weeks of the onset of the situation being grieved. (see [Candidate Concerns & Grievances](#) and [Appendix C: Teacher Candidate Grievance and Appeals Form](#))

CAREERS IN TEACHING

Teacher candidates can visit the [Career Services](#) website to view the many job-seeking tools available at BSU. Candidates can also visit the [EdPost](#) listings sponsored by St. Cloud State University and the Minnesota Association of School Administrators, or the job sites posted on [Education Minnesota's](#) website.

CAMPUS/CONVENTIONAL PATHWAY ADMISSION

Campus/Conventional (with the exemption of DAPE and Career and Technical Education) teacher candidates must meet the following admission criteria:

- Cumulative GPA of 2.50 or higher
 - *Candidates must earn a C- or above in all major coursework. Additionally, candidates must maintain a 2.50 Cumulative GPA to remain in the program.*
- Complete 30 Semester Credits
 - *The Office of Teacher Education recommends completion of all/most Liberal Education courses prior to starting Education coursework.*
- Professional Recommendation
 - *One On-Campus Recommendation Form, completed by a teacher/professor, employer/supervisor, coach, coworker, etc., which addresses traits and dispositions which are required for success in teacher education.*
- Address the four writing prompts (Communication, Critical Thinking, Leadership and Human Interaction) provided on the [OTE Admissions](#) webpage.
- Complete the campus teaching [online application](#) for admission with all the required attachments.

Application Deadline:

Applications may be submitted at any time. However, priority deadlines are as follows:

- Fall Admission – February 15th
- Spring Admission – October 1st

Career and Technical Education teacher candidates must meet the following admission criteria:

- Professional Recommendation
- Address the four writing prompts (Communication, Critical Thinking, Leadership and Human Interaction) provided on the [OTE Admissions](#) webpage.
- Complete the campus teaching [online application](#) for admission with all the required attachments.
- Interview, to be scheduled after completion of the online application.

The Campus/Conventional program admission requirements are subject to change. Please consult with the Advising Coordinator for the current entry requirements.

RETENTION

Please see [Retention Policy](#).

COMPLETION

To successfully complete the Campus/Conventional teacher preparation program, the teacher candidate must accomplish the following:

- Maintain a cumulative GPA of 2.5 or higher
- Approved Graduation Application Form (approved by BSU’s Record Office)
 - It is recommended that the Graduation Application Form be completed while enrolled in ED 3350: Pedagogy and sent to the Record’s Office
 - Career and Technical Education non-degree seeking teacher candidates are exempt from submitting a graduation application.
- Complete all required coursework for Liberal Education and Major prior to student teaching (see [Completion of Coursework Prior to Student Teaching](#) policy).
 - Career and Technical Education non-degree seeking teacher candidates are exempt from Liberal Education requirements.
- Complete the student teaching experience to the satisfaction of the Cooperating Teacher, the University Supervisor, and the Clinical Experiences Team.
- Successfully complete the edTPA
 - A score of one (1) on more than two of the 15 rubrics, throughout the entire assessment, is unacceptable and requires BSU remediation. When student teachers receive their edTPA report from Pearson they will see their score and will be notified if they need remediation.
- Complete all requirements for graduation outlined in the [BSU Catalog](#).
 - Career and Technical Education non-degree seeking teacher candidates are exempt from graduation requirements.

FIELD EXPERIENCE COURSES

Campus/Conventional field experiences are assigned in several SEP education and content method courses.

Program	Course	Hours
Elementary & All Secondary	ED 3100	20 Hours Elementary 25 Hours Secondary
Elementary & All Secondary	ED 3350	20 Hours Elementary 25 Hours Secondary
All Secondary	ED 4737	25 Hours
CTE: Communications Technology & Construction	TADT 4830	25 Hours
Communication Arts/Literature & Middle Level CAL	ED 3208	15 Hours
Communication Arts/Literature & Middle Level CAL	ED 3550	25 Hours
Elementary Education	ED 3201	20 Hours
Elementary Education	ED 3202	20 Hours
Elementary Education	ED 3203	80 Hours*
Elementary Education	ED 3221	80 Hours*
Elementary Education	ED 3222	80 Hours*

Elementary Education	ED 3240	80 Hours*
Health	HLTH 4206	10 Hours
Health	HLTH 4870	30 Hours
Mathematics	ED 3440	25 Hours
Mathematics & ML Mathematics	MATH 3065	10 Hours
Music: Instrumental & Vocal	MUS 4617	15 Hours
Music: Instrumental & Vocal	MUS 4618	15 Hours
Physical Education	PHED 3504	5 Hours
Physical Education	PHED 3607	10 Hours
Physical Education	PHED 4870	30 Hours
PrePrimary	ED 3670	16 Hours
PrePrimary	ED 3677	16 Hours
Science & ML Science	ED 3410	25 Hours
Social Studies & ML Social Studies	ED 3580	25 Hours

* Block Courses = a total of 80 hours over 4 courses

The following field experiences are assigned to the DAPE Program only.

