Dear Student:

Thank you for your interest in Teacher Education!

We have a proud tradition at UND of preparing high quality educators and professionals. As the largest teacher education program in the state of North Dakota, we offer programs in over 20 areas of teaching. Our graduates teach in schools across North Dakota, Minnesota and the nation.

This handbook will guide you through the teacher education options available at UND and will explain admission and program requirements. The College of Education and Human Development also offers professional advising and our advisors are available to meet with you, answer questions, and help you in your educational and career decisions.

The handbook also details what to expect in our teacher education programs. You will have multiple opportunities to work in schools and with children; you will also work closely with dedicated faculty who believe that teaching and learning is a life-long commitment. We will support you as you prepare for this most important of careers.

We invite you to visit our webpage: http://education.und.edu/teacher-ed.cfm for more information about our programs and our faculty and staff. Please do not hesitate to contact us if you have any questions!

Sincerely,

Robert Hill, Dean

Anne Walker, Associate Dean of Teacher Education
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UND Teacher Education Programs: A Tradition of Excellence

If you are interested in becoming a teacher, you have come to the right place. At the University of North Dakota, we have a proud and long tradition of teacher education. In fact, UND has been educating teachers since it opened its doors in 1884. We currently graduate approximately 150 new teachers per year who enter classrooms in North Dakota, Minnesota, and across the nation. Many have been named “Teacher of the Year” in their states and districts, while others have served leadership roles in professional organizations and schools.

Our programs offer quality teacher preparation and are nationally accredited by the Council of Accreditation for Educator Preparation (CAEP). Additionally, the North Dakota Education Standards and Practices Board (ESPB) approves our programs for teacher licensure at the early childhood, elementary, middle or and secondary levels. The North Dakota Department of Public Instruction approves our programs that lead to licensure for school administrators, counselors, and special educators. All tenured faculty members hold doctoral degrees and are active scholars and researchers. Many are nationally recognized in their respective fields, as well as being recognized, individually and collectively, for teaching, research, and service to the UND community. You can be assured that the education you receive at UND is of the highest quality and will prepare you for a successful and rewarding career.

At UND, our teacher education programs span three colleges, the College of Arts and Sciences, The College of Engineering and Mines, and the College of Education and Human Development, and 17 different departments. We offer Bachelors, Masters and Doctoral degrees in education. We are the largest teacher education program in the state of North Dakota and offer the most options for teacher licensure. Colleges and Departments that offer undergraduate Teacher Education programs include:

<table>
<thead>
<tr>
<th>College of Education &amp; Human Development</th>
<th>College of Arts &amp; Science</th>
<th>College of Engineering &amp; Mines</th>
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<tbody>
<tr>
<td>Department of Teaching &amp; Learning</td>
<td>Department of Biology</td>
<td>Department of Geology and Geological Engineering</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>Department of Chemistry</td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>Department of English</td>
<td></td>
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<tr>
<td>Middle Level</td>
<td>Department of Languages</td>
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</tr>
<tr>
<td>Composite Social Studies</td>
<td>French, German &amp; Spanish</td>
<td></td>
</tr>
<tr>
<td>Composite Science</td>
<td>Department of Mathematics</td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>Department of Physics</td>
<td></td>
</tr>
<tr>
<td>(Graduate Level Only)</td>
<td>Department of Geography</td>
<td></td>
</tr>
<tr>
<td>Department of Kinesiology &amp; Public Health Education</td>
<td>Department of History</td>
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<tr>
<td>Physical Education</td>
<td>Department of Music</td>
<td></td>
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<tr>
<td>Department of Counseling</td>
<td>Music (K-12)</td>
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<tr>
<td>Schools Counseling</td>
<td>Department of Visual Arts</td>
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<tr>
<td>(Graduate Level Only)</td>
<td>Art (K7-12)</td>
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<tr>
<td>Department of Educational Leadership</td>
<td>Department of Communications</td>
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</tr>
<tr>
<td>(Graduate Level Only)</td>
<td>Sciences &amp; Disorders</td>
<td></td>
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<tr>
<td></td>
<td>(Graduate Level Only)</td>
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</tbody>
</table>
Our Beliefs About Teaching and Teacher Education:  
It’s All About Learning

At UND, our teacher education programs are structured around a vision of education in which educators play three crucial roles:

✦ Educators as Learners  
✦ Educators as Practitioners  
✦ Educators as Advocates

Educator as Learner addresses our goal of developing educators who are committed and passionate about the continuing process of learning about many things, especially the process of teaching, and who will in turn guide their students in becoming life-long learners.

Educator as Practitioner focuses on developing educators who are able to take an active role in promoting the learning of all students. In our programs you will learn about educational settings and the diverse learner while engaging in multiple, authentic experiences in schools that challenge you to apply your growing knowledge and skill.

Educators as Advocates is directed at the development of educators who will advocate with and for students. We expect our graduates to be committed to meeting the educational needs of all of their students in a caring, non-discriminatory and equitable manner. Additionally, we help our educators recognize the existing inequities in schools and society and adopt a proactive stance that will challenge such inequities and improve the educational opportunities.

What You Will Learn in Our Teacher Education Programs

Several key tenets in teacher education guide the design of our programs:  that learning and teaching are complex; that teaching expertise develops over time, and that teacher growth occurs through reflection, feedback and practice.  As such our programs integrate field experiences in schools, coursework, and working closely with faculty and mentor teachers.

Our programs adhere to national teacher education standards that articulate what effective teaching and learning looks like and the skills, knowledge and competencies teachers must possess in order to effectively educate diverse students.

