


 **MINNESOTA**  
PROFESSIONAL EDUCATOR  
LICENSING AND STANDARDS BOARD

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DATE: September 30, 2021

TO: Kimberly Spoor PhD, Unit Leader

FROM: Alex Liuzzi, Executive Director 

RE: **Notification of Board Action:** Recommendation for Initial Unit Approval

In compliance with board requirements, Fond du Lac Tribal & Community College, filed an application in spring 2021 with the Professional Standards and Licensing Board (PELSB) to undergo an on-site institutional evaluation to demonstrate compliance with standards in Board Rule 8705.1000.

As a result of their review, the peer evaluators recommend to the Board that Fond du Lac Tribal & Community College receive **INITIAL APPROVAL** through June 30, 2024.

On September 3, 2021, the TPC met and supported the review team's recommendation for initial approval for Fond du Lac Tribal & Community College through June 30, 2024.

**On September 17, 2021, the Board acted in support of these recommendations and granted Fond du Lac Tribal & Community College INITIAL APPROVAL through June 30, 2024.**

**Team Findings Report and Recommendations**  
**Compliance Report for standards 8705.1000**

Fond du Lac Tribal & Community College  
July 26-27, 2021

TEAM RECOMMENDATION	
<b>X</b>	<b>INITIAL APPROVAL</b> <i>Next site visit summer/fall 2023</i>
	<b>CONTINUING APPROVAL</b>
	<b>CONDITIONAL APPROVAL</b>
	<b>DISAPPROVAL</b>

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Fond du Lac Tribal and Community College  
Virtual TEAM MEMBERS  
July 26-27, 2021

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**Background Information:**

**The following excerpt is information about the unit and its programs copied from their comprehensive report submitted to the board in summer 2021.**

**Institutional Context**

Fond du Lac Tribal and Community College (FDLTCC) is a unique institution, created by the Minnesota Legislature and chartered as a tribal college by the Fond du Lac Reservation in 1987. The college's uniqueness comes from the fact that it is a community college that is a member of the Minnesota State system of colleges and universities and a tribal college established by the Fond du Lac Band of Lake Superior Chippewa, forming a unique postsecondary partnership between an Indigenous nation and a State government, the only such model in the United States. The college is defined in Minnesota statute 136F.12 as a unique mission institution, focused on serving the general education needs in Carlton and southern St. Louis counties and of American Indians throughout the state, especially in northern Minnesota:

**136F.12 FOND DU LAC CAMPUS.**

**Subdivision 1.** Unique missions.

The Fond du Lac campus has a unique mission among two-year colleges to serve the lower division general education needs in Carlton and south St. Louis Counties, and the education needs of American Indians throughout the state and especially in northern Minnesota. The campus has a further unique mission to provide programs in support of its federal land grant status. Accordingly, while the college is governed by the board, its governance is accomplished in conjunction with the board of directors of Fond du Lac Tribal College.

**Subd. 2.** Selected programs.

Notwithstanding section 135A.052, subdivision 1, to better meet the education needs of Minnesota's American Indian students, and in furtherance of the unique missions provided in subdivision 1, Fond du Lac Tribal and Community College may offer a baccalaureate program in elementary education, as approved by the board, and the board of directors of Fond du Lac Tribal and Community College.

**Subd. 3.** Bargaining unit assignment.

Notwithstanding section 179A.10, subdivision 2, the state university instructional unit

shall include faculty who teach upper division courses at the Fond du Lac Tribal and Community College.

History: 1995 c 212 art 4 s 15; 1996 c 398 s 35; 2003 c 133 art 2 s 18; 2014 c 149 s 52

As a tribally chartered college, FDLTCC is also a 1994 land grant institution, carrying out such responsibilities through research and community extension activities. It is governed in a partnership between the Fond du Lac Tribal College Board of Directors and the Minnesota State Board of Trustees. For its 25th anniversary, FDLTCC produced an award-winning video of its unique history titled *Extraordinary*, which is found on the college's YouTube page. *Extraordinary: Celebrating 25 Years* provides an excellent introduction for anyone unfamiliar with the unique place FDLTCC holds in higher education.

Long before the word "equity" entered the everyday lexicon of postsecondary education, FDLTCC was founded in that principle and forged its longstanding mission statement and related mission documents.