Course	Hours
SPED 3/5600	15 Hours
SPED 3/5650	10 Hours
SPED 3/5655	10 Hours
PHED 4/5414	15 Hours
PHED 4/5515	30 Hours
PHED 4/5516	20 Hours

PEDL - DLiTE AND FASTRACK PATHWAYS

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 and FasTrack.

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 meetings 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 available since 2012. Our first FTPB cohort was spring 2014 (with Cohort 1). The courses are offered at the graduate level and provide guidance and licensure for FasTrack students. The FasTrack program includes the following licenses.

- Communication Arts & Literature 5-12
- Health 5-12
- Math 5-12
- Music: Instrumental (K-12); Vocal (K-12)
- Physical Education K-12
- Sciences: Chemistry 9-12; Physics: 9-12; Earth and Space Science 9-12; Life Science 9-12 (each license has the option to add on a general science 5-8 ADD-ON endorsement)
- Social Studies 5-12
- Special Education K-12: EBD, SLD, ASD
- Technology Education 5-12 (partnership with SCSU)
- Library Media Specialists K-12 (partnership with SCSU)
- Teaching English as a Second language K-12 (partnership with SCSU)

Neither DLiTE nor FasTrack is an "alternative" pathway to teacher licensure. Teacher candidates take coursework based on the Minnesota Standards of Effective Practice. Content area standards are completed through coursework that mirrors the fieldwork and courses completed in the Campus/Conventional-based program. Essentially, the standards for each course are the same, the PEDL courses are just offered in a hybrid and/or online format.

COMMUNICATION AND RESOURCES

PEDL Coordinators

- PEDL Coordinator: [Dr. Jessamay Pesek](#)
- DLiTE Coordinator: [Dr. Lisa Krall](#)
- FasTrack Coordinator: [Dr. Jessamay Pesek](#)
- PEDL Clinical Coordinator: [Lisa Schmitz](#)
- PEDL Program Manager: [Mary Jo Chirpich](#)
 - For FasTrack correspondence email: fastrack@bemidjistate.edu
 - For DLiTE correspondence email: dlite@bemidjistate.edu

Important Links- Please bookmark and save for future reference:

- Face-to-Face (F2F) Meeting Schedules:
<http://pedlschedules.pbworks.com/w/page/67504342/FrontPage>
- Bemidji State University Academic Calendar:
<https://www.bemidjistate.edu/academics/affairs/academic-calendars/>
- DLiTE BSU Webpage:
<https://www.bemidjistate.edu/academics/professional-education/dlite/program-of-study/>
- FasTrack BSU Webpage:
<https://www.bemidjistate.edu/academics/professional-education/fastrack/program-of-study/>

ADMISSION

DLiTE Admission

DLiTE teacher candidates must meet the following admission criteria:

- GPA of 2.5 or higher
 - *Candidates must earn a C- or above in all major coursework. Additionally, candidates must maintain a 2.5 Cumulative GPA to remain in the program.*
- Minimum: AA or MNTC, or 4-year degree from accredited institution
- Mentor Application completed and signed
- Proof of Student Liability Insurance
 - *Must be renewed at the beginning of each academic year*
- 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.*

All admission criteria and the application process can be found on [DLiTE's Admission Requirements](#) webpage.

FasTrack Admission

FasTrack teacher candidates must meet the following admission criteria:

- GPA of 2.5 or higher
 - *Candidates must earn a C- or above in all major coursework. Additionally, candidates must maintain a 3.00 Cumulative GPA to remain in the program.*
- Minimum: completed 4-year university degree, preferably in area of licensure
 - *A completed 4-year degree outside the intended area of licensure will necessitate completion of licensure content and will add considerable time and cost to the candidate's course of study*
- Successful completion of ED 5000
- Application to FasTrack after successful completion of ED 5000
- Mentor Application completed and signed
- Proof of Student Liability Insurance
 - *Must be renewed at the beginning of each academic year*

All admission criteria and the application process can be found on [FasTrack Admission Requirements](#) webpage.