In our programs, you will specifically learn (based on the 2015 Interstate Teacher Assessment and Support Consortium Standards):

- How learners grow and develop and how to implement developmentally appropriate and challenging learning experiences
- To use understanding of individual differences and diverse cultures to create inclusive learning environments and differentiated instruction that enables each learner to meet high standards.
- How to work with others to create environments that support individual and collaborative learning and that encourage positive social interaction, engagement and self-motivation
• The central concepts, tools of inquiry, and structures of the discipline you wish to teach
• How to engage learners in critical thinking, creativity and collaborative problem solving related to authentic local and global issues.
• To understand and use multiple methods of assessment
• To understand and use a variety of instructional strategies to encourage learners to develop deep understanding and connections of content areas
• To use evidence to continually evaluate your practice, particularly the effects of your choices and actions on others

Our teacher education programs are rigorous, challenging and all about learning. We take pride in preparing and graduating the highest quality of teacher who is as committed to teaching and learning as we are!

Finding Your Teacher Education Program at UND

Getting Started

Students seeking information about teacher education programs at UND often begin by consulting the Teacher Education homepage (www.education.und.edu/teacher-ed.cfm), or by reading the UND catalog. You are also invited to meet with one of our professional advisors in the EHD Office of Advising and Admissions, located in the Education building. Our advisors can discuss career options, program requirements, and help you decide which of our Teaching Education programs is best for you. Please call 701-777-4128 to schedule an appointment with one of our advisors.

Questions to Guide Your Selection of a Teacher Education Program

Question #1: What age group do you want to teach?

<table>
<thead>
<tr>
<th>Age/Grade</th>
<th>Recommended Major or Program</th>
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</thead>
<tbody>
<tr>
<td>Birth – Grade 3</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>Grades K to 6</td>
<td>Elementary Education with Kindergarten Endorsement</td>
</tr>
<tr>
<td>Grades 1 to 6</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>Grades 5 – 8</td>
<td>Middle Level Education or Elementary Education with a Middle School Endorsement or Secondary Education with Middle Level Minor</td>
</tr>
<tr>
<td>Grades 7 – 12</td>
<td>Secondary Education</td>
</tr>
<tr>
<td>Grades K-12</td>
<td>Music Education or Physical Education</td>
</tr>
</tbody>
</table>
**Question #2: Is there a specific subject that you want to teach?**

UND offers undergraduate coursework leading to licensure or credentialing in the following areas:

<table>
<thead>
<tr>
<th>K-12 Licensure</th>
<th>7-12 Grade Licensure</th>
<th>Endorsement/Credential Only*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>Art</td>
<td>English Language Learner/Bilingual Education Endorsement Reading Specialist Credential</td>
</tr>
<tr>
<td>Physical Education</td>
<td>English</td>
<td>Biology</td>
</tr>
<tr>
<td></td>
<td>Foreign Language</td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td>Spanish</td>
<td>Geology</td>
</tr>
<tr>
<td></td>
<td>French</td>
<td>Physics</td>
</tr>
<tr>
<td></td>
<td>German</td>
<td>Composite Science</td>
</tr>
<tr>
<td>Geography</td>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td></td>
</tr>
</tbody>
</table>

*Students wishing to teach in these areas must also have a teaching license in either Early Childhood, Elementary, Middle School or Secondary Education.

UND offers programs at the graduate level for individuals who are preparing to become school counselors, speech-language pathologists, and school administrators.

**Question #3: What is the job outlook for different areas of teaching?**

While all of our graduates are generally successful in finding employment as teachers, there are several key teacher shortage areas across the state and nation. These include:

- English Language Learner and Bilingual Teachers (K-12)
- Math and Science Teachers (7-12)
- Special Education Teachers (K-12)

The forecast for teacher demand through 2020 is higher than average for early childhood, elementary and middle school teachers. The demand for high school teachers is highest in math and science. For more information, please see the Occupational Outlook Handbook at the U.S. Bureau of Labor Statistics at [http://www.bls.gov/home.htm](http://www.bls.gov/home.htm).

Some of our graduates find that there are more job opportunities available to them if they are licensed or endorsed to teach in two or more areas. The demand for teachers also differs significantly between states; however, in general the highest shortages of teachers are in large urban cities and in rural areas. Please talk with one of our professional advisors about current employment trends and ways to maximize your hiring potential.
Teaching & Learning Education Majors

Early Childhood Education

Early Childhood Education covers birth to age eight. The program is designed to prepare teachers to teach in preschools, kindergarten, first, second or third grades. Such settings include, but are not limited to, childcare centers, nursery schools and pre-schools, Head Start Programs, Early Childhood Family Education programs, public and private schools, and similar settings. The program also serves as foundational work for graduate study in Early Childhood Education, or Early Childhood Special Education. Students who choose to complete a self-standing Early Childhood Education major are those who have a strong commitment to Early Childhood Education and anticipate becoming leaders in that field. Early Childhood students can also major in both Early Childhood and Elementary Education.

Elementary Education

The Elementary Education program prepares teachers for grades 1-6 and consists of the following components: general education courses, a specialty area or minor, introductory courses, methods courses, and student teaching. Students are advised to read the catalog description carefully and to review their program with their advisor.

A 20-credit specialty area or minor is required for all Elementary Education students. This may be in another area of education, such as early childhood or special education, or it may be an area supporting the content taught in elementary schools, such as English or Science. Possible areas are listed on the following page and in the UND Academic Catalog.

Double Majors with Elementary Education

The double major in Elementary and Early Childhood Education prepares students to become teachers in pre-school settings and elementary schools. In addition to the elementary education major requirements, the double major requires 35-37 credits in Early Childhood Education, including one semester of student teaching in a preschool setting.

The double major in Elementary Education and Middle Level Education enables you to be licensed to teach in two subject areas in a middle school (grades 5-8). The middle school major involves 11-15 additional credits of coursework beyond the elementary education major specifically designed to meet the needs of young adolescent students. Completion of two areas of concentration in specific subject areas of teaching is also required.

Middle School Education

The Middle School Program at UND provides specific preparation for teachers who intend to work with young adolescents in the middle grades (5-8). The Middle School Program requires completion of a major in Middle School Education and of a suggested sequence (concentration) of courses similar to the academic minor in two areas normally taught in the middle grades.
Additional options in Middle School Education include a double major with Elementary Education and a Middle School Minor.

