

## Standard 28.

*The unit must designate a leader responsible for:*

*(1) recommending candidates for licensure upon completion of the teacher preparation program; and  
(2) communicating with the board, including notifying the board of changes to approved programs through the program reporting process and submitting licensure program proposal applications and program effectiveness reports.*

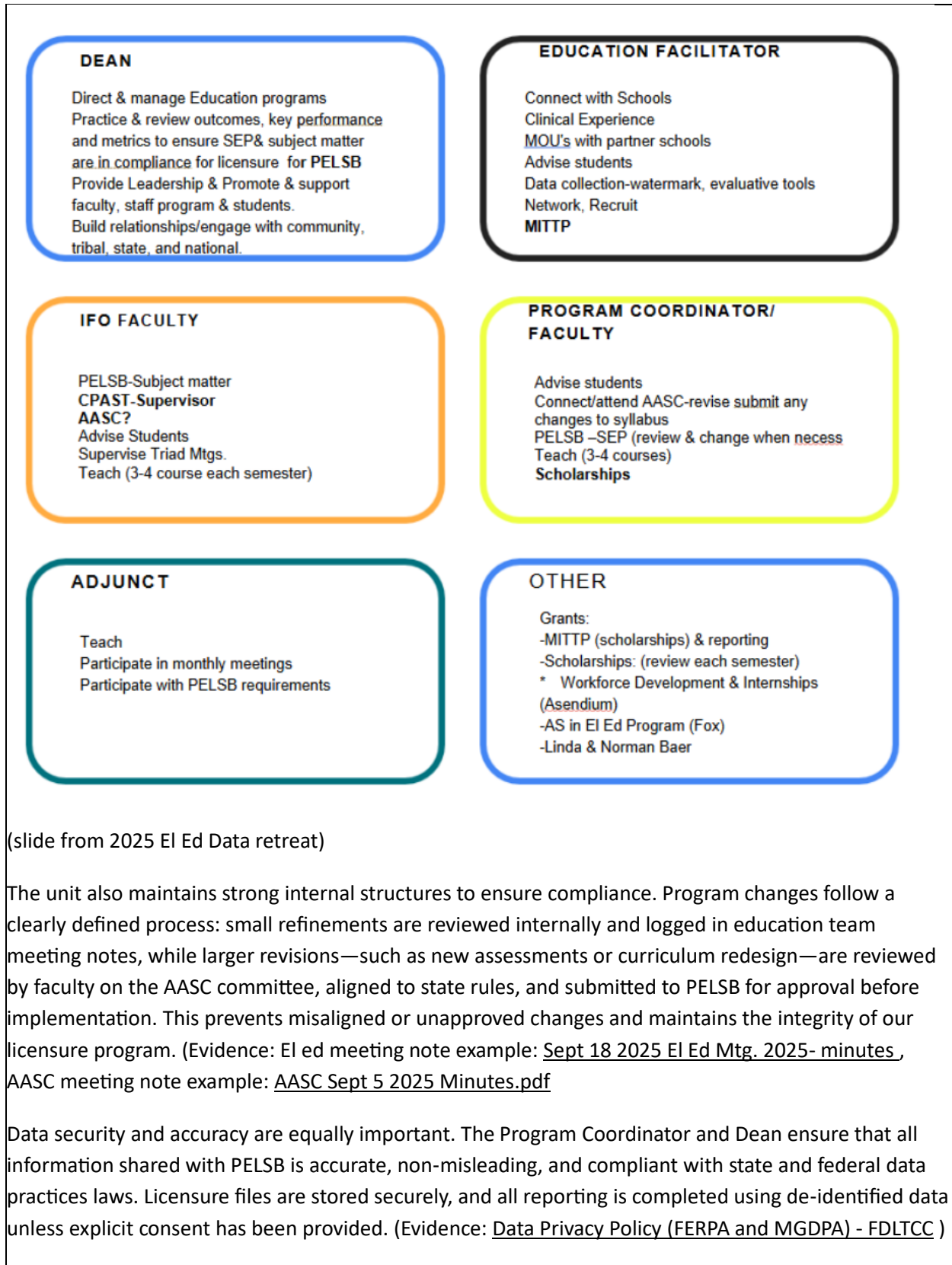
### Evidence

Strong, steady leadership is essential to the integrity of a teacher preparation program. At Fond du Lac Tribal & Community College, we ensure that our licensure processes, program communications, and state reporting responsibilities are coordinated together as an education team. Standard 28 aligns closely with this structure by requiring programs to formally identify the individual responsible for licensure recommendations and for serving as the primary point of contact with PELSB.

In the Elementary Education Unit, the IFO Faculty Member serves as the official designated leader. This role carries significant responsibility, and the individual in this position ensures that every candidate recommended for licensure has met all coursework, assessments, clinical requirements, and standards outlined in Minnesota Rules 8705 and 8710 and Minnesota Statutes chapter 122A. The IFO Faculty Member verifies each candidate's file—including transcripts, evaluation records, edTPA completion, fieldwork documentation, and dispositions—and only after all requirements are met, submits the formal licensure recommendation to PELSB. This final review is a cornerstone of our commitment to program integrity, accuracy, and ethical practice. (Evidence: [Minnesota Rules chapters 8705 and 8710](#) and [with Minnesota Statutes chapter 122A](#), [Course Outlines PDF | FDLTCC | Cloquet MN](#), [2023-2024 FDLTCC Elementary Education Field Experience and Student Teaching Handbook](#) pg. 49 (Appendix G: Transition Point Data), and [28.1 licensure process](#))

The Dean oversees communication with PELSB. This includes submitting program changes, program reporting updates, PERCA Program Effectiveness Reports, new licensure proposals, and any required documentation related to review cycles. When curricular revisions, assessment updates, or shifts in delivery models occur, the Dean ensures that the appropriate materials are prepared, reviewed internally, and submitted through the PELSB Program Reporting System. This centralized communication structure ensures that program changes are always aligned to licensure standards and that no updates are implemented without formal review and approval. ([Board Meeting Agenda October](#), [Notification of Board Action Sept 2021 FDLTCC Initial Unit Approval](#)).

Faculty and host and cooperating teachers provide evaluations, check clinical documentation, and ensure candidate performance evidence is complete. The Program Coordinator verifies assessment data, Watermark records, and checkpoint outcomes. The Education Facilitator reviews field placements, cooperating teacher evaluations, and student teaching logs. Together, these roles support the work of licensure verification, but the Dean carries final authority and responsibility for all official submissions.



These systems ensure not only compliance with Standard 28 but also a smooth, transparent, and ethical process for managing licensure and communication. By designating a clear leader, establishing strong internal workflows, and maintaining accurate, secure systems, the Elementary Education Unit upholds its responsibility to candidates, the college, and the state of Minnesota.