PROGRAM

DLiTE Program

DLiTE offers an Elementary Education (K-6) license with an optional endorsement in the teacher candidate's selected subject area. While working on an endorsement, teacher candidates will be working with a Program Leader and DLiTE advisor to assist in program planning. The DLiTE [Endorsement Areas](#) webpage contains links to the following endorsements including course listings and requirements:

- Communication Arts & Literature (5-8)
- Social Studies (5-8)
- Math (5-8); *not currently offered online*
- Science (5-8)
- PrePrimary (Age3-PreK); *The PrePrimary endorsement courses are currently being offered in a real-time format through BSU. [Dr. Layna Cole](#) is the Program Leader for this endorsement area.*

DLiTE's Elementary Education program is completed over a three-year (six semester) timeline. Candidates will participate in a cohort model and receive a prescribed sequence Plan of Study that must be completed in order with the same group of individuals. This personal Plan of Study

is provided for each candidate. If a candidate adds a middle level (5-8) or preprimary endorsement, the Plan of Study will be longer than 6 semesters.

FasTrack Program

- All FasTrack SEP coursework is at the graduate level. A required course (such as methods) may be completed at the undergraduate level if it is not offered at the graduate level, upon advisor approval.
- Content courses may be completed at the undergraduate or graduate level.
- **All candidates (except SPED):** Two-year timeline (this may vary depending on additional content courses that need to be completed)
- **SPED candidates:** Three-year timeline, must follow the individual Plan of Study
- If applicable, candidates may teach on a Tier 1 or Tier 2 license while completing FasTrack coursework (arranged by school district and state)
 - If on a Tier 1 or Tier 2 license, the 12- 16 Week Student Teaching experience may be done within a candidate's own public-school classroom (need special permission).
 - Candidate must be teaching in the classroom that aligns with the desired MN State licensure.
 - If a candidate is teaching in their own classroom, the candidate must still register for 12-university graduate credits, complete the edTPA, and work with a university supervisor and cooperating teacher.

FasTrack teacher candidates 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 additionally complete a BSU Master's Degree (Online Master's Degree options at BSU: MAT, MSPED)

- **Master's Degree Options:** FasTrack coursework may also apply to a BSU Master of Teaching (MAT) degree (a total of 15 credits may count toward the MAT degree), or the BSU Master of Special Education (three additional ED courses to be completed in sequence after student teaching).
 - Please note that candidates will have seven years to complete their Master's degree once they are enrolled in BSU's Graduate School.
 - MAT: <https://www.bemidjistate.edu/academics/graduate-studies/masters-programs/education-mat/>
 - MSPED: <https://www.bemidjistate.edu/academics/graduate-studies/masters-programs/msped/>

FasTrack-Special Education Program

Program Coordinator: [Dr. Sean Wachsmuth](#)

FasTrack candidates pursuing Special Education should consult with the Program Coordinator regarding their Plan of Study.

For candidates seeking a Special Education license, SPED 5600 may be taken only after ED 5000 has been completed and once approved by the Program Coordinator. It is recommended that the Semester 1 SEP courses (ED 5100 and ED 6107) are completed before candidates 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 licensure (SLD, EBD, and/or ASD) is also required. All Special Education courses are completed online with no face-to-face requirement once the SEP courses are completed. Fieldwork is done throughout the program under the supervision of a special educator/mentor with a license in the area that the teacher candidate is seeking.

SPED candidates must plan to attend F2F for the ED 5799 Professional Teacher and Student Teaching F2F sessions.

Candidates must follow the recommended SPED individual Plan of Study sequence to ensure all courses are available when they plan to take each course.

MSPED: Special education licensure candidates are encouraged to apply for the Master's in Special Education Degree program after completing most of the required coursework for licensure. Course credits completed for special education licensure will transfer into the master's degree credit requirement. Master of SPED coursework begins after student teaching. There are three courses to be completed in sequence to earn the Master of SPED: ED 6100, ED 6750, ED 6850. Each course must be completed in sequence, and one course per semester. The degree culminates in a presentation of a final capstone project.

