



**SARTE APPLICATION**  
**ELEMENTARY & EARLY CHILDHOOD EDUCATION MAJORS**  
*(Return completed/signed SARTE application to Dean's Office, Holmquist 263.)*

NAME: \_\_\_\_\_ DRAGON ID # \_\_\_\_\_

CURRENT ADDRESS \_\_\_\_\_ CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

E-MAIL ADDRESS: \_\_\_\_\_ CURRENT PHONE #: \_\_\_\_\_

**The following are the requirements for Admission to Teacher Education in Elementary and Early Childhood:**

- Please attach a current MSUM DARS transcript and highlight the following courses and grades received. Only grades of C- or higher are accepted.**

Course #	Course Title	Semester/Year	Credits	Grade
ED 205	Intro to Education and Technology	_____	_____	_____
ED 205E	Early Field Experience	_____	_____	_____
ED 294	Education Psychology	_____	_____	_____

**One of the two courses below (AMCS233 OR CMST 100) must also be completed for admission to MSUM Teacher Education. (BOTH will be required for licensure.)**

AMCS 233	Education & Multicultural America	_____	_____	_____
CMST 100	Speech Communication	_____	_____	_____

- Overall GPA: \_\_\_\_\_ Minimum 2.75 required. **Highlight GPA on your transcript.**
- Liberal Studies GPA: \_\_\_\_\_ Minimum 2.25 required. **Highlight GPA on your transcript(s).**
- PPST Completed: \_\_\_\_\_ (Month/Year) **Attach copy of scores OR highlight on transcript.**
- Attach verification of your prior teaching experiences with groups of children/adolescents. **See page 3.**
- Attach evidence of adequate English written language communication skills, including advisor signature. **See page 4.**
- Complete and attach Disposition Self-Assessment. **See pages 5-6.**
- Compose and attach a letter requesting admission into the Teacher Education Program. Include in the letter why you should be admitted to the Teacher Education Program, and how your experiences in the above listed courses relate to the **Conceptual Framework** of MSUM's College of Education. **See page 7.**

**I hereby authorize review of my transcript(s) to determine my eligibility for Admission to Teacher Education:**

\_\_\_\_\_  
**Signature of Applicant**                      **Date**

**This is to verify that I have reviewed these materials, and this student should be admitted to upper division (300/400 level) education courses:**

\_\_\_\_\_  
**Signature of Education Advisor**                      **Date**

**Dean's Office Use Only:**

- [ ] Admitted to Teacher Education                      Date: \_\_\_\_\_                      Processed By: \_\_\_\_\_
- [ ] Denied Admission to Teacher Education                      Date: \_\_\_\_\_                      Reason: \_\_\_\_\_                      Initials: \_\_\_\_\_

## Applicant Acknowledgement of Notification

I understand that having a criminal record could lead to denial of a Minnesota teaching license.

(Automatic disqualifiers for a teaching license under Minnesota law are felony convictions for criminal sexual conduct and crimes relating to child pornography. All other arrests and/or convictions are reviewed on a case by case basis.)

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Applicant Signature

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Applicant Name (print)

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Date

**VERIFICATION OF EXPERIENCE WITH CHILDREN/ADOLESCENTS**  
(Please copy this page and fill out for each experience.)

Experience with children and adolescents prior to entrance into Elementary and Early Childhood Education is required as part of the EECE Multiple Criteria. These experiences must include direct interaction with organized groups of children or adolescents: 1) over a period of time; 2) volunteer or paid; 3) within four years of application for entry into EECE.

Examples of possible experiences with **organized groups** of children or adolescents include: 1) craft program, camp counselor; 2) parks and recreation programs, playground supervisor; 3) internship at MSU Regional Science Center; 4) scouting program; 5) church school; 6) coaching (organized sports); 7) child care centers, after school activity program, preschool or day care homes; and/or 8) former teacher.

*NOTE: Babysitting, individual tutoring, and ED 205E are valuable experiences, but they do not meet this criteria; neither does working with your own children.*

**\*\*\* More than one experience is recommended \*\*\***

**CANDIDATE'S NAME** \_\_\_\_\_ **Dragon ID #** \_\_\_\_\_

1. Name of the organization, city, and state \_\_\_\_\_

2. Type of setting \_\_\_\_\_

3. Ages and numbers of children/adolescents \_\_\_\_\_

4. Beginning and ending dates of experience \_\_\_\_\_

5. Daily/weekly amount of time \_\_\_\_\_

6. Types of activities you performed \_\_\_\_\_

7. What did you learn or gain from this experience? \_\_\_\_\_

Signature of Supervisor of Volunteer Experience: \_\_\_\_\_ Date: \_\_\_\_\_

Contact Information of Supervisor: \_\_\_\_\_

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By signing this form I verify that I have completed the experience as described and it meets the above criteria for working with a group of children or adolescents.