## **Mission**

The mission of Fond du Lac Tribal and Community College is to provide higher education opportunities for its communities in a welcoming, culturally diverse environment.

To achieve this mission, we will:

- Promote scholarship and academic excellence through transfer and career education, and to provide access to higher education by offering developmental education.
- Respectfully promote the language, culture, and history of the Anishinaabeg.
- Provide programs which will celebrate the cultural diversity of our community and promote global understanding.
- Promote a sense of personal respect and wellness.
- Provide technological opportunities and experiences, preparing students for the future.
- Provide programs and baccalaureate degrees that fulfill our commitment to American Indian communities, our land grant status, and the union of cultures.

## Vision Statement

Fond du Lac Tribal and Community College offers a postsecondary education to honor the past, for those living in the present and dreaming the future, through a spirit of respect, cooperation, and unity.

## Core Values

During 2013 and 2014, Fond du Lac Tribal and Community College identified five core values to be used as guiding principles on campus:

- Respect: Manaaji'idiwin
- Integrity: Gwayakwaadiziwin
- Stewardship: Ganawenjigewin
- Innovation: Maamamiikaajinendamowin
- Compassion: Zhawenjigewin

The college's values were embedded in a new terrazzo floor in fall 2019 as part of a Higher Education Asset Preservation and Repair (HEAPR) project.

FDLTCC is regionally accredited by the Higher Learning Commission; its last site visit occurred in fall 2019, and the college met each core and sub-component free of concern. The college's Indigenous American programming ("*Anishinaabe Gikendaasowinan*" *The People's Way of Knowing*) was accredited in spring 2017 by the World Indigenous Nations Higher Education Consortium (WINHEC). Its nursing program is accredited by the Accreditation Commission for Nursing in Education (ACEN), and its concurrent enrollment program is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP). The college's law enforcement program is approved by the Minnesota Peace Officers Standards and Training (POST) board; its Chemical Dependency Counseling licensure certificate is approved by the Minnesota Board of Behavioral Health and Therapy; and the college's Electrical Utility Technologies program is the only program in the five-state region that offers the Building Performance Institute's (BPI) national certification in home energy auditing. Finally, consistent with Minnesota legislative approval in 2003, FDLTCC is currently developing a baccalaureate degree in elementary education and is submitting this document as the first step in the approval process with the Professional Educators Licensure and Standards Board (PELSB) in spring 2021.

As part of the process of achieving special accreditation by WINHEC, a four-year process

culminating in 2017, FDLTCC's Anishinaabeg Gikendaasowinan adopted "Gidizhitwaawinaanin" (*Our Cultural Standards*). While the cultural standards were developed for the college's Indigenous American programming, the FDLTCC faculty as a whole adopted the standards in 2019 as part of the college's general curriculum approval process, which opened the door to further building a "culturally responsive" approach to all courses at FDLTCC, which is a process unfolding organically across the curriculum. The cultural standards are of central importance in the Anishinaabe and American Elementary Education program and are explained in greater detail later in this document.

In its inception and its legislative mandate, FDLTCC's enrollment and workforce demonstrate its commitment to a "Union of Cultures." Approximately one quarter of the college's faculty and approximately one quarter of its staff are Indigenous Americans, and roughly a third of its student population is Indigenous. FDLTCC has the most diverse workforce of all non-metro colleges in the Minnesota State system, which provides a "value-added" experience to students, preparing them for the diverse workforce of the future in a manner unlike that of any other rural college in the MN State system. FDLTCC's overall graduation rate of first time, full time Indigenous *and* white students is at or among the top of the colleges and universities in the region according to the most recent IPEDS figures. On the college's mandatory graduate exit exam, almost one-hundred percent of students report having interacted with someone of a group different from their own while at FDLTCC and almost one-hundred percent report the diversity of their student experience as being beneficial to them.

In 2017, FDLTCC joined the national nonprofit Achieving the Dream (ATD) organization, which focuses on improving student success and equity through a data-driven approach. Since then, the college has developed an institutional research office and continues to deepen its practice of using disaggregated data to monitor its student success initiatives. In summer 2020, ATD awarded FDLTCC and five other tribal colleges a Holistic Student Supports grant, a three-year long effort that includes redesigning the college's approach to advising and developing a process for faculty and staff to share information more effectively regarding student progress and other concerns.

