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# University of Minnesota, Morris

## Secondary Education

### Program Guide

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I.	Introduction.....	Page 1
II.	Licensure Overview .....	Page 2
III.	Standards.....	Page 4
IV.	Program Structure and Content.....	Page 6
V.	Prerequisites and Admission.....	Page 8
VI.	Core Coursework and Field Experiences.....	Page 9
VII.	Professionalism and Ethics .....	Page 12
VIII.	Conclusion .....	Page 13

## **Introduction**

The secondary education licensure program at the University of Minnesota, Morris reflects the university's commitment to a well-rounded liberal arts education emphasized in the UMM mission. As such, it has been created with the cooperation of faculty in the Divisions of Social Science, Science and Mathematics, and Humanities, as well as educators from public school systems. The program is organized, implemented, and assessed according to the requirements and standards of the [Minnesota Board of Teaching](#) (BOT) and the [National Council for Accreditation of Teacher Education](#) (NCATE).

The secondary education program has been developed to reflect our emphases on diversity, theory and practice, leadership, technology, and reflection. We believe that all students can learn and that it is the responsibility of teachers to ensure that they do so; we believe that theory and research drive sound pedagogical practices; we believe that teachers should be leaders in their schools and communities; we believe that technology should be used in the classroom to facilitate meaningful, student-centered activities; we believe that teachers should reflect on their practice, grow professionally, and be life-long learners.

Growing from this set of ideals, the primary goal of our program is to prepare teachers to educate a diverse population of students. In accordance with this goal, we design instructional activities and assessments wherein we prepare education candidates to demonstrate the knowledge, skills, and dispositions of effective instructors. Prospective teachers are guided, mentored, and scaffolded in their learning and over the course of the program develop into independent inquirers who demonstrate requisite knowledge, skills, and dispositions.

Students in the program ultimately are expected to display knowledge of themselves and of learners, of their licensure disciplines, of diverse social and cultural communities, and of pedagogy (including knowledge of problem solving and effective communication). We prepare students to demonstrate skill in all aspects of the teaching act, including setting instructional goals and objectives, creating and using meaningful curriculum and instruction, using multiple and appropriate assessment techniques, managing learning environments, and communicating effectively with school personnel, students, parents, and other community members. Furthermore, we prepare students to demonstrate dispositions associated with effective teaching, such as intellectual curiosity, reflection, risk-taking, efficacy as educators, belief in equity, and ethics and collaboration.

## Licensure Overview

The secondary education program at UMM prepares candidates to receive teaching licenses in their chosen fields. In the state of Minnesota, teaching licenses are granted by the [Minnesota Department of Education](#) (MDE).

Licenses are granted based on the following:

1. Successfully completing an academic major;
2. Completing coursework in the licensure field. (This may differ from coursework in the major. For example, in Mathematics, students must complete Math 2211 History of Math for licensure, whereas this course is not required for the major);
3. Passing three state-mandated tests;
4. Successfully completing a state-approved program of teacher preparation (including student teaching).

### Academic Major:

Students in Minnesota must receive a bachelor's degree in order to become teachers. Most often the major is in the preservice teacher's field of licensure, but these do not necessarily need to coincide.

### Licensure Coursework:

In order to receive a Minnesota teaching license, preservice teachers meet content requirements set by the state of Minnesota (state content standards can be viewed by clicking on the licensure links). Courses required for licensure are chosen according to their alignment with the state content standards. Click [here](#) for a list of courses required for the content portion of licensure (on the web page, click on "Requirements" for the list).

UMM offers teacher licensure preparation in the following fields:

- [Chemistry](#) (gr. 9-12)
- [Communication Arts and Literature](#) (gr. 5-12)
- [French](#) (gr. K-12)
- [General Science](#) (gr. 5-8)—most often combined with either an elementary education license or a license in Chemistry, Life Science, Physics, or Earth and Space Science
- [Instrumental Music](#) (gr. K-12)
- [Life Science](#) (gr. 9-12)
- [Mathematics](#) (gr. 5-12)
- [Physics](#) (gr. 9-12)
- [Social Studies](#) (gr. 5-12)
- [Spanish](#) (gr. K-12)
- [Visual Arts](#) (gr. K-12)
- [Vocal Music](#) (gr. K-12)