Signature of Potential Teacher Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

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# Elementary and Early Childhood Education Department

## Writing Competency Verification

As part of the SARTE process, all EECE majors are required to document their writing competency. This must be done in ONE of the following ways. Please check the appropriate box. Complete the required information, then have your advisor sign at the bottom. Submit this form with your SARTE application.

\_\_\_\_\_

Student Name (please print)

\_\_\_\_\_

Dragon ID

**Check the Appropriate Box:**

Option 1	<ul style="list-style-type: none"> <li>➤ A minimum grade of 3.0 (grade of "B") in at least 1 course of Freshman English</li> <li>➤ <b>AND</b> a passing score on the Writing portion of the PPST exam.</li> </ul>
Option 2	<ul style="list-style-type: none"> <li>➤ A score of 4 or 5 on the Advanced Placement English (Composition) exam</li> <li>➤ <b>AND</b> a passing score on the Writing portion of the PPST exam.</li> </ul>
Option 3	<ul style="list-style-type: none"> <li>➤ A score of at least 65 on the CLEP English exam</li> <li>➤ <b>AND</b> a passing score on the Writing portion of the PPST exam.</li> </ul>
Option 4	<ul style="list-style-type: none"> <li>➤ A grade of Pass (P) for 3 credits of CCGE 111 (Expository Writing, taken through the Corrick Center at MSUM)*</li> <li>➤ <b>AND</b> a passing score on the Writing portion of the PPST exam.</li> </ul> <p style="text-align: center;"><b>* If taken prior to 2007, the requirement was 4 credits of MDS 111.</b></p>
Option 5	<ul style="list-style-type: none"> <li>➤ A passing score on the Elementary and Early Childhood Education (EECE) Department essay exam.</li> </ul>

PLEASE NOTE: Grades of B- are not accepted. Students who have earned a B- in the Freshman English course must take the department essay exam.

This student has met the writing competency requirements as indicated above.

\_\_\_\_\_

Advisor Signature

\_\_\_\_\_

Date

Items #1 and 5 were approved by APAC December 19, 2000  
 Revised by EECE Department December 1, 2004  
 Items #2 and 3 were approved by APAC March 1, 2005  
 Item #4 updated to reflect new course number October 15, 2008  
 Item #1,2,3, and 4 revised, approved by APAC November 18, 2008.



# Student Dispositions Self-Assessment

Complete and include with SARTE  
Application

Name \_\_\_\_\_ Date \_\_\_\_\_

Please mark honestly where you think you score on the continuum, with 5 being the highest and 1 being the lowest.

## Professional Commitment and Responsibility

1. I show initiative.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5

2. I get excited about learning new things.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5

3. I take pride in the high quality of my work.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5

4. Being prepared is very important to me.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5

5. Others can count on me. I am reliable.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5

6. I am punctual.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5

7. A professional appearance is important to me.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5

8. I take personal responsibility for both positive and negative outcomes.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5

## Reflection and Self Improvement

9. I seek ways to improve my performance.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5

10. I welcome constructive feedback.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5

## **Interpersonal Relationships**

11. I want everyone in the group to feel comfortable and welcome.

1\_\_\_\_2\_\_\_\_3\_\_\_\_4\_\_\_\_5

12. I think it is important to respect the position of those in supervisory roles.

1\_\_\_\_2\_\_\_\_3\_\_\_\_4\_\_\_\_5

## **Effective Communication**

13. Even when I do not agree, I listen and consider the viewpoints of others.

1\_\_\_\_2\_\_\_\_3\_\_\_\_4\_\_\_\_5

14. Others are receptive to me as a communicator.

1\_\_\_\_2\_\_\_\_3\_\_\_\_4\_\_\_\_5

15. I listen respectfully to all other students in my group.

1\_\_\_\_2\_\_\_\_3\_\_\_\_4\_\_\_\_5

16. I am enthusiastic and have a positive attitude.

1\_\_\_\_2\_\_\_\_3\_\_\_\_4\_\_\_\_5

## **Attitudes Toward Learners**

17. I am friendly and warm towards students, but understand boundaries.

1\_\_\_\_2\_\_\_\_3\_\_\_\_4\_\_\_\_5

18. I have the expectation that every student will succeed.

1\_\_\_\_2\_\_\_\_3\_\_\_\_4\_\_\_\_5

19. I think it is important to teach to different learning styles of students.

1\_\_\_\_2\_\_\_\_3\_\_\_\_4\_\_\_\_5

## **Respect for Diversity**

20. I recognize and respect that each person is unique.

1\_\_\_\_2\_\_\_\_3\_\_\_\_4\_\_\_\_5

21. I embrace the challenge to learn from and about people from other cultures and ethnic groups.

1\_\_\_\_2\_\_\_\_3\_\_\_\_4\_\_\_\_5

22. I believe that diversity enhances the classroom.

1\_\_\_\_2\_\_\_\_3\_\_\_\_4\_\_\_\_5



## SARTE Application Permissions and Understandings

Please read the following statements carefully, placing a check mark in the box for each statement to indicate that you have read and understood that statement.