FDLTCC's unique mission forms the bedrock of the college's operations, from its academic programs to its support services to its facilities. The enrollment and workforce profile fit its mission, and the college is a regional leader in the success of its Indigenous and non-indigenous students. The college was founded over thirty years ago on an undergirding philosophy of "A Union of Cultures," decades before the emphasis on equity and diversity was present in higher education, and the college remains true to its origins today. Entering the PELSB approval process marks a new chapter in FDLTCC's history with meeting its obligations to a standards-bearing organization, and the college welcomes the opportunity to learn and grow through the PELSB review of the Anishinaabe and American Elementary Education program.

## **FDLTCC's Elementary Education Unit**

In 2003, FDLTCC became the only two-year college in Minnesota granted the authority to offer a baccalaureate degree. Although arriving at the present point has been a long process of starts and stops, the college is pleased to reach this point in the approval process and move one step closer to offering the four-year degree. The need for this program is clear: As of 2021, only one percent of all teachers in Minnesota are American Indian. "Minnesota continues to lag significantly in the ability to hire and retain racially and ethnically diverse teachers even close to the proportion of students of color and indigenous students in the state" (*2021 Biennial Report: Supply & Demand of Teachers in Minnesota*, p. 5). Studies have shown that young Indian learners benefit from having Indian teachers, and FDLTCC's goal is to increase the percentage of Indian teachers every year moving forward (Cherng & Halpin, 2016; Clarren, 2017).

While the primary goal of this program is to increase the number of American Indian teachers, a secondary goal is to embrace the college's philosophy of a "Union of Cultures" in the Education Unit. It is vital to train non-Indigenous teaching candidates in Indigenous ways of knowing and being. The focus of the curriculum will be the Anishinaabeg ways of knowing and being while also including attention to other Indigenous cultures and traditions, as well as other under-represented student needs.

The development of curriculum in Elementary Education has been a collaborative process with members of the local and regional educational community assisting in course development. The individuals included faculty from another university, local area teachers, a principal, a superintendent, and an educational consultant. These external community members currently work extensively with American Indian students. The selection of the group was purposeful in order to gain a more holistic view of the educational needs of the K-6 students that the unit's graduates will serve.

The course developers came from both on and off the reservation with seventy-six percent of the group being American Indian. The unit counted on their content expertise for course development, as well as their deep understanding of current gaps in education, to develop courses that are relevant and necessary to meet the cultural and academic needs of elementary-aged Indigenous students, as well as students from other under-represented backgrounds.

To continue the partnerships that formed through the curriculum development process, the unit has invited these collaborators and other educational community members to serve on the program's advisory council. The council will help to maintain and further develop these established and new relationships. They will also provide input to the unit's assessment data and ongoing continuous improvement processes based on the data to ensure the program will be kept at the forefront of the profession while

maintaining cultural relevance. The partnerships that the unit has developed are vital, and the unit will continue to nurture them into the future.

Cherng, H. & Halpin, P. (2016) "The importance of minority teachers: Student perceptions of minority versus white teachers." *Educational Researcher*. 45(7): 407-420.

Clarren, R. (2017). "How America is failing Native American students: Punitive discipline, inadequate curriculum, and declining federal funding created an education crisis." <https://www.thenation.com/article/archive/left-behind>

STANDARDS		
	Rule 8705.1000	Findings/Comments
	<b>Subpart 2 focuses on program design:</b>	
<b>Sub.2</b>	<b>A.</b> the unit provides professional education programs with a clear and consistent conceptual framework threaded throughout the instructional program based on research, theory, and accepted practice	MET
	<b>B.</b> the unit provides and assures that candidates complete a professional sequence of courses based on the standards for both pedagogy and subject matter under parts 8710.2000 to 8710.8080	MET
	<b>C.</b> the unit provides and requires candidates in teacher preparation programs to have completed a program of general studies in the liberal arts and sciences equivalent to the requirement for persons enrolled in programs at their institution not preparing persons for teacher licensure	MET
	<b>D.</b> the unit provides programs that require candidates in teacher preparation programs to demonstrate content-specific competence	MET

