Dear Teacher Candidate:

Welcome to the teacher education programs at the University of North Dakota!

We have a proud tradition at UND of preparing high quality educators and professionals for the schools who are life-long learners, effective practitioners and advocates for students and schools. Throughout your program you will have multiple opportunities to work closely with students in P-12 school settings providing you with a firm foundation on which to begin your career. You will also be working with dedicated faculty who believe that teaching and learning is a life-long commitment and model best practices in their classrooms. We will support you as you prepare this most important of careers.

This handbook is intended to serve as a guide to you as you explore teacher education at UND. You will read about our conceptual framework as well as descriptions about our, programs and clinical experience requirements and opportunities. In addition, the College of Education and Human Development offers professional advising in Room 102 of the Education Building with skilled advisors. Once admitted to the program, you will be assigned to a faculty member who is an expert in your program area and will continue to advise you. Our programs change as rules and requirements for program and licensure change and your assigned faculty advisor is your key to keeping up to date. We invite you to visit our webpage: http://education.und.edu/teacher-ed.cfm for more information about the faculty and our programs.

We are pleased that you are interested in becoming an educator and look forward to having you as part of our community of learners.

Sincerely,

Robert Hill, Dean
College of Education and Human Development

Barbara Combs
Associate Dean for Teacher Education
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HANDBOOK CONTENT NON-BINDING, SUBJECT-TO-CHANGE STATEMENT
Catalogs, bulletins, and handbooks of educational institutions are usually prepared by faculty committees or
administrative officers for the purpose of furnishing prospective students and other interested persons with
information about the institutions that issue the same. Information contained in such printed material is subject
to change without notice, and is not to be interpreted as creating a binding obligation on the institution and State.
In times of changing conditions, it is especially necessary to have this understood. August 2012

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UND Teacher Education Programs
A Tradition of Excellence

At the University of North Dakota, approximately 40 faculty are directly involved in the professional preparation of teachers. Many of them are in the Department of Teaching and Learning; others are housed in the Department of Physical Education, Exercise Science and Wellness, and the College of Arts & Sciences. These faculty prepare approximately 150 new teachers a year to enter the classrooms of North Dakota, Minnesota, and the nation.

The University of North Dakota opened on September 8, 1884, to welcome 11 students. One of the three divisions of the new university was the Normal Department, which became a Normal College in 1900, Teacher's College in 1905, and School of Education in 1911. These name changes reflected the growing professionalism of teachers and emphasis on their education. In 1950, the unit changed names once again to become the College of Education and entered a period of steady growth. In 1968, the University of North Dakota responded to the challenge of enabling teachers then teaching without four-year degrees to earn full certification by forming the New School for Behavioral Studies. The 1972 merger of the New School with the College of Education led to formation of the Center for Teaching and Learning. In 1996 the Center for Teaching and Learning underwent reorganization and today the College of Education and Human Development has primary responsibility for all teacher education programs at UND.

The North Dakota Education Standards and Practices Board (ESPB) approves all the education programs at UND for licensure of UND graduates to teach at the early childhood, elementary, middle or secondary levels. The North Dakota Department of Public Instruction approves programs that lead to licensure for school administrators, counselors, and special educators. The UND Teacher Education programs are nationally accredited by the Council for the Accreditation of Education Preparation (CAEP) and UND is accredited by the North Central Association. In addition our Special Education program is nationally recognized by the Council for Exceptional Children (CEC). UND has the largest teacher education unit in North Dakota. Nineteen percent of the educators in North Dakota earned their highest degrees at this university. In 2002 the teacher education programs were awarded the “Best Practice Award” by the American Association of Colleges of Teacher Education (AACTE). All tenured faculty members hold doctoral degrees. These faculty members present regularly at national and state meetings and publish books and articles. 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.

Program graduates also have good reputations. Many have been named “Teacher of the Year” in their states and districts, while others have served leadership roles in professional organizations and schools. Throughout its rich history, the University of North Dakota has had a tradition of preparing excellent professionals in education and is well positioned to continue to meet the challenges in the future.