ADVISING

The Virtual Assembly D2L shell and the FasTrack Advising D2L shell are online resources and act as a repository for documents related to the DLITE and FasTrack programs. The Virtual Assembly (VA) or FasTrack Advising may be found on candidates' D2L-Brightspace page along with their courses. It is highly recommended that candidates visit these resources to learn about any updates and to search for answers to program questions. Both are valuable resources to find needed documents and learn more about PEDL programs.

MENTOR MODEL

Both DLiTE and FasTrack 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 must possess a Minnesota teaching license in the area that the teacher candidate is seeking and have at least 2 years of experience as a teacher of record. The mentor provides guidance and support. They also serve as a candidate's primary point of contact within the school. It is each teacher candidate's responsibility to arrange for a mentor. It is strongly suggested that candidates work with the same mentor throughout the program, throughout all semesters except for student teaching. The mentor is the most powerful aspect of the PEDL program design, offering up practical viewpoints on teaching.

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

Locating a Mentor

Candidates should first draft a one page "resume" that details their previous schooling, work experience, interests, why they want to be a teacher, and an overview of other related past experiences. It should be professional with the candidate's contact information. It is recommended that candidates ask someone to review their resume to check for clarity and any grammatical errors.

Second, candidates should call or visit their area public schools and 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. Candidates should ask for a recommendation of someone who may be interested in mentoring them. Before calling or visiting, candidates should be sure to have the forms, responsibilities, principal letter, and all necessary information available. It is expected that candidates will be knowledgeable of the PEDL mentor expectations before approaching a school.

During this meeting, candidates should explain the DLiTE Program or The FasTrack Initiative and be sure to say it is part of Bemidji State University's Teacher Education Program. Candidates should use the [BSU PEDL Mentor](#) webpage as their guideline when explaining the Teacher Mentor Responsibilities. Mentors will likely ask about the number of expected hours of observation involved.

- For the first semester, candidates should expect to spend about 20-25 hours in the classroom doing observations and teaching a lesson, or multiple lessons, as the program progresses.
- For the following semesters, about 20-40 hours each semester throughout the program is spent in the classroom setting. Candidates will be expected to observe, teach mini-lessons, work with small groups of students, and meet with the mentor teacher. Candidates' 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 student teaching.
- During the program, candidates will need to work in other classrooms to meet Minnesota licensing requirements. Mentors should assist candidates in finding the other classrooms

but will remain as the mentor for the duration of the program and serve as a liaison to connect candidates with other teachers within the school district.

- Student teaching is done in the last semester of the program. During student teaching, the PEDL Clinical Coordinator assigns a school and cooperating teacher.

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

Mentor Requirements, Compensation, and Responsibilities

A complete list of mentor requirements, compensation, responsibilities as well as the Mentor Application can be found on the [BSU PEDL Mentor](#) webpage.

If mentors have any questions or concerns, they may contact the following individuals:

- **Mentor Coordinator:** [Lisa Schmitz](#)
- **PEDL & FasTrack Coordinator:** [Dr. Jessamay Pesek](#)
- **DLiTE Coordinator:** [Dr. Lisa Krall](#)
- **Stipend Payments:** [Dawn Dahl](#)
- **SL&L:** [Dr. Erika Adams](#)
- **PEDL Program Manager:** [Mary Jo Chirpich](#)
Phone: (800) 723-3567 Direct: (763) 433-1484
Email: DLite@bemidjistate.edu OR FasTrack@bemidjistate.edu

Changing a Mentor

Occasionally candidates need to change a mentor (due to the mentor moving, obtaining a new position, or retiring). If a candidate **needs to change a mentor**, they should first email the Mentor Coordinator AND their advisor for permission. If approved, candidates should locate a new mentor and ensure the mentor application is on file before the semester starts.

The new mentor must complete a new mentor application form, and this must be submitted to both PEDL Program Manager and Mentor Coordinator immediately. Teacher candidate should assist the new mentor in completing and submitting the form and ensure that the PEDL Program Manager and Mentor Coordinator have the mentor's contact information. Candidates should thank their previous mentor for the work they did to support their teaching.