	of the licensure field	
	<b>E.</b> the unit sets forth clear expectations specific to locally determined indicators of professional dispositions and has a process for assessing those expectations	MET
	<b>F.</b> the unit's programs instruct candidates to use Minnesota kindergarten through grade 12 student academic standards, or if unavailable, national discipline-specific standards for lesson planning and teaching	MET
	<b>G.</b> the unit requires that teacher candidates demonstrate the ability to use prekindergarten through grade 12 student performance data to make instructional decisions	MET
	<b>H.</b> the unit's programs were developed in collaboration with academically qualified faculty, along with licensed, experienced school personnel in the content area, and other stakeholders	MET
	<b>I.</b> the unit's programs require candidates to complete coursework in methods of teaching the content and scope for which they are preparing to be licensed.	MET
	<b>J.</b> the unit's programs evidence culturally responsive curricula.	MET
	<b>K.</b> the unit's programs evidence direct training in the expectations published in the Minnesota Code of Ethics for professional practice and related Minnesota Statutes.	MET
	<b>Subpart 3 focuses of field experiences.</b>	
<b>Sub.3</b>	<b>A.</b> the teacher licensure programs incorporate a range of planned and supervised field-based experiences prior to student teaching that provide candidates opportunities to demonstrate the unit's indicators of professional dispositions and the required skills and knowledge under parts 8710.2000 to 8710.8080 spanning the scope of the license.	MET
	<b>B.</b> the unit has a process to assure that programs provide and require	MET

	experiences in the field aligned to the scope and content of the licensure field sought.	
	<b>C.</b> the unit has a process to assure that all candidates have experiences with diverse populations, including students with a range of exceptionalities, and students representing a diversity of socioeconomic, linguistic, cultural, ethnic, and racial backgrounds.	MET
	<b>D.</b> the unit has a process for and establishes collaborative school partnerships for field experience placements.	MET
	<b>E.</b> the unit has a process to verify that school personnel who host teacher candidates or supervise related services candidates hold a valid Minnesota license, or the equivalent, for their assignments.	MET
	<b>F.</b> the unit has an established process and criteria for the selection of school-based partner sites and cooperating teachers to assure that partners model effective instructional practices, and that the cooperating teachers model the incorporation of state prekindergarten through 12 student academic standards in their teaching.	MET
	<b>G.</b> for initial licensure, each program requires a student teaching period of a minimum of 12 continuous weeks, full time, face-to-face, which could be split into two placements, and in compliance with program-specific field experience and student teaching requirements set forth in parts 8705.2000 to 8705.2600 and parts 8710.6000 to 8710.6400.	MET
	<b>H.</b> related services licensure programs incorporate a range of planned and supervised field experiences providing opportunities to demonstrate the required skills and knowledge of their specific field under parts 8710.6000 to 8710.6400.	N/A

	<b>Subpart 4 focuses on having policies and procedures in place to for admission, also for admitting and retaining a diverse candidate pool, and for giving credit to candidates for other academic and teaching experiences.</b>	
<b>Sub.4</b>	<b>A.</b> multiple criteria and assessments are identified and used to admit candidates who demonstrate potential for professional success in teaching.	MET
	<b>B.</b> plans, policies, and practices for admission and retention of a diverse candidate pool.	MET
	<b>C.</b> a plan for uniformly assessing and, as appropriate, giving credit to candidates, including out-of-state, transfer, nontraditional, or post baccalaureate, for knowledge and skills acquired through prior academic preparation and teaching experiences that meet licensure requirements, and must maintain records to support decisions made.	MET
	<b>Subpart 5 involves advising candidates.</b>	
<b>Sub.5</b>	<b>A.</b> provides appropriate and accurate academic and professional advisement at a candidate’s admission and throughout the candidate’s professional education program.	MET
	<b>B.</b> assures that candidates have access to accurate published information describing the teacher preparation programs’ requirements, including information about state-required teacher licensure examinations	MET
	<b>C.</b> has a defined student appeals process including a published reference to Minnesota Statutes, section 122A.09, subdivision 4, paragraph (c)	MET
	<b>D.</b> ensures that candidates are provided information on resources available for personal, professional, and career counseling as well as academic support services.	MET

