

Welcome to Augsburg College Education Department

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

Augsburg Education Department Mission Statement:

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

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

Relationships

Learning is relational and communal. Responsive teachers create significant relationships with their students, colleagues and community partners by developing learning communities. These nurturing learning communities provide a safe, trustworthy place where challenging and engaging questions can be considered. We model the kinds of learning communities that we expect our graduates to create. We share with our students a learning model that connects content, theory and practice in an ongoing cycle. Students and their learning are the focus for responsive teachers. Therefore we embrace and foster a progressive and constructivist orientation.

Reflection and Inquiry

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

Diversity and Equity

Responsive teachers embrace diversity and intentionally work to ensure that all learners, especially those who for some reason have been marginalized, learn and develop in powerful ways. We continually reflect on what it means to be a “school in the city.”

We recognize that each student is unique, shaped by culture and experience, therefore differentiating instruction is essential. The perspective of multiple intelligences, learning style theory and teaching for understanding help us differentiate and enable us to provide choice, variety, and flexibility. Responsive teachers believe that all students can learn. They also have a sense of efficacy and believe that they can help all students learn

Leadership

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

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

What we do – Concepts and Strategies of Teaching

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

Who we teach – Knowledge of Children and Youth

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

Where we work – Contexts of Schools

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

Who we are as individuals and teachers

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

This packet has been prepared to assist you in the process of obtaining a license to teach in the state of Minnesota. It contains the necessary forms for admission to the department and reminds candidates of the steps necessary to complete a teacher's license at Augsburg College.

1. **MTLE Basic Skills Test** Students must complete the MTLE Basic Skills Test prior to registering for required program courses with an undergraduate number of 300 or above. Registration for these courses will be blocked for students who are not admitted to the Education Department. MTLE Basic Skills Test assistance is available at the Center for Academic Achievement, Science Hall 154. To schedule an appointment, call 612-330-1445.
2. **Admission to the Education Department** is required of all those wishing to obtain a teaching license, and candidates must complete an application procedure to gain entry. It is expected that education students will apply for admission during the semester in which they enroll in the course, "Orientation to Education," or at the time of their first course in the department.

You must be accepted to the teacher licensure program before taking professional education courses (i.e., courses numbered 300 or above). Students are not permitted to attend a 300-level course unless they have been admitted to the licensure program. Students who delay the admission process risk exclusion from 300-level courses.

Students are also responsible for program details as published in the *Augsburg College Catalog*, the college's weekly newsletter, the Education Department bimonthly newsletter, the Education Department *Handbook for Education Students and Faculty*,

You should begin the admissions process by requesting an entrance interview appointment with an elementary education department faculty member to plan an appropriate college program. It is important you meet with an advisor to pre-plan your program! Later you will be assigned a faculty advisor with whom you will continue to meet on a regular basis to monitor your progress towards licensure and graduation (if applicable).

Graduate students in the MAE program also must be admitted to the Education Department, following the same procedures as described in this document.

Additional testing is required for MN licensure. All students seeking initial licensure must pass the MTLE Pedagogy test and MTLE content area test. These exams are taken at the completion of the coursework prior to or during student teaching and, along with the MTLE Basic Skills Test, must be passed prior to applying for a license.

AUGSBURG EDUCATION DEPARTMENT ADMISSION REQUIREMENTS:

Students seeking admission to the elementary licensure program will need to abide by the following requirements:

1. GPA standard: For undergraduate admissions, minimum grade point average of 2.5 on a 4.0 scale for *all* college work is required. For graduate admissions, a minimum of 3.0 on previous coursework or a minimum of 3.0 GPA on 2.0 Augsburg courses taken as part of the licensure program prior to department admissions. This latter option involves changing status from undergraduate to graduate and requires a completed baccalaureate degree. Licensure only students who meet the gpa requirements for graduate level admissions can also choose to be admitted at the undergraduate level. Only those admitted to the graduate program are eligible to take graduate level coursework.