RETENTION

DLiTE Retention

To be retained in the DLiTE program, teacher candidates must accomplish the following:

- Maintain a GPA of 2.5 in DLiTE education coursework.
 - After the first semester, after completing ED 3100 and ED 3110, teacher candidates must have at least a 2.5 GPA.
- Candidates must have a C- or better in all DLiTE license coursework, including Math 1011 and Math 1013.
- Two failing grades in the Education Program is cause for dismissal from the program.
- Maintain a C- or above in all major coursework.
- Successfully meet requirements for SL&L (Student Learning and Licensure) documentation set by instructors in each course.
- Complete field experience requirements each semester.
- If there are any concerns, please email your advisor and include your name, student ID, and cohort. DLiTE advisor: [Dr. Lisa Krall](#)

In addition to the cumulative grade point average requirement, teacher candidates who receive a grade lower than C- in any course in the licensure program must re-take the course until they earn a 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 (see [Completion of Coursework Prior to Student Teaching](#) policy).

FasTrack Retention

- Maintain a GPA of 3.0 in FasTrack graduate education coursework
- Two failing grades in the Education Program or SPED Program would be the cause for dismissal from the program.
- Maintain a C- or above in all major coursework.
- Successfully meet requirements for SL&L (Student Learning & Licensure) documentation set by instructors in each course
- Complete field experience requirements each semester.

A high level of scholarship is expected of all candidates 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 candidate is reviewed by the FasTrack Coordinator and the BSU Director of the School of Graduate Studies after the conclusion of each semester of coursework. The student will be dismissed from the FasTrack Graduate Studies Program for failure to meet these requirements.

FasTrack candidates: 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 C- (D or F) in any course in the licensure program must re-take the course until they earn a 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 FasTrack teacher candidates must have completed all mandatory education and content courses and earned an acceptable final grade before student teaching (see [Completion of Coursework Prior to Student Teaching](#) policy).

FasTrack Academic Probation: If a GPA is lower than 3.0, the candidate will be placed on probation and permitted two (2) additional semester registrations.

COMPLETION

DLiTE Completion

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

- Maintain a GPA of 2.5 in Education coursework
- Complete all required DLiTE coursework listed on Plan of Study
- Complete field experience hours, with multiple classroom experiences that reflect scope of license
- Complete the student teaching experience to the satisfaction of the cooperating teacher, the university supervisor, and the PEDL Clinical Coordinator
- Complete the edTPA (see [Licensure Testing Requirements](#))

FasTrack Completion

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

- Maintain an average GPA of 3.0 or above in graduate level Education/Special Education coursework
- Complete all required FasTrack SEP coursework listed on Plan of Study
- Complete all required content courses needed for license
- Complete field experience hours, with multiple classroom experiences that reflect scope and sequence of license
- Complete the student teaching experience to the satisfaction of the cooperating teacher, the university supervisor, and the PEDL Clinical Coordinator
- Complete the edTPA (see [Licensure Testing Requirements](#))

FIELD EXPERIENCE COURSES

DLiTE Field Experience

DLiTE field experiences are assigned in several SEP education and content method courses.

Course	Hours
ED 3100	10 Hours
ED 3110	10 Hours
ED 3350	15 Hours
ED 3780	15 Hours
ED 3201	15 Hours
ED 3203	5 Hours
ED 3221	20 Hours
ED 3222	15 Hours
ED 3240	5 Hours
PHED 4200	5 Hours

FasTrack Field Experience

FasTrack field experiences are assigned in several SEP education and content method courses.

Program	Course	Hours
All FasTrack	ED 5100	5 Hours
All FasTrack	ED 6107	15 Hours
All FasTrack	ED 5350	15 Hours
All FasTrack	ED 5737	25 Hours
All FasTrack	ED 5780	15 Hours
Communication Arts/Literature	ED 3208	15 Hours
Communication Arts/Literature	ED 3/5550	25 Hours
Health	HLTH 4/5206	10 Hours
Health	HLTH 4/5870	30 Hours
Mathematics	ED 3/5440	25 Hours
Mathematics	MATH 3/5065	10 Hours
Music Instrumental and Vocal	MUS 5505	25 Hours
Physical Education	PHED 3/5504	5 Hours
Physical Education	PHED 3/5607	10 Hours
Physical Education	PHED 4/5870	30 Hours
Science & ML Science	ED 3/5410	25 Hours
Social Studies	ED 3/5580	25 Hours

SPECIAL EDUCATION PATHWAY

ADMISSION

Special Education teacher candidates must meet the following admission criteria:

- Official transcripts of bachelor's degree from an accredited college or university
- Overall undergraduate GPA: 3.00
- Copy of Teaching license requested (if unavailable please contact us)
- Two letters of recommendation from employers, colleagues, administrators, or professors.
- One-page formal letter of intent explaining:
 - Why the candidate wants to complete a master's degree in special education.
 - How the candidate's background in education or in their current degree field has prepared them for working with students' special needs.
 - How the candidate plans to use this degree.