### State-Mandated Tests:

The three tests that teaching candidates must successfully complete are [basic skills \(or state-approved exemption\)](#), [subject matter](#), and [pedagogy](#). At UMM,

students are required to take the basic skills exams prior to entering the program and must pass all segments of each exam in order to student teach (see “Admission and Retention Procedures”). The subject matter exam includes emphasis on reading in the content areas as well as subject matter knowledge and is usually taken while the teaching candidate is in the secondary education program. The subject matter exam must be passed to obtain licensure. The pedagogy exam is also taken while candidates are in the secondary education program. Information on test registration can be obtained at Counseling Services or in the Division of Education office. Students must [register](#) for tests online. Students register for a testing “window” of approximately 7 days and must make an appointment with the UMM testing center for a specific testing time. All tests except for foreign language content exams are computer-based. Test overviews and preparation materials can be found at the [web site](#).

#### Teacher Education Program:

In addition to passing state-adopted tests, a teaching candidate needs the endorsement of a licensure officer at a state-approved teacher education program to gain licensure. (The program structure will be discussed in more detail in upcoming sections). At UMM, faculty in the discipline of licensure and in Secondary Education recommend candidates to the licensure officer who then endorses the candidates’ applications for licensure. The endorsement or signature attests to the opinion of the faculty that the candidate has the requisite knowledge, skills, and dispositions needed for a beginning teacher. (Click [here](#) for MDE's licensure page). In order to receive state approval, teacher education programs must submit documentation of quality programs that include classroom and field experiences and meet all of the guidelines set forth by the Minnesota Department of Education, Board of Teaching, and the legislature. Some of these guidelines have taken the form of standards.

## Standards

In an attempt to assure minimum competency of teachers, the state of Minnesota has instituted two sets of standards that must be met by all prospective teachers before they can be licensed in Minnesota: [content standards](#) (see licensure overview) and pedagogy standards, the [Standards of Effective Practice](#). As a state-approved and accredited program, the secondary education program is constructed around these Standards of Effective Practice (SEP). In order to demonstrate that they have met the competencies laid out in the standards, our program participants are required to construct a professional portfolio with the ten standards and accompanying substandards as the guiding themes. (More will be said about the portfolio in the description of SeEd 4103: Practicum Experience in the Middle and Secondary School). The umbrella standards are listed below (and substandards can be reached by clicking [here](#)).

### Standards of Effective Practice:

#### *Standard One: Subject Matter*

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

#### *Standard Two: Student Learning*

The teacher understands how children and youth learn and develop and can provide learning opportunities that support their intellectual, social and personal development.

#### *Standard Three: Diverse Learners*

The teacher understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

#### *Standard Four: Instructional Strategies*

The teacher understands and uses a variety of instructional strategies to encourage the students' development of critical thinking, problem solving, and performance skills.

#### *Standard Five: Learning Environment*

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

#### *Standard Six: Communication*

The teacher uses knowledge of effective verbal, non-verbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

#### *Standard Seven: Planning Instruction*

The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

*Standard Eight: Assessment*

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of his/her learners.

*Standard Nine: Reflection and Professional Development*

The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

*Standard Ten: Collaboration, Ethics, and Relationships*

A teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support the students' learning and well-being.

## Program Structure and Content

Preservice teachers entering the teacher preparation program should have completed their coursework in their academic major and content licensure field so that they will be equipped to teach students in field experiences. As stated previously, in order to receive a teaching license in Minnesota, secondary education candidates must complete an academic major as well as meet the [content area licensing requirements](#) for the field in which the license will be obtained. This is why in some cases a prospective teacher may need to take different or additional coursework than someone pursuing a regular academic major in a field.

Candidates are licensed for either grades 5-12 (enabling them to teach at the middle school or high school level) or for grades K-12 (enabling candidates to teach in specified areas at all grade levels). Teachers of science may obtain a General Science license (grades 5-8) or a specialty license (grades 9-12; listed below) or may combine these two licenses. The following licensing programs are offered at UMM and sample program plans are provided. Click [here](#) for sample plans and licensure requirements.