**Secondary Education**

If you are preparing to teach in the secondary schools, you will be completing a major in your intended teaching field within the Colleges of Arts and Sciences with 3 exceptions. If your major is Physical Education, Composite Science or Composite Social Studies you will complete requirements within the College of Education and Human Development.

For majors in Arts & Science you will have two academic advisors, one in the department where your degree is being earned and the other in Teaching and Learning. Advisors will help you keep abreast of the courses and requirements to help you complete your major and/or become certified to teach. Secondary Education students who wish to teach in Minnesota are encouraged to complete the Middle Level Education minor.

Students preparing for teaching in secondary schools (grades 7-12) complete an academic major in one of the following areas: Art, Biology, Chemistry, Composite Science, English, French, Geography, Geology, German, History, Mathematics, Physics, Spanish and Composite Social Studies.

Students preparing to teach in grades K-12 complete an academic major in one of the following: Music or Physical Education.

**Optional Minors, Endorsements and Credentials**

In addition to your chosen major, UND offers several options for minors and coursework leading to teaching endorsement or credentialing in special areas of teaching. You are encouraged to consider pursuing a minor; minors can be taken from a variety of fields to support and enhance your major and/or to help develop knowledge and skills in extracurricular, non-academic areas. Please visit with your advisor as to how this additional work may enhance your employability.

UND currently offers the following minors, credentials and endorsements in the education field:

- Athletic Coaching Minor
- English Language Learners/Bilingual Education Endorsement
- Early Childhood Minor
- Health Education Minor
- Kindergarten Endorsement
- Literacy Minor
- Math Minor in Elementary Education
- Middle Level Education Minor
- Reading Credential (Qualifies for the North Dakota Department of Public Instruction Title I Reading Credential)
• Special Education Minor (this does not qualify you to teach Special Education; a Special Education teaching endorsement requires specialized graduate-level coursework).

*Credential* - This term refers to authorization to perform in a specialized area of education that also requires teacher licensure. Reading Specialists, Math Specialist Principals, Counselors, and Superintendents in North Dakota have advanced preparation in these areas and are credentialed by the North Dakota Department of Public Instruction.

*Endorsement* - Endorsement is an authorization to teach in an area in addition to one’s major field or area of licensure. Often an endorsement is gained by earning an academic minor.

To declare a minor, please meet with a professional advisor in the EHD Office of Admissions and Advisement.

**UND Honors Program**

The UND Honors Program is an option for teacher education majors who demonstrate strong scholarly ability (minimum 3.2 GPA) and who are interested in joining a learning community that integrates learning, research and service. More information can be found at [http://und.edu/honors-program/](http://und.edu/honors-program/)

**Teacher Education Requirements**

Regardless of major, All students in Teacher Education must:

1. Complete University Essential Studies Requirements
2. Meet Teacher Education Admission Requirements
3. Meet the Essential Abilities Requirements
4. Complete VITAL Hours
5. Complete the requirements of the chosen Major
6. Satisfactorily complete Student Teaching

Specific requirements for majors as well as minors, endorsements and credentials may be found at [http://education.und.edu/status-sheets.cfm](http://education.und.edu/status-sheets.cfm) as well as in the UND Catalog. You are encouraged to talk with a professional advisor to answer questions about any teacher education requirements.

**Essential Studies Requirements**

Teachers are highly skilled people who need to be able to integrate knowledge from many different content areas in their role as an educator. As such, UND’s Essential Studies requirements are an important part of all teacher education programs in which you gain important knowledge and skills in communication, the arts and humanities, the social sciences, and math, science and technology. You will also develop skills in critical thinking, quantitative reasoning, information literacy and being a member of a diverse social-cultural society.
The first years of college are geared mainly toward fulfilling these Essential Studies Requirements (detailed later in this handbook). Many of our teacher education programs require specific courses that should be used to meet your Essential Studies requirements so please consult the status sheets at [http://education.und.edu/status-sheets.cfm](http://education.und.edu/status-sheets.cfm), the UND Catalog, or speak with a professional advisor. The Office of the Registrar’s web site ([http://und.edu/academics/registrar/essential-studies-approved-courses.cfm](http://und.edu/academics/registrar/essential-studies-approved-courses.cfm)) lists categories and acceptable courses for the Essential Studies.

**Your Essential Studies Program will include four components:**

**I. Communication Requirements**

* 6 credits written communication, including English 110 (College Composition I) and English 130 (Writing for Public Audiences).

* 3 credits oral communication - Your oral communication course must be selected from the list of Essential Studies oral communication courses, although your major may specify which ones you should take. For Teacher Education students Communications 110 (Public Speaking) is the usual oral communication course taken.

**II. Breadth: Required Areas of Study**

You will be required to take courses from four broad areas of study. In each area of study, your classes must be taken in two or more different departments:

* 9 credits Communication (described above)
* 9 credits Arts & Humanities (including at least 3 credits in Fine Arts and 3 credits in Humanities.)
* 9 credits Social Sciences
* 9 credits Math, Science, & Technology (including at least one 4-credit science class with a lab)

**III. Special Emphasis Requirements**

When choosing your Essential Studies courses in Arts & Humanities, Social Sciences, and Math, Science, & Technology, you need to be sure to include the following specially designated courses:

* a quantitative reasoning course (designated with a Q)
* two social-cultural diversity courses, one designated with a U and addressing diversity within the United States, and one designated with a G and addressing global diversity
* an advanced communication course (numbered 200 or higher and designated with an A)
Your quantitative reasoning (Q), social-cultural diversity (U and G), and advanced communication (A) courses may be selected from the list of Essential Studies courses with a Q, U, G, or A designation.

IV. Capstone

Upper Division Essential Studies Requirements (a graduation requirement for all UND students, including those who have transferred Essential Studies credits from other institutions)

* 3 credit senior Essential Studies capstone - Your department may offer an Essential Studies capstone which you will be required to take. However, other capstone courses are open to students from all majors. Check with your department to find out which capstone options are open to and recommended for you.