PROGRAM

Special Education teacher candidates will complete a Plan of Study throughout their time in the program. A Plan of Study documents the coursework candidates will complete and the order they take them in. This order of the courses is, in part, based upon the semester a candidate begins the Special Education program. As a part of the following courses, instructors will help candidates update or revise the Plan of Study in the following courses:

- SPED 5600
- SPED 5107/SPED 6650

Some of the major components of the Plan of Study are as follows:

- Course sequence based on when a candidate starts the Conventional-Special Education program or the FasTrack-Special Education program *
- Identification of the initial Special Education licensure a candidate is seeking (ASD, EBD, SLD)
- Transfer coursework, if applicable
- Field Experiences will be documented on the forms. The state department requires BSU to verify the following components from the field experiences:
 - Name of the School
 - Licensure area (candidates will identify the license they are completing)
 - Grade levels: candidates are required to have field experiences in K-12 settings. BSU coursework is set up to address this component.

- Identify the severity of the disability; typically, this is identified as either mild to moderate or moderate to severe. Candidates need to have field experiences in both categories.

*If candidates already have a teaching license and are adding an initial Special Education license, they are in the Conventional-Special Education program. If candidates are obtaining their initial teaching license and it is in Special Education, they are in the FasTrack-Special Education Program. If candidates already have a Special Education license, and are adding an additional Special Education license, they are an add-on candidate (see [Add-On Licensure Pathway](#)).

Courses are available on a **rotation schedule** and may be canceled if at least 10 students are not enrolled in the course. Courses that do not make enrollment will be cancelled a month prior to the start of the semester. It is recommended that candidates enroll early.

Special Education Add-On Licensure

Teachers who have a standard, full-time Minnesota special education teaching license and want to obtain another special education license, can be recommended for ASD, EBD or SLD licensure by completing 9 credits of content coursework and field experiences specific to the new licensure area. More information about the add-on coursework can be found on the [Special Education webpage](#) (see [Add-On Licensure Pathway](#)).

Master of Special Education

Special education licensure candidates are encouraged to apply for the Master's in Special Education degree program after completing most of the required coursework for licensure. Course credits completed for special education licensure will transfer into the master's degree credit requirement. Master of SPED coursework begins after student teaching. There are three courses to be completed in sequence to earn the Master of SPED: ED 6100, ED 6750, ED 6850. Each course must be completed in sequence, and one course per semester. The degree culminates in a presentation of a final capstone project. More information can be found on the Graduate Admissions [MSPED](#) webpage.

RETENTION

Special Education teacher candidates 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 a C- in any course in the licensure program must re-take the course until they earn a 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.

COMPLETION

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

- Maintain an average GPA of 3.0 or above in graduate level Education/Special Education coursework
- Complete all required coursework listed on the Plan of Study
- Complete field experience hours, with multiple classroom experiences that reflect scope and sequence of license
- Complete the student teaching experience to the satisfaction of the cooperating teacher, the university supervisor, and the PEDL Clinical Coordinator (*if pursuing an initial teaching license*)
- Complete the edTPA (*if pursuing an initial license*) ([see Licensure Testing Requirements](#))

FIELD EXPERIENCE COURSES

Special Education field experiences are assigned in several content and method courses.

Program	Course	Hours
All SPED	ED 5201	15 Hours
All SPED	SPED 5107	10 Hours
All SPED	SPED 5715	10 Hours
SPED: ASD	SPED 5660	20 Hours
SPED: ASD	SPED 5665	20 Hours
SPED: ASD	SPED 6660	20 Hours
SPED: EBD	SPED 5630	20 Hours
SPED: EBD	SPED 6630	20 Hours
SPED: SLD	SPED 5620	20 Hours
SPED: SLD	SPED 6620	20 Hours

INTERNSHIP

Bemidji State University's Special Education program and Bemidji Area Schools have a partnership where teacher candidates can work in the school system as an intern while going to school with an education focus. For more information, please contact the SPED Program Coordinator.