	<b>Subpart 6 involves providing evidence of recordkeeping and assessments</b>	
<b>Sub.6</b>	<b>A.</b> maintaining complete, accurate, consistent, and current records of candidate progress through the programs, including coursework, field experiences and other program requirements.	MET
	<b>B.</b> monitoring and assessing candidates' attainment of standards of parts 8710.2000 and 8710.8080 at a minimum of three identified checkpoints after admission throughout the professional education sequence.	MET
	<b>C.</b> a uniform, operational assessment system applied to candidates in all licensure programs which identify key assessments, including performance assessments.	MET
	<b>D.</b> evidence that multiple assessments are used to demonstrate candidates' academic competence in the content they plan to teach.	MET
	<b>E.</b> evidence that assessment of teacher candidate performance includes data about the performance of the students they teach.	MET
	<b>F.</b> an established and published set of exit criteria and outcomes from each program consistent with the licensure requirements of the Professional Educator Licensing and Standards Board.	MET
	<b>Subpart 7 looks at how the unit uses data for continuous improvement.</b>	
<b>Sub.7</b>	<b>A.</b> a unit collects, aggregates, analyzes, and uses aggregated data from its key assessments to evaluate program effectiveness and to make program improvement changes.	MET

	<b>B.</b> the unit has a process to collect and evaluate aggregate data as required by parts 8705.2000 to 8705.2600 for the purpose of biennial continuing program approval.	MET
	<b>C.</b> the unit has an operational process to obtain feedback from graduates and employers of graduates on the performance of graduates for use in program evaluation.	MET
	<b>D.</b> the unit has an advisory group with external members including cooperating teachers, other school partners, and graduates that regularly assist with the ongoing evaluation and improvement of programs.	MET
	<b>Subpart 8 focuses on policies related to faculty qualifications, faculty recruitment, and faculty growth and professional development</b>	
<b>Sub.8</b>	<b>A.</b> the unit ensures that all education faculty are qualified by advanced academic preparation for the faculty member's current assignments.	MET
	<b>B.</b> the unit verifies that faculty assigned to teach in the education program are actively engaged in professional organizations, other education-related endeavors at the local, state, or national levels, and ongoing involvement in prekindergarten through grade 12 schools in accordance with Minnesota Statutes, section 122A.09, subdivision 4, paragraph (f).	MET
	<b>C.</b> the unit actively recruits and has plans, policies, and practices for hiring diverse faculty.	MET
	<b>D.</b> each licensure program has a faculty member designated as the program leader who is qualified by advanced academic preparation in that content area and who has responsibility for understanding current Professional Educator Licensing and Standards Board licensure standards and expectations for that licensure program.	MET

	E. the unit provides the support for faculty to engage in professional development to enhance intellectual and professional vitality to ensure that they model effective delivery of instruction.	MET
	F. the unit has a system to provide feedback to faculty based on candidate evaluation of faculty effectiveness and candidate data.	MET
	G. the unit demonstrates that faculty assigned to instruct and assess the subject matter content have advanced academic preparation to teach the content.	MET
	H. the unit ensures that all faculty who are assigned to teach content-specific methods courses have advanced academic preparation in that content, and have at least one academic year of prekindergarten through grade 12 teaching experience in that content area and scope.	MET
	I. the unit ensures that all faculty who supervise student teaching must have advanced academic preparation and have at least one academic year of prekindergarten through grade 12 teaching experience aligned to the scope of the licensure programs they supervise.	MET
	J. the unit has a policy in place expecting faculty to demonstrate teaching that reflects knowledge and experience with diversity and student exceptionalities.	MET
	<b>Focuses on the duties and responsibilities of the unit leader</b>	
<b>Sub.9</b>	A. the unit leader has responsibility for implementing current Professional Educator Licensing and Standards Board requirements and approval processes.	MET
	B. the unit leader has responsibility for submitting required federal and state reports related to teacher preparation and licensure.	MET