Requirements for ADMISSION to Teacher Education

Formal admission to Teacher Education is required of all students before enrollment in the core courses of each program. The requirements for admission to Teacher Education programs include:

1. Complete T&L 250 Introduction to Education
2. A Rating of Satisfactory on a Professional Dispositional Report (see below)
3. Passing scores on the Praxis Core Academic Skills Educators test
4. Overall Cumulative Grade Point Average of 2.75 in all UND and transfer courses
5. Cumulative Grade Point Average of 3.00 in Engl 110, Engl 130, and Comm 110

T&L 250 Introduction to Education

You should plan to enroll in T&L 250 Introduction to Teaching and Learning after you have completed at least 30 credits of university study. This 3-credit course introduces students to the profession of teaching and is required for all students majoring in Early Childhood, Elementary, Middle School or Secondary Education. The course explores the foundations of education, how learners differ, and the social and political context of schools. Students learn the basics of lesson planning and complete a field experience in a K-12 classroom.

Professional Dispositions Report

Professionalism is expected of all our candidates during all of their course work, field experiences, and student teaching. Beginning in TL Introduction to Education and throughout your teacher education program, your professional characteristics and traits will be assessed on a series of Professional Disposition Evaluation Reports that are completed by classroom teachers,
field supervisors and faculty members. The reports specifically assess your professionalism in
the areas of attitude, ethics, and ability to build relationships with others, professional knowledge
and the execution of professional duties.

During the field experience portion of T&L 250, you will be evaluated by your assigned
classroom using the Professional Disposition Report. You must receive a satisfactory rating on
this report to be admitted to Teacher Education.  (Please see below)

### Professional Dispositions in Teacher Education

*Professionalism* is expected of all our candidates throughout all of their course work, field experiences, and student
teaching. These characteristics and traits are measured on the Professional Disposition Evaluation Report and are
connected to the InTASC Principles. The five areas identified below are there to support your growth as a student
and future teacher.

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Expectations</th>
<th>Examples</th>
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</thead>
<tbody>
<tr>
<td><strong>Professional Attitude</strong></td>
<td>The teacher candidate</td>
<td>• Willingly accepts feedback from instructors, classroom teachers, supervisors, etc.</td>
</tr>
<tr>
<td></td>
<td>• is expected to collaborate with all stakeholders in education (i.e., university faculty, fellow students, school principals and teachers, staff and students). [Standard 7, 10]</td>
<td>• Is polite and respectful to faculty, staff, peers, school principals, teachers and students.</td>
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<tr>
<td></td>
<td>• Values learning, students, teaching, and schooling. [Standard 2, 7, 9, 10]</td>
<td>• Attentively listens in class (on-campus and school classrooms); does not hold private conversations during class when others are speaking.</td>
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<td></td>
<td>• Demonstrates openness, courtesy, conscientiousness, reliability, caring, and compassion. [Standard 7, 9, 10]</td>
<td>• Does not use electronic devices (i.e., cell phone, iPod, etc.) for calling, texting, or perusing the Internet during work hours.</td>
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<td></td>
<td>• Dresses and behaves professionally. [Standard 9]</td>
<td>• Consistently arrives on time for class/field experience/observation, attends class regularly.</td>
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<td></td>
<td>• Discerns the extent to which personal belief systems and values may affect the instructional process. [Standard 9]</td>
<td>• Follows through on assignments and appointments.</td>
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<td></td>
<td>• Demonstrates thoughtfulness and sensitivity to the needs of others.</td>
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<td></td>
<td>• More as deemed appropriate/necessary to complete the job.</td>
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<tr>
<td><strong>Professional Ethics</strong></td>
<td>The teacher candidate</td>
<td>• Is aware of and acts in compliance with FERPA (Family Education Rights and Privacy Act).</td>
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<td></td>
<td>• Understands the value of education and the role of intellectual and ethical values, and models a commitment to them. [Standard 9]</td>
<td>• Does not spread rumors or gossip, defers to others, shares opinions in a professional manner and listens to others.</td>
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<td></td>
<td>• Models moral standards expected in the profession, such as confidentiality, fairness, honesty,</td>
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<tr>
<td>Professional Development/Service</td>
<td>The teacher candidate</td>
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<td></td>
<td>• Is involved in professional development and service activities. [Standard 4, 10]</td>
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<td></td>
<td>• Performs non-teaching duties required of a teacher (attendance, copying, etc.) and school/community services (committees, event participation). [Standard 10]</td>
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<td></td>
<td>• Accepts teaching as a lifelong learning process and continues efforts to develop and improve. [Standard 4, 7, 10]</td>
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<td></td>
<td>• Uses community and home resources to enhance school programs. [Standard 4, 10]</td>
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<td>• Takes lunch count, puts away teaching supplies, makes copies, etc.</td>
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<td>• Attends school night activities (PT conferences, after school plays, etc.)</td>
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<td></td>
<td>• Reads professionally, takes courses and workshops, attends conferences, presents at workshops/meetings.</td>
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<td>• More as deemed appropriate/necessary to complete the job.</td>
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<thead>
<tr>
<th>Professional Human Relations</th>
<th>The teacher candidate</th>
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<tbody>
<tr>
<td></td>
<td>• Establishes positive and effective relationships with faculty, students, parents, colleagues, administrators, and community members. [Standard 2, 3, 4]</td>
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<td></td>
<td>• Demonstrates an appreciation for cultural diversity, individual differences, and exceptionalities of students. [Standard 1, 2, 3, 4]</td>
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<td>• Discourages prejudice and unfair discrimination in his/her classroom. [Standard 1, 2, 3]</td>
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<td>• Understands and respects varying points of view and the influence of one's own on others. [Standard 2, 3, 5, 8]</td>
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<td></td>
<td>• Is consistently positive and friendly to those with whom he/she works.</td>
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<td></td>
<td>• Builds relationships with parents/guardians.</td>
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<td></td>
<td>• Recognizes and respects individuals who may differ in a variety of ways (socioeconomic, cultural, racial, special needs, etc.).</td>
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<tr>
<td></td>
<td>• Immediately addresses any situation that might lend itself to any form of prejudice or discrimination (i.e., bullying, etc.)</td>
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<td></td>
<td>• Works to protect all learners from unacceptable, worrisome treatment by peers and/or others.</td>
</tr>
<tr>
<td></td>
<td>• More as deemed appropriate/necessary to complete the job.</td>
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<thead>
<tr>
<th>Professional Knowledge &amp;</th>
<th>The teacher candidate</th>
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<tr>
<td></td>
<td>• Understands responsibilities associated with being a competent professional, including following laws, regulations, policies,</td>
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<tr>
<td></td>
<td>• Is aware of the North Dakota Code for Professional Educators and the North Dakota Century Code Guidelines for Student Teachers,</td>
</tr>
</tbody>
</table>
### Execution of Duties