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.
The Big Picture: Our Conceptual Framework for Teacher Education

The College of Education and Human Development strives to fulfill, and is the organizing unit for, the University of North Dakota’s mission in the areas of education and human services. Teacher Education at the University of North Dakota includes faculty from two different colleges (Arts and Sciences, and Education and Human Development) and from seventeen different departments. This structural complexity of the teacher education unit is pulled together by a common conceptual framework of teacher preparation that is holistic, dynamic, and continually evolving. Three themes are woven throughout the programs:

✦ Educators as learner ✦ Educators as Practitioners ✦ Educators as Advocates

Educator as Learner, addresses our goal of developing candidates who are committed to the continuing process of learning about many things, especially about their content and learning to teach.

Educator as Practitioner, focuses on developing educators who are able to take an active role in promoting the learning of all students. Candidates expand their knowledge about the learning context and the diverse learner while engaging in multiple, authentic experiences that challenge them to apply their growing knowledge and skill.

Educators as Advocates is directed at the development of candidates who will advocate with and for students, parents, colleagues, school and community. We want our candidates to be committed to meeting the educational needs of all of their students in a caring, non-discriminatory and equitable manner. Additionally, we want them to recognize the existing inequities in schools and society and adopt a proactive stance that will challenge such inequities and improve the life chances of all their students.

Design of Undergraduate Teacher Education Programs

Teacher education programs at UND have their roots in the tradition of progressive education. The progressive vision includes individualized, developmentally appropriate, and constructivist curriculum; student-centered learning; interdisciplinary approaches to solving real problems; use of primary resources and direct experiences of learners; commitment to community involvement and to the school as a model of democracy; valuing of diversity; and commitment to humane and holistic understandings of learning, teaching, and evaluation.

Programs that prepare teachers at UND encourage the development of teachers who are committed to lifelong learning about many things, but especially about the process of teaching; who are able to take an active role in promoting the learning of students; and who can envision resolution to the dilemmas of teaching which contribute to a democratic, humane, and just society. Connections between the experiences of teacher education candidates as learners and their preparation as teachers are nurtured in the programs through such practices as field experiences, structured reflection, group learning, and portfolio assessment. Through our programs, teacher education candidates will witness and experience models of teaching that will support them in reaching the overall goals of basic programs that are by the Undergraduate Curriculum Committee as follows:

1. To champion diversity that exists among students and respond to the challenges of living in an increasingly diverse society.
2. To respond to the learning needs and interests of individual students.
3. To create a safe and stimulating environment for learning.
4. To engage students in authentic interactions with one another and with the wider community to promote learning.
5. To develop curriculum that is interdisciplinary and demonstrates depth of content knowledge as well as breadth in approach.
6. To develop curriculum that is developmentally appropriate.
7. To involve students in solving problems and addressing issues which are important for consideration in a democracy.
8. To incorporate assessment of student learning and evaluation of learning processes as natural elements of the curriculum.
9. To respond to the norms, values, and changing dynamics of the school and community while maintaining a vision of good practice that is personally meaningful and professionally grounded.
10. To engage in reflective practice to support the assessment and enhancement of the candidate’s own teaching.

**Essential Abilities Requirements**

Essential abilities are academic performance requirements that refer to those physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the teacher education curriculum and the development of personal attributes required for professional licensure. The candidate must possess or be able to gain these abilities with or without reasonable accommodation.

The essential abilities required by the curriculum are reflected by competencies in the following areas: communication, intellectual, behavioral, social, motor, and sensory. Below are attributes in all areas that each teacher candidate must possess.

**Communication competencies:** The candidate demonstrates 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. The candidate must use professional language and refrain from using inappropriate cultural slang. Further communication with P-12 students and families is demonstrated by sensitivity to the situation and family circumstances of their P-12 students.

The candidate must have the cognitive abilities necessary to master relevant content in subjects commonly taught in P-12 schools and pedagogical principles and their application in field settings at a level deemed appropriate by the faculty. These skills may be described as the ability to comprehend, memorize, analyze, and synthesize material. The candidate must be able to develop reasoning and decision-making skills appropriate to the practice of teaching.