Once you have read and checked all of the statements, please put your printed name, signature, and date on the lines provided at the bottom of the form, and attach this document to your SARTE application packet.

Please direct any questions to **Dr. Lynn Mahlum, Director of Teacher Education,** (218) 477-2256, or [mahlumly@mnstate.edu](mailto:mahlumly@mnstate.edu).

- I understand that having a criminal record could lead to denial of a Minnesota teaching license. (Automatic disqualifiers for a teaching license under Minnesota law are felony convictions for criminal sexual conduct and crimes relating to child pornography. All other arrests and/or convictions are reviewed on a case by case basis.)
- I understand that my professional dispositions for teaching will be assessed as part of my progress in the teacher education program.
- I understand that I must demonstrate my ability to perform the duties required by the state of Minnesota for my licensure area(s).
- I understand that I may be removed from the teacher education program:
- If I do not maintain minimum requirements in academic work for my major
  - If I do not demonstrate professional dispositions required of teachers
  - If I do not have successful performance evaluations in all practica
  - Upon the recommendation of MSU Moorhead's teacher education faculty after a review of my progress in my licensure program.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## CONCEPTUAL FRAMEWORK OF THE MSUM TEACHER EDUCATION UNIT

**MSUM candidates are professionals who are knowledgeable, reflective, humanistic, and creative.**

**Knowledgeable:** MSUM candidates display competence in their subject matter, built upon a strong grounding in liberal studies. MSUM candidates understand the principles of learning, assessment and technology. They understand and apply legal and ethical considerations to all aspects of their work. MSUM candidates are able to integrate theory and practice, and view learning as an active process. MSUM candidates demonstrate the ability to model connections between philosophical foundations and best practices in the field. As life-long learners, MSUM candidates engage in research and complex thinking. They design opportunities for others to seek knowledge and to understand themselves as members of the world community.

**Reflective:** MSUM candidates engage in thoughtful analysis of the meaning and significance of their actions, decisions, and results with regard to their work in order to assess progress in meeting this guiding principle. It is through this reflective process that candidates improve instruction, implement new ideas, abandon ineffective methodologies, and enhance learning outcomes for their students. MSUM candidates are skilled at analyzing their teaching from a variety of perspectives and identifying connections between teaching strategies and student learning. In addition, candidates utilize a variety of techniques to question their procedures and consider alternatives for instruction and student growth. MSUM candidates recognize learning, motivational, and developmental variables and relate those dimensions to their teaching practices. Finally, MSUM candidates bring a questioning spirit to received wisdom and conventional practice when needed.

**Humanistic:** MSUM candidates value the personal worth of each individual. This is based on a belief in people's potential and innate ability to develop to their fullest. MSUM candidates' actions are grounded in knowledge of different cultural and ethnic groups within the world community, and in knowledge of the influence of culture and history, ethnicity, language, gender and socio-economics on one's life. This knowledge base informs candidates' decision-making as they create environments that promote freedom, compassion, and success for all learners. MSUM candidates are fair-minded in their interactions with others, as well as sensitive to and accepting of individual differences. Further, MSUM candidates have an understanding of aesthetics and the diversity that is part of the human experience and will incorporate this knowledge into their work. MSUM candidates recognize and accommodate a variety of linguistic and nonlinguistic interpersonal skills in their actions with others. MSUM candidates foster resiliency in the students with whom they work and model these qualities in their own work.

**Creative:** MSUM candidates understand the powerful resources of the arts and sciences and use their knowledge of these areas to bring the best of their imaginative and creative acts into the classroom. MSUM candidates recognize the important role creativity plays in the design of instruction and classroom environment. They will, for themselves and for their students, meet new situations with resourcefulness, excitement and curiosity, with an investigative attitude, and with the ability to pose, seek and design solutions to problems. MSUM candidates are cognizant of the aesthetic elements of the world and draw on that knowledge to make curricular decisions designed to help students not only learn about aesthetics, but to also learn how to think about the world at large.