<table>
<thead>
<tr>
<th>Requirements and procedures. [Standard 6, 9]</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Exercises good judgment in planning and managing time and other resources. [Standard 4, 5, 6, 7, 8]</td>
</tr>
<tr>
<td>Cooperating Teachers, and University Supervisors.</td>
</tr>
<tr>
<td>• Uses common sense in planning lessons and managing time (planning effective transitions, correcting papers and returning them in a timely manner, etc.).</td>
</tr>
<tr>
<td>• Makes sound decisions about using school and personal resources.</td>
</tr>
<tr>
<td>• More as deemed appropriate/necessary to complete the job.</td>
</tr>
</tbody>
</table>

**Evaluation:** Similar to the evaluation of the Essential Competencies, evaluation of the aforementioned Professional Dispositions is conducted throughout the teacher education program at critical junctions. The evaluation is completed on the Professional Disposition Evaluation Form. These evaluations are one basis for retention in and graduation from the program. In addition, these reports help the teacher candidate to grow toward becoming the professional and confident teacher intended with our programs. At times, this report may become the basis for goal-setting for the teacher candidate to improve. The information gleaned from the reports is shared with the candidate periodically, and is used to support their professional development.

### The Core Academic Skills For Educators Exam

The Praxis Series of Assessments are a series of standardized exams that measure beginning teachers’ knowledge of basic academic skills, content and teaching. In order to be licensed to teach in North Dakota, successful scores must be obtained on the Core Academic Skills Exam and the Praxis Subject Assessment (taken prior to Student Teaching). **Successful completion of the Core Academic Skills Exam (Core) is a requirement for admission to the teacher education programs.** The Core Academic Skills Exam Assessment is designed to be taken early in your college career to measure your reading, writing, and mathematical skills. For detailed information about the assessment, please visit [www.ets.org/praxis](http://www.ets.org/praxis).

**Preparing for the Praxis Core Assessment**

- Studying for the Core Academic Skills Exam is highly suggested in order to become familiar with the assessment format, the academic skills assessed, and to review core academic knowledge in reading, writing and math.

- Core Academic Skills Exam study guides are available online at [http://www.ets.org/praxis/prepare/materials](http://www.ets.org/praxis/prepare/materials) or at the UND bookstores. Students are encouraged to ask other students what they did to prepare for the test.

- Visit the Praxis Series online at [www.ets.org/praxis](http://www.ets.org/praxis) to review tests at a glance (a quick guide to each test, including sample test questions with answers and explanations).

- Check out the GED study guide at your local library to review the math portion of the exam. If you need further help understanding the math concepts, contact the
University Learning Center to request a tutor, the Math department, or ask a friend who is good in math to help you.

- The Writing Center located in Merrifield Hall at the University can help you with your writing or reading.

- Study with a friend!

**Process for Admission to Teacher Education**

Once you have completed T&L 250 with a successful dispositions, have a minimum 2.75+ GPA, have completed your communication course with a 3.0+ GPA and passed the Core Academic Skills Exam, you are ready to apply for admission to Teacher Education!

You should submit your application the semester before you wish to begin in the program. Applications may be submitted monthly, with a deadline of the first Wednesday of each month, with three exceptions. December/January will be combined with a deadline of the third Wednesday of December, August/September will be combined with a deadline of the second Wednesday of August, and **NO** applications will be processed during the months of June/July. The current application is available [online](#) or in the office of Advising and Admissions, Education Building, Room 102. **Applications must be submitted before the deadline.** Late applications will not be considered and incomplete applications will be returned.

Admission to Teacher Education is competitive and the numbers admitted each semester may be limited due to resources. An Admission Committee will consider your academic record in making an admission decision. Admission into a teacher education program requires a cumulative 2.75 GPA and completion of 30 hours that apply to graduation. Other factors that are taken into consideration are:

- Completion of prerequisite courses (which includes the Introduction to Education Course)
  - Engl 110, Engl 130, and Comm 110
- Overall strength of academic record
- Passing scores on the Praxis Core Academic Skills Exam: Reading (156), Writing (160), Math (150) or passing two tests and achieving a 466 composite score
- Quality of letter of application – consider clarity of expression and seriousness about becoming a teacher
- Satisfactory rating on the T&L 250 Professional Dispositions Report
- Available openings in your anticipated area of study

Notification of admission decisions takes approximately 30 working/school days. An alternative schedule should be planned for the next semester registration in case admission is denied.

**Factors for you to consider when applying to the Teacher Education Program:**

- Travel to off-campus locations will be required as part of the program at your expense.
Full-time, daytime attendance will be required at various times of your program.
Graduation from the program does not guarantee certification to teach.
In order to obtain teacher certification/licensure:
  - You will be required to submit to a full background check and FBI fingerprint check.
  - Each state to which you apply for certification/licensure is likely to require a separate background check.
  - Individual school districts may require background checks before you can be placed for field experiences.
  - Misdemeanor or felony convictions, other than minor traffic offenses, may prevent you from obtaining state teaching certification/licensure, even if you successfully complete the program.