2. Course Pre-requisite: Effective Writing (ENG 111 or course equivalent) must be successfully completed with a grade of at least 2.0

3. The MTLE Basic Skills Test must be taken. If all three sections are not passed, see #4 below.

4. Students who do *not* pass MTLE Basic Skills Test must:

- meet with an advisor in the college Center for Academic Achievement to develop a skill development plan. (Any fee incurred is the responsibility of the students. This plan may include additional coursework.)
- Students on skill plans may be admitted to the department when/if all other requirements are met.
- The skill plan must be completed before student teaching.

5. Letters of recommendation: Students must submit two letters of recommendation. One of these letters must be from an Augsburg faculty member.

6. Signed statement: A signed statement from the student must be on file that states he/she has read department materials, policies, and handbooks.

7. Non-Native English Speakers: A score of 90 or more must be achieved on the Michigan Test. If a score of 90 is not achieved, the student must develop a specific language skill development plan or a general literacy skill plan that coincides with their basic skills test plan (#4 above). A score of 90 on the Michigan Test must be achieved before student teaching.

8. Meet with advisor: Students must meet with an education advisor to plan their program. A signed copy of their program plan must be on file. Elementary licensure program plans must indicate a middle school specialty area.

9. People already holding a full-time MN license can engage in an expedited admissions process. Required for admissions are appropriate GPA, one letter of recommendation from a supervisor, a copy of the MN license, transcripts, and a signed student statement.

ADMISSIONS CHECKLIST:

Your admission to the Education Department will not occur until all of the following items are recorded/present in your education department file. An entrance interview will be required for all candidates.

___ Met with an education advisor to plan my program

___ Submitted copies of all transcript(s) from all institutions attended, including Augsburg.

___ Submitted "Student Statement" from last page completed and signed.

___ Successfully completed ENG 111 or its equivalent.

___ Attained at least a GPA of 2.5 in major(s), specialty area, and overall undergraduate or 3.0, graduate

___ Yes ___ No

When multiple transcripts are present, all are factored into cumulative GPA.

No education program courses may have a grade below 2.0

___ Forwarded MTLE Basic Skills Test results:

assistance is available at the Center for Academic Achievement. To schedule an appointment, call 612-330-1445

___ If MTLE Basic Skills Test is not passed, has met with an advisor in the Center for Academic Achievement to develop a skill plan and has placed it in his/her Education Department file and/or has discussed skill development options with a faculty advisor.

___ Submitted two (2) references from non-relatives who know of your academic, work, or teaching skills and/or who can speak about your character and potential fitness for teaching. One of these references must be an Augsburg College faculty member. Friends, relatives, and/or roommates *should not* serve as references.

1) _____

2) _____

___ If non-native English speaking, has attained a score of 90 or higher on the Michigan Test.

If not, has a skill development plan which correlates with MTLE Basic Skills Test plan, on file in the Education Department.

Non-Department Program Requirements

Need	Course	Title	Credit	Plan to enroll	Completed	Substitute
	HPE 115	Chemical Dependency	.5			
	ENL 111	Effective Writing	1			
		Math Placement Level III = MAT 137 & 138; Math level II = MAT 105, 137,138				

The following core courses in math and science

	* MAT 137 (NS/M, QF)	Or math specialty	1			
	MAT 138 (QF)	Or math specialty	1			
	Physics 103(QR)or EED 203	Or science specialty	1			
	EED 200	Or science specialty	1			
	BIO102 (NS/M) OR	Or science specialty	1			
	SCI 110 (NS/M, QR)	Or science specialty	1			
	SCI 111 (NS/M,CT)	Or science specialty	1			

Departmental Program Requirements * take Math 137 before EED 350

FOUNDATIONS BLOCK I Under most circumstances students complete all courses in one block before progressing to the next.

