



**SARTE APPLICATION
SPECIAL EDUCATION MAJORS**

(Return completed/signed SARTE application to Dean's Office, Lommen 212.)

NAME: _____ DRAGON ID # _____

CURRENT ADDRESS _____ CITY _____ STATE _____ ZIP _____

E-MAIL ADDRESS: _____ CURRENT PHONE #: _____

The following are the requirements for Admission to Teacher Education in SPECIAL EDUCATION:

- 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 CMST100) 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 2.50 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.**
- Complete and attach Disposition Self-Assessment. **See pages 3-4.**
- 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 5.**

<p>I hereby authorize review of my transcript(s) to determine my eligibility for Admission to Teacher Education:</p> <p>_____</p> <p>Signature of Applicant Date</p>	<p>This is to verify that I have reviewed these materials, and this student should be admitted to upper division (300/400 level) education courses:</p> <p>_____</p> <p>Signature of Education Advisor Date</p>
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Dean's Office Use Only:			
<input type="checkbox"/> Admitted to Teacher Education	Date: _____	Processed By: _____	
<input type="checkbox"/> 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.)

Applicant Signature

Applicant Name (print)

Date



Student Dispositions Self-Assessment

Complete and include with SARTE
Application

Name _____ Dragon ID _____ 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

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.