**Intellectual competencies:** Additionally, the candidate must be able to demonstrate the following knowledge and skills:

1. Understands the ethical and moral complexities of schooling and has developed a valued position in relation to ethical and moral issues.
2. Understands the social/political dimensions of schooling.
3. Understands the central concepts, tools of inquiry and structures of the disciplines, and creates learning experiences that make these aspects of subject matter meaningful.
for students.
4. Understands how children learn and develop and provides learning opportunities that support their intellectual, social, and physical development.
5. Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
6. Understands and uses a variety of instructional strategies to encourage students’ development of conceptual understanding of various subject areas through critical thinking, problem solving, and performance skills.
7. Uses an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
8. Uses knowledge of effective verbal and nonverbal communication techniques and makes appropriate use of educational technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
9. Plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.
10. Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
11. Fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and wellbeing.
12. Understands issues of diversity and multiculturalism and applies understanding to education decisions.
13. Continually reflects on and evaluates the effects of his/her choices and actions on others (students, parents, and other professionals) and actively seeks opportunities to grow professionally.

Behavioral and Social (Dispositions): The candidate meets the requirement for dispositions by demonstrating such behaviors as fully participating in class and field settings, completing assignments and responsibilities on time, and seeking assistance from instructors and faculty when appropriate. Additional professional behaviors include prioritizing responsibilities, demonstrating openness to new ideas, being willing to accept constructive criticism and using that criticism to improve performance, taking initiative, using good judgment, demonstrating poise and flexibility, and displaying a positive and enthusiastic attitude.

Behavioral and social attributes are demonstrated by such behaviors as developing positive relationships with peers and education professionals, treating individuals with respect, using tact and discretion, and setting a positive and respectful tone in interactions with others. These behaviors are exhibited by actively listening to other’s viewpoints, recognizing own strengths and weaknesses and responding appropriately, perceiving a wide range of interpersonal cues from others and responding appropriately, and working effectively in groups.

The candidate must possess the emotional maturity and stability to function effectively under stress that is inherent in education and to adapt to circumstances, which are unpredictable or that may change rapidly. He/she must interact productively, cooperatively and in a collegial manner with individuals of differing personalities and backgrounds, and be an active contributor to the process of providing educational experience by demonstrating the ability to engage in teamwork and team building. He/she must demonstrate the ability to identify and set classroom priorities. The candidate must be punctual and perform work in a timely manner.
Physical and Sensory: Additional attributes necessary for the teaching profession include compassion, empathy, integrity, responsibility, a sense of justice, and the physical capacity to handle the necessary demands of the job. Physical attributes include adequate physical stamina and energy to carry out the responsibilities of teaching over long hours and sensory abilities to support the assessment and classroom management responsibilities of the profession.

Evaluation: The essential abilities of teacher education are the basis for the requirements for admission, retention, and graduation of applicants of the teacher education programs at the University of North Dakota. Evaluation and assessment of the candidate’s performance in each of these characteristics is an ongoing process. Field experiences are often the critical junctures in the program when the essential abilities of the candidate may be challenged. Completion of a successful field experience is required for admission to the programs. In addition, several field experiences that carry hierarchical expectations for successful completion are required throughout the programs. Data is gathered from university based faculty as well as faculty in the public schools from the point of admission throughout their teacher education program. The information is shared with the candidate on a regular basis and used to support their professional development.

Finding Your Teacher Education Program at UND

Getting Started

Teacher education programs at UND are coordinated by The Associate Dean for Teacher Education. The Associate Dean works with faculty all across the university in programs which prepare teachers or offer advanced programs which may lead to endorsements or credentials for school personnel. The Associate Dean for Teacher Education is advised by a Teachers and School Professionals Education Committee (TSPEC).

Students seeking information about a teacher education program at UND often begin by consulting the UND homepage (www.education.und.edu) or by reading the UND catalog. More detailed information is available from the EHD Office of Advising and Admissions, located in the Education building. This office acts for the Associate Dean in recommending teacher licensure for all UND teacher candidates. Personnel in the office include professional advisors who are knowledgeable about the programs.