	EDC 200/522 **	Orien. to Education (W1 pt1) (Engaging Mpls.)	1			
	EDC 210 and EDC 211 or EDC 206/566	Diversity in the Schools MN Amer. Indian or Div. MN Amer. Indian	.5 .5 1			
	EDC 220	Educational Technology	.5			
	EED 225	Foundations of Literacy	1			

The following courses are open only to students who have taken the MTLE Basic Skills Exam & are admitted to the Department.

FOUNDATIONS BLOCK II Requires previous cum GPA of 2.5

	EDC 310/533 **	Learning and Development	1			
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METHODS BLOCK I

	EED 311	K-6 Methods: Health	.25			
	EED 312	K-6 Methods: Phy. Ed.	.25			
	EED 325/525** W2	K-6 Literacy Methods	1			
	EED 386	K-6 Children's Literature	.5			
	EED 326	Supervised Field Experience (co-register with EED 325)	0 (Lab credit)			

METHODS BLOCK II

	EED 341	K-6 Methods: Art	.25			
	EED 342	K-6 Methods: Music	.25			
	EED 350 **	K-6 Methods: Mathematics(QA)	1			
	EED 360 **	K-6 Methods: Science	1			
	EED 370	K-6 Methods: Soc. Studies	.5			
	EED 380 **	Kindergarten Methods	.5			
	EED 336**	Advanced Literacy Methods	.5			

CAPSTONE BLOCK

	EDC 410/544 **	Learner with Special Needs	1			
	EDC 490/580	School and Society (W1 pt2, keystone)	1			

Students normally take 2.0 courses of student teaching and are charged additional student teaching fees.

		Student Teaching (S) Augsburg Experience	2-3			
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** Field experience hours attached to these courses.

Revised 7/10

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

OPTIONAL ENDORSEMENTS FOR ELEMENTARY LICENSURE

5-8 COMMUNICATION ARTS ENDORSEMENT

Need	Course	Credit
	ENL 240 Introduction to Literary Study (HUM)	1.0
	ENL 220 Intermediate Expos. Writing (W) (FAS)	1.0
	Choose one: COM 329, 351, 254, 355	1.0
	EED 331 Middle School Writing Methods	.5
	ESE 350 5-12 Methods: Adolescent Literature/Media Literacy **	1.0
	ESE 300/500 Reading and Writing in the Content Area **	1.0
	5 weeks student teaching in a Middle School setting	

5-8 SOCIAL STUDIES ENDORSEMENT

Need	Course	Credit
	POL 121 American Government & Politics (SBS)	1.0
	HIS 120, 121, OR 122 U.S. History (HUM, CT)	1.0
	ECO 113 Microeconomics (SBS)	1.0
	Geography (ACTC) or ESE 220	1.0
	Choose 1: HIS 103, HIS 104, PSY 105, SOC 121, ANT 141	1.0
	ESE 311 Middle School Methods: Social Studies **	.5
	ESE 300/500 Reading and Writing in the Content Area **	1.0
	5 weeks student teaching in a Middle School setting	

5-8 MATH ENDORSEMENT

Need	Course	Credit
	MPG 4 or MAT 114 Pre-Calculus (NS/M)	1.0
	MAT 287 History of Math (was MAT 331)	1.0
	MAT 252 Geometry	1.0
	MAT 122 or 145 Calculus (NS/M, QR)	1.0
	MAT 163 or 373 Statistics (NS/M., QR)	1.0
	MAT 271 Discrete Mathematics (CT)	1.0
	ESE 331 Middle School Methods: Mathematics **	.5
	ESE 300/500 Reading and Writing in the Content Area **	1.0
	5 weeks student teaching in a Middle School setting	

5-8 SCIENCE ENDORSEMENT

Need	Course	Credit
	CHM 105 OR 115 (NS/M)	1.0
	CHM 106 OR 116 (NS/M, QR)	1.0
	BIO 121 Human Biology (NS/M)	1.0
	BIO 102 Biological World (NS/M, CT)	1.0
	PHY 116 Intro. Physics (NS/M,QR)	1.0
	SCI 106 Meteorology (NS/M,CT)	1.0
	Geology (ACTC or elsewhere)	1.0
	ESE 341 Middle School Methods: Natural Science **	.5
	ESE 300/500 Reading and Writing in the Content Area **	1.0
	5 weeks student teaching in a Middle School setting	