	<b>C.</b> the unit leader facilitates ongoing communication and collaboration with unit and arts and sciences faculty members for developing, implementing, and maintaining continuity of licensure programs to ensure that content standards are being taught and assessed as approved.	MET
	<b>D.</b> the unit leader facilitates ongoing communication and collaboration with prekindergarten through grade 12 school partners to ensure quality field placements and to maintain the integrity of programs.	MET
	<b>E.</b> the unit leader is responsible for arranging training for cooperating teachers that addresses their role, program expectations, candidate assessments, procedures, and timelines.	MET
	<b>F.</b> the unit leader provides periodic orientation to Professional Educator Licensing and Standards Board standards, both unit and program-specific, to all unit faculty, including adjuncts and part-time instructors, to ensure program integrity and consistency.	MET
	<b>G.</b> the unit leader monitors the institutional and unit long-range plans to ensure the ongoing vitality of the unit and its programs, and the future capacity of its physical facilities.	MET
	<b>H.</b> the unit leader is responsible for submitting licensure program proposal applications and program effectiveness reports to the Professional Educator Licensing and Standards Board for approval.	MET
	<b>I.</b> the unit leader is responsible for administering all licensure programs as approved and for notifying the board of any changes to approved programs through the biennial program reporting process.	MET
	<b>J.</b> the unit leader is authorized to recommend for teacher licensure candidates who have completed the unit's teacher preparation programs.	MET
	<b>K.</b> the unit leader has a monitoring process in place and is responsible for ensuring that candidates successfully complete all Professional Educator Licensing and Standards Board licensure assessments before recommending a candidate for licensure.	MET

	<b>Subpart 10 looks at governance and resources</b>	
<b>Sub.10</b>	<b>A.</b> responsibility and authority for teacher preparation programs are exercised by a defined administrative and instructional unit, for example a department, division, school, or college of education.	MET
	<b>B.</b> the unit is directly involved in the areas of faculty selection and assignments, tenure, promotion, and retention decisions.	MET
	<b>C.</b> the unit is directly involved in decisions about recruitment and admission of candidates, curriculum decisions, evaluation and revision of programs, and the allocation of resources for licensure programs.	MET
	<b>D.</b> the unit has sufficient financial and physical resources and institutional support to sustain teacher preparation programs including adequate budgets, classroom and office space, technology support and equipment, supplies, and materials.	MET
	<b>E.</b> the unit has sufficient numbers of faculty to teach in the licensure programs to ensure consistent quality and delivery of the program over time.	MET
	<b>F.</b> the unit has workload policies and adequate resources to enable all faculty who teach in licensure programs the time and resources to accommodate teaching, advising, assessment of candidates and programs, research, scholarship, program administration, committee work, supervision, and service to schools and community.	MET
	<b>G.</b> candidates and faculty have access to current books, journals, and electronic information that support teaching, learning, and scholarship.	MET
	<b>H.</b> candidates and faculty in the unit have training in and access to current education-related technology to support teaching, learning, and scholarship.	MET

	I. the unit has sufficient faculty, administrative staff, support, and technical staff to ensure consistent delivery and quality of programs and to comply with all board reporting requirements to maintain unit and program approval.	MET
	J. the unit has the capacity and established operational processes to obtain periodic external feedback on the performance of graduates as required for continuing program approval.	MET

**Accolades:**

- The team commends the unit for the many student services that are available and provided to candidates. The commitment to supporting students with personal, professional, and career counseling and academic support services is comprehensive and exemplary.
- The team would like to applaud the faculty for their engagement in the community and also in professional endeavors. The sentiment about giving back to the profession and the college was expressed multiple times and is evident in the many activities that faculty participate in, offer, or provide for the college and the community.
- The team congratulates the unit for creating a strong Advisory Council representing a range of experiences and expertise in education. The Advisory Council is clearly committed to engaging in the work necessary to ensure a quality teacher preparation program.
- The team wants to acknowledge the way the unit is addressing subpart 2J. Culturally responsive curricula is not something just added to the program, but is the structural foundation of the unit. The unit’s commitment to preparing diverse teacher candidates to serve all K-12 students of Minnesota is not only impressive, it is powerful.

APPENDIX ‘A’	
Comprehensive listing of all individuals interviewed	(attached)
APPENDIX ‘B’	
Comprehensive listing of all exhibits reviewed	(attached)
APPENDIX ‘C’	
Institutional Report	(attached)