

Standard 18.

The unit must make available to candidates, online or in print, the following information:

- (1) a description of the requirements for admission into each program;
- (2) a description of the completion requirements for each program;
- (3) a description of the state requirements for licensure, including information about the completion of a board-adopted performance assessment;
- (4) the unit's procedures for receiving and responding to complaints and grievances from candidates;
- (5) the unit's policy for substituting program requirements for prior learning experiences, coursework, teaching experience, and credit by examination. The policy must make clear that the unit will not substitute prior experience for student teaching requirements in Standard 11, item C, subitem (2), and Standard 12, item D, subitem (2);
- (6) a description of the candidate's appeal process if not recommended for licensure;
- (7) cost information, including information about financial aid; and
- (8) unit and program accreditation status.

Evidence

A core value of the Elementary Education program at Fond du Lac Tribal & Community College is transparency. The program believes candidates should have consistent, clear access to information that helps them understand how to enter the program, how to meet expectations, and how to move confidently toward licensure. Standard 18 aligns closely with this commitment by emphasizing the importance of publicly available, accurate, and accessible information. The program intentionally communicates requirements and policies in multiple formats and revisits them regularly to ensure clarity, equity, and compliance. [Evidence: See *Elementary Education Handbook* pg. 5(Conceptual Framework) 6 (Vision and mission), and Appendix G program transition points on pgs. 49 and 50]]

To support transparency, the Elementary Education program publishes all required program, licensure, and policy information both online and in print. Candidates access this information through the program website, the college catalog, degree maps, and the Elementary Education Program Handbook. In addition, program orientations and advising sessions walk candidates through these materials step-by-step. Because many candidates are first-generation college students or returning adult learners, faculty intentionally model how to locate and interpret program requirements, licensure timelines, and institutional policies. [Evidence: See FDLTCC Website-Elementary Education: <https://fdltcc.edu/degrees-certificates/degree-programs/elementary-education/>, FDLTCC website BS Program Planner: <https://fdltcc.edu/wp-lib/wp-content/uploads/2025/09/Elementary-Education-BS-Degree-Program-Planner.pdf>, and *Elementary Education Handbook* (entire book)]

The program publishes clear, current admission requirements for Elementary Education candidates. These include minimum GPA expectations, prerequisite coursework, background check procedures, application timelines, and any required assessments. In addition, the program clearly outlines completion requirements, including required coursework, clinical experiences, program benchmarks, and minimum performance standards for progression and completion. These requirements are reviewed annually to ensure continued alignment with Minnesota licensure expectations and institutional policies. [Evidence: See *Elementary Education Handbook* pgs 49 and 50 (Appendix G: program transition points),

12 (academic progression), 14, and 39 (background check, and Appendix D background check), 51 (Appendix H: application to elementary education program), and 16 (dispositions)]

Candidates are also provided with detailed, publicly available information regarding Minnesota teacher licensure requirements. Program materials clearly distinguish between successful program completion and state licensure requirements, including required performance assessments. Specifically, candidates are informed of Minnesota's requirement to complete edTPA Tasks 1 and 3 and how these assessments fit into the student teaching timeline. Faculty advisors support candidates in understanding licensure steps such as fingerprinting, background checks, and application timelines. [Evidence: See Elementary Education Handbook pgs 49 and 50 (Appendix G: program transition points), 12 (academic progression), 14, and 39 (background check, and Appendix D background check), 51 (Appendix H: application to elementary education program), and 16 (dispositions) 27 (EDPTA)]

To ensure fairness and trust, the program publishes clear grievance and complaint procedures that apply specifically to education candidates. These procedures outline how candidates can file concerns, expected timelines for review, steps in the resolution process, and appropriate contacts at the program and institutional levels. A non-retaliation statement is included, and candidates are informed of escalation options if concerns are not resolved at the initial level. [Evidence: See Elementary Education Handbook pg. 33 (Appendix B: and FDLTCC elementary education program appeals procedure)]

The program also publishes a clear policy addressing prior learning experiences, transfer coursework, teaching experience, and credit by examination on the FDLTCC website. This policy explains how candidates may request review of prior learning, how transcript analyses are conducted, and how course substitutions are approved using a uniform institutional form. Importantly, the policy explicitly states that student teaching requirements may not be waived or substituted under any circumstances, ensuring alignment with Minnesota rules and equity across candidates. [Evidence: FDLTCC website transfer: <https://fdltcc.edu/graduation-transfer/transfer-information/>]

Candidates are also informed of their right to appeal if they are not recommended for licensure. The program publishes an accessible description of this appeal process, including timelines, required documentation, decision-makers involved, and steps in the review process. This ensures that licensure decisions are transparent, consistent, and procedurally fair. [Evidence: See Elementary Education Handbook pg. 33 (Appendix B: and FDLTCC elementary education program appeals procedure)]

Information related to tuition, program fees, financial aid, and scholarship opportunities is also made publicly available through the college website, printed materials, and advising sessions. Because financial access is a critical equity issue—particularly for Indigenous students and first-generation learners—faculty regularly connect candidates to resources such as scholarships, grants, and initiatives like North Star Promise. While not a licensure requirement, access to this information supports candidate persistence and informed decision-making. [Evidence: See FDLTCC Website Scholarships <https://fdltcc.edu/paying-for-college/scholarships/>, see FDLTCC website Paying for College

<https://fdltcc.edu/paying-for-college/>, and FDLTCC website Financial Aid Forms:
<https://fdltcc.edu/paying-for-college/financial-aid-forms/>]

Finally, the program publishes current and accurate information identifying its accreditation and approval status. This includes approval by the Minnesota Professional Educator Licensing and Standards Board (PELSB) and institutional accreditation through the Higher Learning Commission, as well as alignment with WINHEC accreditation. This information is available on public webpages to ensure transparency for candidates, families, and community partners. [Evidence: FDLTCC Website Elementary Education, accreditation tab <https://fdltcc.edu/degrees-certificates/degree-programs/elementary-education/>]

Across all categories required by Standard 18, the Elementary Education program intentionally maintains clarity, accessibility, and accuracy. Program leadership conducts regular reviews of published materials, tracks versions and updates, and coordinates changes with institutional offices to ensure consistency across platforms. These processes help ensure that candidates always have access to reliable and up-to-date information. [Evidence: [example ed program meeting minutes](#)]

By maintaining publicly available, accurate, and easily accessible information, Fond du Lac Tribal & Community College meets the expectations of Standard 18. The program's transparency supports candidate confidence, informed decision-making, and equitable access as candidates progress from admission through licensure.