Chemistry (grades 9-12)  
Communication Arts and Literature (grades 5-12)  
French (grades K-12)  
General Science (grades 5-8 only)  
Instrumental Music (grades K-12)  
Life Science (grades 9-12)  
Mathematics (grades 5-12)  
Physics (grades 9-12)  
Social Studies (grades 5-12)—interdisciplinary core with specialty in one of the following:  
    Anthropology, Economics, History, Political Science, Sociology  
Spanish (grades K-12)  
Visual Arts (grades K-12)  
Vocal Music (grades K-12)

The secondary education licensure program consists of several parts:

- **prerequisites and admissions requirements;**
- **required content area courses/courses in major;**
- **core course work and field experiences (post-admission); and**
- **student teaching and professional development.**

The following sections present a general timeline and explain each of these elements in more detail. The timeline is necessarily general, as course selections will depend on student interest and course availability. **The timeline is only meant to serve as an example.**

Year One	<ul style="list-style-type: none"> <li>• Intellectual Community course</li> <li>• General Education requirements</li> <li>• Some fields begin Major requirements</li> </ul>
Year Two	<ul style="list-style-type: none"> <li>• General Education requirements</li> <li>• Begin Major requirements</li> <li>• Consider Education prerequisites (Ed 2601 Development, Learning, and Teaching—offered spring; Psy 2581 Drugs and Human Development—offered spring and often summer; Ed 2121/2111 Introduction to Education with Tutor Aide Practicum—offered fall and spring; CMR 1042 or 1052 Introduction to Public Speaking—offered fall and spring)</li> </ul>
Year Three	<ul style="list-style-type: none"> <li>• Attend secondary education program admissions meetings in the fall</li> <li>• Finish major and licensure requirements in the licensure content area. Some fields will require a fourth year to finish all requirements before entering the education program.</li> <li>• Prerequisites (if not already completed), such as Ed 2601, Psy 2581, Ed 2121/2111, CMR 1042 or 1052</li> <li>• Take basic skills exams (if not already taken)</li> <li>• Apply to program (first week of December)</li> <li>• Interview with Education faculty (late January)</li> <li>• Notification of admission status in February</li> </ul>
Year Four	<ul style="list-style-type: none"> <li>• Education course work and field experiences (SeEd 4102, SeEd 4103, SeEd 4104, SeEd 4105, SeEd 4115, Ed 4121, methods classes). It is not possible to take any other coursework at this time (with the possible exception of a senior seminar experience).</li> <li>• Subject matter and pedagogy exams</li> <li>• Student teaching (locally or abroad)</li> <li>• Professional development course (Ed 4901), senior presentation</li> <li>• Application for license</li> </ul>



## Prerequisites and Admission

In order to enter the secondary education program, candidates must have completed or be nearing completion of the coursework for the academic major and content for licensure. Additionally, several **prerequisite courses** are required. These are:

*Ed 2601: Development, Learning, and Teaching* (offered Fall and Spring). Required prior to beginning the Secondary Education program

*Psychology 2581: Drugs and Human Behavior* (offered Spring). Required for licensure.

*Communication, Media & Rhetoric 1052 or 1042: Public Speaking* (offered Fall and Spring). Required prior to beginning the Secondary Education program. All candidates must take CMR 1052 or CMR 1042.

*Education 2121 and 2111: Introduction to Education with Tutor Aide Practicum* (offered Fall and Spring).

Candidates must maintain a minimum of a **2.5 GPA overall** as well as a **2.75 GPA in their licensure area/major** and in **education prerequisite and program** courses. All courses required for teaching licensure in secondary education (discipline or licensure area, professional education, or other courses) must be completed with a grade of C- or higher. Required courses must be taken A-F unless they are offered S-N only.

Candidates must take the basic skills exams. The candidate must pass the writing portion of this test prior to admission. Candidates must pass all parts of the basic skills exam to be placed for student teaching. The Board of Teaching also allows exemption from the Basic Skills exams based on scores on the ACT + Writing exam. Contact the Division of Education office at 589-6400 for details on the exemption and exams or contact Counseling Services for more information.

Candidates must **apply for admission to the program**. Informational meetings about program admission are held during the fall semester. The application process, completed in the electronic Tk20 system (linked in the secondary education web page) includes completing an [application form](#); completing a planning sheet; completing an informational sheet; obtaining three [recommendations](#) (Social Studies only, other disciplines provide feedback in other ways); and engaging in an interview with a secondary education faculty member. Applications are typically due December 1 of the year prior to entrance into the program and interviews take place in late January. (Contact the Division of Education at 589-6400 for dates and deadlines. Dates and deadlines are also published in the [Weekly Bulletin](#). Forms are available in the Division of Education office, room 200 Education Building.)