**Essential Abilities Requirements**

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**Essential Abilities Requirements**

Essential abilities include physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the teacher education curriculum, and for the development of personal attributes required for professional licensure. The candidate must possess these abilities or be able to gain them with or without reasonable accommodation. The essential abilities required by the curriculum are reflected by competencies in the following areas: intellectual/cognitive, behavioral/social, communication, and physical/sensory. Please see explanations below.

<table>
<thead>
<tr>
<th>Intellectual/Cognitive Competency</th>
<th>The candidate must</th>
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<tbody>
<tr>
<td></td>
<td>• have the cognitive abilities necessary to master relevant content in subjects commonly taught in P-12 schools, and the pedagogical principles and how to apply them in field settings at a level deemed appropriate by the faculty. These skills include but are not limited to: comprehending, memorizing, analyzing, and synthesizing material, and developing reasoning and decision-making skills appropriate to the practice of teaching. [Standard 4, 5, 7, 8]</td>
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<tr>
<td></td>
<td>• be able to demonstrate the knowledge, skills, and professional dispositions explained on the reverse of this form (i.e., understanding ethical and moral complexities of schooling, political/social dimensions of schooling, understanding how children learn, fostering active engagement, and more). [Standard 1, 9, 10]</td>
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<table>
<thead>
<tr>
<th>Behavioral/Social Competency (Dispositions)*</th>
<th>The candidate must</th>
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<tbody>
<tr>
<td>*More on reverse side of this form</td>
<td>• show a motivation to fully participate in class and field settings, to complete assignments and responsibilities on time, and seek assistance from instructors and faculty when appropriate. [Standard 9, 10]</td>
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<tr>
<td></td>
<td>• be able to prioritize responsibilities, demonstrate openness to new ideas and constructive feedback, and be able to use that criticism to improve performance. [Standard 3, 9, 10]</td>
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<td></td>
<td>• show initiative, demonstrate good judgment, demonstrate poise and flexibility, and display a positive and enthusiastic attitude. [Standard 3, 9, 10]</td>
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<td></td>
<td>• have the ability to develop positive relationships with peers and education professionals, treat individuals with respect, use tact and discretion, and set a positive and respectful tone in interactions with others. [Standard 3, 9, 10]</td>
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<tr>
<td></td>
<td>• possess the emotional maturity and stability to function effectively under stress and to adapt to unpredictable circumstances. [Standard 9]</td>
</tr>
<tr>
<td>Communication Competency</td>
<td>The candidate must</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>• demonstrate the ability to interact productively, cooperatively, and in a collegial manner with individuals of differing personalities and backgrounds, and demonstrate the ability to engage in teamwork and team building. [Standard 3, 9, 10]</td>
<td></td>
</tr>
<tr>
<td>• show punctuality and perform work in a timely manner. [Standard 3, 9]</td>
<td></td>
</tr>
<tr>
<td>• demonstrate compassion, empathy, integrity, responsibility, and a sense of justice. [Standard 9, 10]</td>
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<table>
<thead>
<tr>
<th>Physical/Sensory Competency</th>
<th>The candidate must</th>
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</thead>
<tbody>
<tr>
<td>• be able to demonstrate communication competencies by such behaviors as using appropriate grammar, syntax, inflection, and vocabulary in spoken and written expression. The professional candidate speaks distinctly with confidence, uses correct spelling and mechanics of English. [Standard 3]</td>
<td></td>
</tr>
<tr>
<td>• use professional language and refrain from using inappropriate cultural slang or sarcasm. [Standard 3, 9, 10]</td>
<td></td>
</tr>
<tr>
<td>• show the ability to use verbal and nonverbal language in ethical and effective ways in the professional environment. [Standard 6, 9, 10]</td>
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</tr>
</tbody>
</table>

**Evaluation:** Evaluation of these competencies is conducted throughout the teacher education program at critical junctions, and they are the basis for applicants’ admission to and retention/graduation from the program. Completion of successful field experience is required for admission to the programs. In addition, there are field experiences throughout the programs that increase in complexity that will be evaluated for retention in the program. The information gleaned from these is shared with the candidate periodically, and is used to support their professional development.

**V.I.T.A.L.: Volunteering in Teaching and Learning**

The Volunteering in Teaching and Learning Program at UND exists to support our teacher candidates in developing skills and dispositions that will complement their future practice as educators. A brochure can be found at this web address: [http://education.und.edu/field-placement/vital.cfm](http://education.und.edu/field-placement/vital.cfm)

The mission of the VITAL Program (Volunteering In Teaching And Learning) is to:

1. provide opportunities for teacher candidates to work with diverse learners,
2. develop the skills that are enriched by volunteering, such as selflessness, resourcefulness, and advocacy for others; and
3. provide opportunities that require our candidates to take action with community agencies by applying their teaching and learning skills into real world situations that include disadvantaged populations and populations with unique needs (i.e., underprivileged, special needs, multi-ethnicities, community needs, etc.).

**Program Outcomes:**

- To further develop ethics in professional practice
• To provide multifaceted opportunities to work with diverse populations and gain the necessary skills for working with diverse groups in professional practice

The Council for the Accreditation of Educator Preparation (CAEP) has mandated that CAEP-accredited colleges of education must assess the teacher candidates’ proficiencies in working with students from different ethnic, racial, gender, socioeconomic, language, religious groups, age groups, and with exceptionalities. These experiences help candidates confront issues of diversity that affect teaching and student learning. In addition, they help candidates develop strategies to increase student learning and improve teacher effectiveness.

UND Teacher Education Programs responded to this challenge by deepening the connection between teacher education and the greater community through diverse field experiences and the VITAL program. It is evident that the richness these volunteer hours bring to the educational experience of all our candidates is of utmost importance. We therefore have established the VITAL program requiring all candidates to participate in a minimum of 30 volunteer/service hours. Students have the freedom to select those activities that best fit their schedules and individual interests as long as they meet the requirements of the program (see below).