ADD-ON LICENSURE PATHWAY

ADMISSION

Bemidji State University offers various add-on programs with different admission requirements. For questions related to program admission, please contact the following individuals:

- DAPE: [Sherry Holloway](#)
 - Information can be found on the BSU [DAPE](#) webpage.
- Health: [Dr. Shannon Norman](#)
 - Information can be found on the BSU [Health](#) webpage.
- PrePrimary: [Dr. Layna Cole](#)
 - Information can be found on the BSU [PrePrimary](#) webpage.
- Special Education: [Dr. Sean Wachsmuth](#)
 - Information for the ASD, EBD, and SLD programs can be found on the BSU [SPED](#) webpage.

For all other programs, please contact [Dr. Aspen Easterling](#), the OTE Advising Coordinator.

Once candidates have been admitted into the program, they should closely follow their Plans of Study and communicate regularly with their advisor or the OTE Advising Coordinator.

PRACTICUM CHECKPOINTS

To ensure there is no delay in program completion and licensure, candidates are required to complete the four Additional Licensure Practicum Checkpoints throughout their time in the program. This includes submission of the Practicum Experience Verification Form prior to beginning courses. Candidates are expected to complete these four checkpoints at the appropriate times indicated. More information about the checkpoints and required forms can be found on the [Additional Licensure Checkpoints](#) webpage.

COMPLETION

Prior to program completion, all add-on licensure candidates are required to complete an 80-hour practicum. This practicum can be in-person or virtual but must be completed with a continuous group of students. The practicum will require that the following documentation be submitted within Student Learning & Licensure:

- Minimum of two observations by a Cooperating Teacher
- Minimum of two observations by a University Supervisor
- Minimum of one triad meeting with the Cooperating Teacher, University Supervisor and Candidate
- Written evaluation by a University Supervisor

(see [Practicum Checkpoints](#) and [Student Learning & Licensure \(SL&L\) by Watermark](#))

CANDIDATE RESOURCES

- A.C. Clark Library: <http://www.bemidjistate.edu/library/services/distance/>
The library's resources are available to all candidates, even those who are distance learning
- Academic Calendars: <https://www.bemidjistate.edu/academics/affairs/academic-calendars/>
- Accessibility Services Office: <https://www.bemidjistate.edu/services/accessibility/>
- American Indian Resource Center (AIRC): <http://www.bemidjistate.edu/airc/>
- BSU Student Handbook: <https://www.bemidjistate.edu/offices/student-life-success/handbook/>
- Career Services: <https://www.bemidjistate.edu/services/career/>
- Counseling Center: <https://www.bemidjistate.edu/services/health-counseling/>
- D2L Support: BSU IT Help Desk: <https://www.bemidjistate.edu/offices/its/>
- Financial Aid: <https://www.bemidjistate.edu/mybsu/finances/aid/>
- Name Change Form: <https://www.bemidjistate.edu/mybsu/wp-content/uploads/sites/2/2021/10/Name-Change-2021.pdf>
- TRIO/Student Support Services: <https://www.bemidjistate.edu/services/trioss/>
- Veterans Assistance Center: <https://www.bemidjistate.edu/services/veterans/>
- Women's Center: 218-755-3771
- Writing Resource Center: <https://www.bemidjistate.edu/services/wrc/>

APPENDICES

[Appendix A: Academic Success Plan](#)

[Appendix B: Student Teaching Success Plan](#)

[Appendix C: Teacher Candidate Grievance and Appeals Form](#)

APPENDIX A
Bemidji State University Office of Teacher Education
Academic Success Plan

Candidate Name

Candidate ID #

Semester/Year

Major

Phone #

Advisor

A maximum of 3 Success Plans will be grounds for expulsion from the BSU teacher education programs.

Brief Description of Situation:

Challenges to being Academically Successful (Check all that apply):

- | | | |
|--|--|---|
| <input type="checkbox"/> Academics | <input type="checkbox"/> Family Responsibility | <input type="checkbox"/> Procrastination |
| <input type="checkbox"/> Attendance | <input type="checkbox"/> Relationship(s) | <input type="checkbox"/> Mental Health |
| <input type="checkbox"/> Poor Study Habits | <input type="checkbox"/> Financial Obligations | <input type="checkbox"/> Physical Health |
| <input type="checkbox"/> Time Management | <input type="checkbox"/> Living Situation | <input type="checkbox"/> Career/Major Decisions |
| <input type="checkbox"/> Other: _____ | | |

Brief Description:

Support Plan to be Academically Successful (Check all that apply):

- | | | |
|--|--|---|
| <input type="checkbox"/> Career Services | <input type="checkbox"/> TRIO/SS | <input type="checkbox"/> Time Management Skills |
| <input type="checkbox"/> Counseling Center | <input type="checkbox"/> Academic Advising | <input type="checkbox"/> Study Skills |
| <input type="checkbox"/> Disability Services | <input type="checkbox"/> Tutoring | <input type="checkbox"/> Other: _____ |

Brief Description:

Accountability Plan:

What measures will the candidate take to ensure they complete this plan, including a timeline for completion?