The secondary education program is selective and not automatic. Admission is based on the number of course seats and field experiences available in particular subject areas, GPA, progress in major/licensure, feedback from disciplines, and quality of application materials.

## Core Coursework and Field Experiences (Post Admission)

The secondary education licensure program is quite intensive and it is not possible to take any other coursework at the same time. The program consists of two semesters. Fall semester required the candidate to participate in several courses and one concurrent field experience (16-18 credits total). During spring semester, teaching candidates complete their student teaching (locally or abroad) and complete a professional development course.

### Fall courses and experiences:

- [SeEd 4102-Teaching and Learning Strategies](#): This course reviews teaching and learning strategies for middle and secondary classrooms. In addition, classroom management and assessment are major foci. Members of the class engage in multiple activities and reflection exercises as major components of the course. Candidates reflect on and analyze their own and others' teaching practices.
- [SeEd 4103-Practicum Experience in the Middle and Secondary School](#): During the fall semester, teaching candidates gain experience by observing, assisting, and teaching in K-12 classrooms with mentor teachers. Candidates work in the schools two full contract days each of the first seven to eight weeks and then complete a full-time placement for two weeks of the practicum experience. During the full time experience, candidates are expected to teach multiple lessons per day. More than 150 hours of practicum experience provides students an opportunity to develop teaching skills and translate theory into practice. Secondary education faculty work closely with the candidates and consult with mentor teachers to ensure that program expectations are met. Faculty members observe and evaluate the student during the full-time experience and confer with the mentor teacher to determine the candidate's continuation in the education program and eligibility for student teaching.

Candidates create a portfolio consisting of 10 sections, one section for each Standard of Effective Practice listed previously. Each of these standards sections begins with a reflective essay and several pieces of evidence. The essay is comprised of three parts: a statement of the candidate's progress and knowledge in the standard, an explanation of the significance of the evidence included, and a statement of the candidate's goals for growing in the standard. It is best to be thorough and detailed in composing these essays.

- [SeEd 4104-Teaching Diverse Learners](#): This course examines human diversity in the classroom and addresses such topics as prejudice and racism, power and privilege, and multiple intelligences and learning styles. Students learn strategies for teaching and reaching diverse learners, engage in reflection on self and society, and examine inequities in school systems and classrooms.
- [SeEd 4105-Reading and Literacy in the Content Areas](#): This course introduces students to the legislation related to teaching reading in the content areas. In addition, students learn and demonstrate strategies for enhancing literacy in the content areas. Topics include phonics, fluency, comprehension, vocabulary, interventions with struggling readers, and schema theory.

- [SeEd 4115-Advanced Content Reading](#): This course extends the work of the previous literacy course and explores academic language and discourse. Students in mathematics, social studies, sciences, and communication arts and literature will need to take this course.
- [Ed 4121-Strategies for Inclusive Schooling](#): This course focuses on best practices for including all student in the general education classroom. While “inclusive” is broadly defined, this course focuses primarily on meeting the needs of students with disabilities and English language learners.
- Content-specific methods courses covering middle and secondary school settings:
  - [ArtE 4123](#): Methods of Teaching Art K-12
  - [EngE 4121](#): Methods of Teaching Communication Arts and Literature in the Middle and Secondary School
  - [LanE 4123](#): Methods of Teaching Foreign Language K-12
  - [MthE 4121](#): Methods of Teaching Mathematics in the Middle and Secondary School
  - [MusE 4123](#): Methods of Teaching Music K-12
  - [SciE 4121](#): Methods of Teaching Science in the Middle and Secondary School
  - [SScE 4121](#): Methods of Teaching Social Science in the Middle and Secondary School

Content-specific methods courses help candidates to apply information from their other courses and field experience to their subject area and they inform candidates about issues relevant to their licensure field. Major areas of emphasis are often content-specific teaching strategies, Minnesota graduation standards, and finding and working with professional resources. Candidates complete a K-12 methods course, or middle and secondary (5-12) methods courses, depending on area of licensure.