Requirements:
• 30 volunteer/service hours completed prior to applying for student teaching:
  o 15 hours must be completed in the following 3 categories:
    ▪ Multicultural activities (5 hours minimum required)
    ▪ Agencies that assist the elderly, adults and youth in poverty, and/or those with special needs (5 hours minimum required)
    ▪ School-related agencies (5 hours minimum required)
  o 15 hours may be completed through the following ways and in the following areas:
    ▪ 15 hours may be transferred in from the students’ prior service as long as it was done within the past 3 years (from applying to the Program)
    ▪ 15 additional hours may be completed in the required areas listed above
    ▪ 15 additional hours may be completed through any/all of the following areas:
      • Community-related activities
      • Religious activities and/or events
      • Summer activities and/or events
  • Turn in the VITAL log at the time you apply for student teaching. The log will serve as verification of completing the 30-hour requirement.

VITAL’s Connection to InTASC Standards:
• Standard 1: The applicant understands how learners grow and develop, and that growth and development varies across settings.
• Standard 2: The applicant understands and respects diverse learners.
• Standard 9: The applicant values professionalism as demonstrated by actions, appearance, and ethical behavior. In addition, the applicant uses appropriate verbal and non-verbal language in professional interactions.
• Standard 10: The applicant fosters relationships with agencies in the larger community to support teaching and learning.
Student Teaching

Student teaching is one of the culminating activities in every Teacher Education Program. It is usually completed during the student's senior year. To be eligible for student teaching, students must have completed several requirements including 1) having completed required coursework including methods courses, 2) having taken the Core Academic Skills Exam I assessments for your specific field/s of teaching, and 3) having a cumulative GPA of at least 2.75, a minimum GPA of 2.75 in your major coursework and an overall 3.00 GPA in education coursework completed at the time of application. In addition, the recommendation of the faculty and the student's Teaching and Learning advisor is required prior to student teaching placement.

Teacher Candidates are typically assigned to student teaching sites for a 16-week period of time within the greater Grand Forks area. Opportunities to teach in other school districts in North Dakota as well as in other states are available, however there are additional requirements for out-of-area placements. Additionally, UND works with several well-established organizations that offer international student teaching opportunities in a variety of countries. Additional information regarding student teaching can be obtained through the Field Placement Office, 701-777-4128.

Obtaining Your Teaching Licensure

Upon completion of the program of study, you can apply for a North Dakota teaching license. If you are interested in teaching in a different state, it is important that you know the licensure requirements of that state. If you are applying for an out of state license and are missing any of the states requirements you will normally be issued a provisional teaching license and given a period of time to meet those requirements.

Information regarding licensure requirements for other states is available in Education Building, Room 102.

Costs and Funding For Teacher Education Programs

Costs Beyond Tuition

As a Teacher Education student, you will encounter several costs in addition to your UND tuition. Many of these costs are associated with state teacher licensure requirements and the costs associated with field experiences and student teaching. Costs are subject to change without notice. Here are a few you should know about:

- Teaching and Learning Program fee of $100 (each semester) accessed after being admitted into the program
- Student Teaching course fee of $215
- Core Academic Skills Exam Core Assessment
  See [http://www.ets.org/praxis/about/fees](http://www.ets.org/praxis/about/fees) for current costs
- $180 (cost depends on how many tests you take at a time)
  - Initial North Dakota State Teaching Licensure = $100
  - Initial Minnesota State Teaching Licensure and Fingerprinting = $88
  - North Dakota Fingerprinting = $53
  - Praxis Subject Assessments =
    See [http://www.ets.org/praxis/about/fees](http://www.ets.org/praxis/about/fees) for current costs
  - Minnesota Teacher License Examinations (MTLE) Test =
    See [http://www.mtle.nesinc.com/](http://www.mtle.nesinc.com/) for current costs

Other fees you may encounter:
- Student North Dakota United membership = $50 per year
- Early Childhood Education Student Organization = $42
- Additional Student Teaching fees should you choose to student teach out of the area

# Scholarships

The University of North Dakota awards over 1,000 scholarships each year. Most of these are open to students in every field of study. A few, however, are designated for students enrolled in Teacher Education programs. Information about these scholarships can be found at [www.education.und/teacher-ed-scholarships.cfm](http://www.education.und/teacher-ed-scholarships.cfm)

# TEACH Grants

In addition to the regular financial aid available to all UND students, students enrolled in Teacher Education programs may be eligible for a special federal financial aid program designed for teachers. The federal TEACH Grant Program provides grants of up to $4,000 a year to students who are completing or plan to complete course work needed to begin a career in teaching.

In order to receive a TEACH Grant, you must sign a TEACH Grant Agreement to Serve in which you agree to (among other requirements):

- Teach in a high-need field for at least four complete academic years within eight years after completing (or ceasing enrollment in) the course of study for which you received the grant.
- Teach in an elementary school, secondary school, or educational service agency that serves students from low-income families


# GET INVOLVED: Student Organizations

**SNDU**: Students North Dakota United

One of the UND student organizations that you can become involved with is SNDU,
which consists of students pursuing teaching careers. The student-led organization meets monthly in the Education Building and sponsors a range of events throughout the academic year.

SNDU, is the student branch of North Dakota United, the largest teacher organization in the state. It is the pre-professional association for students entering the teaching profession. Joining SNDU benefits you in the following ways:

- $1,000,000 association professional liability insurance while in the classroom (needed for student teaching)
- Workshops
- Publications from national and state affiliates
- Opportunities to network with other pre-professionals
- Opportunities for leadership at the local, state, and national levels
- Scholarship opportunities

Membership dues are approximately $50.00 per year. Further information and application forms are available to view at [http://education.und.edu/field-placement/sndea/cfm](http://education.und.edu/field-placement/sndea/cfm).

**ECESO: Early Childhood Education Student Organization**

ECESO is a recognized club on campus. Club members are usually Early Childhood Education majors or double majors in Early Childhood and Elementary Education. The benefits for joining are:

- Workshops
- Attendance at state, regional, and national conferences
- Network with other pre-professionals
- One regional conference every year

Membership dues are $42.00 per year and professional liability insurance is available for $15.00 more.
Title II

Programs preparing teacher educators and other school related personnel at the University of North Dakota are in compliance with the Title II Higher Education Act, and have reported their information to the North Dakota Educational Standards and Practices Board.