PRE-PRIMARY ENDORSEMENT

Need	Course	Credit
	PSY 250 Child Dev.(pre-req PSY 105 or equiv.)	1.0
	SOC 231 Family Systems OR SPE 490/540 Parent Prof. Planning (Graduate students using pre-prim..endorsement as the core of MAE degree must take SPE 540)	1.0
	ECE 345/545 Foundations of Pre-Primary Education **	1.0
	ECE 346/546 Learning Environments for Pre-Prim. aged child. **	1.0
	ECE 347/547 Immersion and Teaching Competence **	1.0
	Student teaching for 7 weeks in Pre-primary or kindergarten	

** Middle School field experience hours required.

** Pre-primary field experience hours required.

AUGSBURG COLLEGE EDUCATION DEPARTMENT

Letter of Recommendation for _____

Please print

The above named person has applied for admission to the Teacher Education Program as Augsburg College. Your candid evaluation will help the faculty determine the applicant's aptitude as a potential teacher.

Please explain under what circumstances and for how long you have known the above named person (e.g., department supervisor, 3 years):

Please describe the candidate's individual characteristics as you have come to know them, commenting on: 1) the quality of the applicant's work, 2) the applicant's ability to think critically, 3) the applicant's oral and written communication skills, and 4) your opinion of the applicant's suitability for a teaching career.

- ___ I strongly recommend
- ___ I recommend
- ___ I recommend with reservations
- ___ I do not recommend

Continue on back or attach a second page if needed

Signature: _____

Title: _____

Address: _____

Phone: _____

Date: _____

Please note: This form is a working document to be used within the college. It will not be kept beyond the time of the applicant's acceptance into the Education Department, or until due time has been allowed for an appellate process. This letter will be available for the candidate to review. Please return this form to: Augsburg College Education Department, 2211 Riverside Avenue, Campus Mail #312, Minneapolis, MN 55454-1351, (612) 330-1130.

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AUGSBURG COLLEGE EDUCATION DEPARTMENT

STUDENT STATEMENT

Elementary Education Major Data

Name: _____ Day _____ WEC

Seeking admission as _____ undergraduate _____ graduate

If graduate _____ admitted by WEC as grad (GPA min.3.0) or _____ admitted by WEC as undergrad (GPA between 2.5-2.99) and currently seeking change to graduate status.

Specialty Area: _____

Projected Term for Student Teaching: Fall or Spring? _____ Year? _____

Email Address: _____

Authorization by student for release of transcript of courses taken to date.

I, the undersigned, hereby authorize the Augsburg College Education Department Chairperson and/or the Augsburg College Education Department Student Teacher Placement Director to forward a copy of my transcript of (1) all courses completed at Augsburg College and (2) courses taken at other colleges while enrolled at Augsburg or taken previous to enrollment at Augsburg College to any school district which might require this as a prerequisite for consideration for placement in student teaching.

Name: _____

Please print legibly

Signed: _____

Date: _____

Statement of Awareness of Program Requirements and Student Responsibilities

I, the undersigned, have read and understand the Augsburg College Education Department documents which outline the requirements associated with obtaining a degree and/or license in education. I have worked with an advisor to plan out my program and understand the importance of continuing to seek and follow advice given to me by my advisor(s). I understand that it is my responsibility to meet published deadlines and to fulfill the requirements as described in official Education Department handbooks and notices.

Name: _____

Please print legibly

Signed: _____

Date: _____

Please return this form to: Augsburg College Education Department, 2211 Riverside Avenue, Campus Mail #312, Minneapolis, MN 55454-1351, (612) 330-1130. FAX 612-330-1339.