Structure:

General methods classes are conducted seminar-style and meet once a week in order to allow maximum scheduling of time in the field. Subject specific methods classes typically are online course offerings or meet once a week. Candidates are expected to be in the field for at least two consecutive, full contract length days (typically all day Wednesday and Thursday, though the schedule is subject to change). Candidates will spend multiple days in the field in order to ensure continuity of experience and to build connections with K-12 students. There is also a weekly seminar which is designed to connect the field experience and general methods courses. A typical schedule is as follows (though variation may occur from year to year):

Monday	Tuesday	Wednesday	Thursday	Friday
	8:00-11:30 SeEd 4104	All day in K-12 classroom	All day in K-12 classroom	8:00-11:30 SeEd 4105
12:30-2:10 SeEd 4102 Ed 4121	2:00-3:40 Ed 4121		2:00-3:40 Ed 4121 (post- practicum only)	1:00-3:00 SeEd 4103 Seminar
	4:15-6:15 Subject Area Methods			

In addition to the core coursework and field experience, candidates must show competency in working with diverse populations in order to receive a Minnesota teaching license. Therefore, as part of the secondary education program, candidates are required to complete a field experience in a setting that has a racially or ethnically diverse student body. This field experience can be during the fall practicum (SeEd 4103) or student teaching. Additionally, there is the opportunity to complete an intensive, week-long practicum in Chicago public schools working with students from a variety of racial, ethnic, linguistic, and socioeconomic groups. The Chicago practicum is an optional experience but highly impactful for those who complete it.

Spring Courses and Experiences:

- [SeEd 4201-Directed Student Teaching in the Middle and Secondary School or Directed Student Teaching in International School at the Middle or Secondary Level \(SeEd 4204\):](#) Candidates student teach full-time for 12 weeks in a middle or secondary school. During this experience, candidates demonstrate applications and approaches to teaching and learning under the guidance of a cooperating teacher and university supervisor. This is a rigorous internship requiring full involvement in all aspects of teaching. Candidates must demonstrate that students have learned as a result of their experiences in the classroom through completing the state-mandated edTPA (teacher performance assessment). By completing this authentic task, candidates demonstrate skill in planning, instruction, and assessment. Click [here](#) for sample forms and documents related to student teaching.
- [Ed 4901-The Teacher and Professional Development:](#) This course serves as a capstone to the education program for both elementary and secondary education students. Teaching candidates reflect together on issues relevant to the teaching profession. How teachers and their decisions affect students, parents, other professionals, and the larger learning community are explored. Opportunities for professional growth and the development of collaborative relationships provide a focus for the course. Teaching candidates reflect on their student teaching experience, complete and refine their professional portfolio, and discuss their philosophy of education in a paper and senior presentation.

## **Professionalism and Ethics**

All Minnesota teachers are required to abide by the [Code of Ethics for Minnesota Teachers](#). Coursework in the secondary education program explains the Code of Ethics. Candidates are required to attest to their understanding of the code. Documentation of this is included in the professional portfolio. The Secondary Education Program is interactive and involves full participation. Key learning takes place during class sessions and this learning cannot be replicated at another time or in other settings. Therefore, it is essential that students be present each full class period. If an event necessitates an absence from a class session, faculty should be notified as soon as possible. Unexcused absences and late arrival at class will reflect negatively on final grades in the Secondary Education Program. Missed work must be made up for any tardy or absence, and may require additional work be turned in to meet goals and standards.

Participation in the Pre-Student Teaching Practicum (SeEd 4103) is required. Students are expected to be at their K-12 placement school for a minimum of two contract days for the first seven to eight weeks of fall semester. A full-time placement during the final two weeks is also required. Student Teaching is an intensive field placement requiring full participation on a daily basis for twelve weeks. Throughout practicum and student teaching the students are expected to show up on time, stay at the school for the designated time, and complete all scheduled days of the placement. If a student will be late in arriving, or will be absent, for a practicum or student teaching assignment, the student must inform the K-12 cooperating teacher. Absences will need to be made up by adding additional time to the practicum and student teaching placements.

Finally, all students are expected to engage in professional behavior befitting a teacher. This includes attendance, punctuality, honesty, and commitment. In some cases when students struggle, instructors or cooperating teachers and student may complete a [Communication of Concern form](#) and Individual Learning Plan. In other cases, students who are found to have behaved unethically (i.e., lying, cheating, demeaning other students or instructors, etc.) may be excused from the program.

## **Conclusion**

At UMM, we believe that all students in all places deserve excellent and dedicated teachers. Our programs are rigorous and selective in order to assure that candidates fulfill these expectations. The faculty work personally with every candidate in order to help him or her to capitalize on their strengths and improve upon their weaknesses. We value enthusiasm, commitment, and professionalism. We believe our candidates will make a positive difference in the lives of children throughout Minnesota and beyond.