College of Education and Human Development
231 Centennial Drive, Stop 7189
Grand Forks, ND 58202-7189
701-777-2674

It is the policy of the University of North Dakota that no person in the United States shall be discriminated against because of race, religion, age, color, sex, disability, sexual orientation, national origin, marital status, veteran’s status or political belief or affiliation, and that equal opportunity and access to facilities shall be available to all. This policy is particularly applicable in the admission of students at colleges, and in their academic pursuits. It also is applicable in University-owned or University-approved housing, in food services, extracurricular activities and all other student services. It is a guiding policy in the employment of students either by the University or by outsiders through the University and in the employment of faculty and staff. The Title IX, Title VI, ADA, and Section 504 coordinator for UND is Sally J. Page, located in the Affirmative Action Office, 101 Twamley Hall. The mailing address is Stop 7097, University Station, Grand Forks, ND 58202; telephone 701-777-4171. Concerns regarding Title IX, Title VI, ADA, and Section 504 may be addressed to her or to the Office for Civil Rights, U.S. Department of Education, 10220 North Executive Hills Blvd., 8th Floor, Kansas City, MO 64153-1367.
### Important Contact Information

<table>
<thead>
<tr>
<th>Service</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Services</td>
<td>McCannel Hall, Room 280</td>
<td>777-3904</td>
</tr>
<tr>
<td>Advising and Admissions</td>
<td>Eric Tweton, Education, Room 102</td>
<td>777-4097</td>
</tr>
<tr>
<td>Student Teaching &amp; Field Experiences</td>
<td>Education, Room 102</td>
<td>777-3183</td>
</tr>
<tr>
<td>Financial Assistance/Financial Aid Office</td>
<td>Twamley, Room 216</td>
<td>777-3121</td>
</tr>
</tbody>
</table>

### Teaching materials collection

<table>
<thead>
<tr>
<th>Collection</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chester Fritz Library</td>
<td></td>
<td>777-2617</td>
</tr>
<tr>
<td>Grand Forks Area Teacher Center</td>
<td><a href="mailto:valbecker@mail.und.edu">valbecker@mail.und.edu</a></td>
<td>777-4394</td>
</tr>
<tr>
<td>Tutorial/study assistance – Learning Services</td>
<td>Memorial Union, 2nd floor</td>
<td>777-2117</td>
</tr>
</tbody>
</table>

*(Also see Directory of Student Services in the UND Directory)*

### Websites and Addresses

- The code of ethics can be viewed on the Educational Standards and Practice Board web page. The address is [http://www.nd.gov/espb/profpractices/ethics.html](http://www.nd.gov/espb/profpractices/ethics.html).
- Information on the Core Academic Skills for Educators (Core) test and Praxis Subject Assessment Exams can be found on [http://www.ets.org/praxis](http://www.ets.org/praxis).
- North Dakota Education Standards and Practices Board (ESPB) [http://state.nd.us/espb](http://state.nd.us/espb).
- Minnesota State Licensing can be found at [http://education.state.mn.us/mde/index.html](http://education.state.mn.us/mde/index.html).
- Teacher Education and Certification links to all 50 states [http://www.emtech.net/cert.htm](http://www.emtech.net/cert.htm).
- UND Teaching and Learning Application Information [http://education.und.edu](http://education.und.edu) (College of EHD Home Page) [http://education.und.edu/adm-requirements.cfm](http://education.und.edu/adm-requirements.cfm), [http://education.und.edu/field-placement/index.cfm](http://education.und.edu/field-placement/index.cfm).
Checklist of Important Teacher Education Requirements and Dates

Prior to admission:

_____ Secure a status sheet for your teaching major
_____ Complete 30 credit hours towards graduation.
_____ Enroll in Intro to Education – T&L 250
_____ Complete Communication Essential Studies requirements with a Cumulative 3.0 GPA in ENGL 110, 130, & COMM 110
_____ Schedule a date for the Core Academic Skills Exam For Educators (Core). The Praxis Core Academic Skills Exam must be passed before admission to the T&L program. Passing scores are: Reading (156), Writing (160), Math (150) or passing two tests and achieving a 466 composite score.
_____ Check licensure requirements for state in which you plan to teach

Admission to Teacher Education program:

_____ Have a cumulative GPA of 2.75 or higher
_____ Have met UND’s Praxis Core or Praxis I score requirements
_____ Have completed or be in the process of completing an Intro class
_____ Have a satisfactory rating on a Professional Dispositions Report
_____ You must purchase the Field Experience Module of LiveText, a Web-based tool required for all teacher candidates (available online)
_____ Complete all application materials – Application due dates are the first Wednesday of each month from October to May and the second Wednesday on August.

After Admission But Before Student Teaching:

_____ Schedule a date to take the Praxis Subject Assessment for your area of teacher licensure.
_____ Complete volunteer hours (V.I.T.A.L. hours) before student teaching.

Apply for admission to student teaching:

_____ Complete all student teacher application materials
_____ Meet with EHD advisors to calculate GPA and to check that all requirements have been met (must have 2.75 GPA in major and a cumulative GPA of 3.00 in the required education coursework to apply)
_____ Meet with your T&L program advisor to go over your completed application packet
_____ Schedule appointment to meet with Director of Field Placement
_____ Meet with Director of Field Placement
_____ Meet all requirements at time of application (refer to Student Teaching Handbook on web site: http://education.und.edu/field-placement/index.cfm -- click on student teaching)
_____ Complete application for degree
_____ Complete ND FBI/BCI fingerprint/background check before student teaching.

Apply for licensure:

_____ Start the license process during your last couple of weeks of student teaching. You cannot be recommended for licensure until your degree is posted after graduation. Application processing time will be from one to six weeks.

Note: This list may be subject to change when new policies are established. It is highly recommended that students maintain contact with Teacher Education to remain up-to-date on any changes.