Candidate Signature

Date

By signing this Academic Success Plan, I agree to the above plan.

This section to be completed by the Student Success & Retention Committee

The committee recommends the following action:

Action Met

Meet Again

Removal from Program

If meeting again, the committee recommends the following date: _____

This action was made by the following committee members:

A copy of this Academic Success Plan will be emailed to the candidate and advisor as well as uploaded to the candidate's permanent BSU file.

APPENDIX B
Bemidji State University Office of Teacher Education
Student Teaching Success Plan

Candidate Name:	Candidate Tech ID#:	Semester and Year:
License(s):	Phone #:	Student Teaching Dates:
University Supervisor:	Cooperating Teacher:	Placement ISD & School:

A maximum of 3 Success Plans will be grounds for expulsion from the BSU teacher education programs.

Area(s) of concern:

<input type="checkbox"/> Attendance	<input type="checkbox"/> Preparation	<input type="checkbox"/> Communication
<input type="checkbox"/> Disposition	<input type="checkbox"/> Time Management	<input type="checkbox"/> Other:
<input type="checkbox"/> Initiative	<input type="checkbox"/> Professionalism	

Brief Description of Situation:

Success Plan:

Should include accountability action items for candidate to implement, such as regularly emailing University Supervisor progress updates and submitting lesson plans in advance for review.

Candidate Signature: _____ Date: _____

By signing this Student Teaching Success Plan, I agree to the above plan.

This plan was created by:

A copy of this Student Teaching Success Plan will be emailed to the candidate and advisor as well as uploaded to the candidate's permanent BSU file.

APPENDIX C

Bemidji State University Office of Teacher Education Teacher Candidate Grievance and Appeals Form

To submit a complaint or grievance related to the Office of Teacher Education policies or procedures, please complete this form, providing as much information as possible. Attach additional sheets if necessary. This form should not be used for a grade challenge, or a concern related directly to course content or assignments. Students can contest a grade by following the BSU [Academic Grade Challenge Policy](#).

Name: _____ BSU Student ID #: _____
Email: _____ Phone: _____

Program:

- Campus/Conventional DLiTE FasTrack
 Special Education DAPE Add-On Licensure

Describe your situation or area of concern:

What steps have you taken to resolve the issue? Who did you talk to and when?

What outcome are you seeking?

Candidate Signature: _____ Date: _____

This section to be completed by the Office of Teacher Education

What steps were taken to resolve the concern?

How was the concern resolved? Include dates of action taken.

Date of follow-up contact with candidate: _____ By: _____

CANDIDATE RECEIPT AND ACKNOWLEDGEMENT

This teacher candidate handbook is neither a contract nor an offer to make a contract.

The information enclosed is provided solely for the convenience of the teacher candidates and readers.

The information in the teacher candidate handbook is current as of the time of publication. However, policies are subject to change with yearly reviews and revisions. The Office of Teacher Education with the Academic Program Leaders in Education reserves the right to make changes at any time with respect to course offering, degree requirements, services, policies, or any subject addressed in this document. Amendments may be added as deemed necessary. Any revisions will take priority over the contents of this edition and will be communicated to faculty and students. It is the responsibility of all members of the Office of Teacher Education and Academic Program Leaders in Education to make notes of such changes.

This teacher candidate handbook supersedes all previous versions of the *Teacher Candidate Handbook*. Teacher candidates are accountable for familiarizing themselves with its contents and for compliance with the policies and procedures contained within.

I have reviewed the teacher candidate handbook, and I understand that it is my responsibility to read and comply with the policies contained in this teacher candidate handbook and any revisions made to it.

Teacher Candidate Signature

Teacher Candidate Name (Print)

Date

Contents within the *Teacher Candidate Handbook* are used and revised, with permission, from Bemidji State University's Department of Nursing as well as previous versions of the Professional Education Department's *Teacher Candidate Handbook*, *PEDL Teacher Candidate Handbook*, and *Special Education Student Handbook*.