As with all majors at the University of North Dakota, students interested in teacher education are required to complete the essential studies requirements. Traditional approaches to instruction may be taken to complete these requirements or students may opt for the integrated studies program offered at UND. This program supports the completion of the general education requirements through an interdisciplinary approach advocated by the faculty in teacher education.

The Department of Teaching and Learning includes faculty who offer programs in early childhood, elementary, and middle level education. This department also includes faculty who offer courses that provide a generalist background in secondary education. However, secondary education teacher candidates must major in the subjects they plan to teach. Dual advising (in the major and in Education) is required for secondary education students. Programs leading to licensure to teach K-12 music and physical education are also offered at UND and require courses both in music or physical education and in education. The following chart outlines program areas:
Questions to Guide Your Selection Process

The University of North Dakota offers many programs that lead to teaching certification. To find the program that is right for you, consider the following two questions:

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

**Response:** Pre-Kindergarten  
**Answer:** Early Childhood Education

**Response:** Grades Kindergarten and up to grade 3  
**Answer:** Early Childhood Education or Elementary Education with Kindergarten Endorsement

**Response:** Grades K to 6  
**Answer:** Elementary Education with Kindergarten Endorsement

**Response:** Grades 1 to 6  
**Answer:** Elementary Education

**Response:** Grades 5 – 8  
**Answer:** Middle Level Education

**Response:** Grades 7 – 12  
**Answer:** Secondary Education
Response: I want to teach all grades
Answer: Music and Physical Education offer programs that lead to certification in Kindergarten through grade 12.

Question #2: If you want to teach specific subject areas to students in grades 7 to 12, what subject(s) do you want to teach?

Response: What are my choices?
Answer: Several options are available to you. Consider these:

<table>
<thead>
<tr>
<th>English</th>
<th>Geography</th>
<th>Science:</th>
</tr>
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<tbody>
<tr>
<td>Foreign Language</td>
<td>History</td>
<td>Biology</td>
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<tr>
<td>Chinese</td>
<td>Mathematics</td>
<td>Chemistry</td>
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<tr>
<td>French</td>
<td>Music (K-12)</td>
<td>Geology</td>
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<td>German</td>
<td>Physical Education (K-12)</td>
<td>Physics</td>
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<tr>
<td>Spanish</td>
<td>Social Studies</td>
<td>Composite Science</td>
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<tr>
<td></td>
<td>Visual Arts</td>
<td>Fisheries &amp; Wildlife Biology</td>
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Selecting a Major and Endorsement Options

Students may enter programs that prepare them to work with students in early childhood, elementary, middle school, or secondary school settings.

Early childhood education may be studied as a separate major or through a double major with elementary education. The stand-alone major is designed for persons planning to teach preschool through grade three. The double major provides preparation to work with children through grade eight in North Dakota. An early childhood minor and kindergarten endorsement are also available.

Students selecting elementary education (grades 1-6) may choose specialized study resulting in a double major in the following fields:

   Elementary Education and Early Childhood or Elementary Education and Middle School

Students majoring in middle school education complete a concentration of courses in two academic areas usually taught in the middle grades (grades 5-8) along with work in education of young adolescents.

Students preparing for teaching in secondary schools (grades 7-12) complete an academic major in one of the following areas as listed above in question #2.

Preparation to teach K-12 music is available through the Department of Music, and K-12 physical education through the Department of Physical Education, Exercise Science and Wellness.

Endorsement programs are available for those teaching in Kindergarten, English Language Learner/Bilingual Education, Reading and Coaching Athletics.

Students interested in special education may earn a minor in special education. Additional work at the graduate level leads to a credential to teach in the specializations of mental retardation, learning disabilities, emotionally disturbed, early childhood special education, or visual impairment.
UND offers programs at the graduate level for individuals who are preparing to become school counselors, speech-language pathologists, and school administrators.

Additional General Information

Total Hours Required

125 semester credit-hours are required for graduation, but some majors require more.

Essential Studies Requirements

**General Education** - Teachers are well educated people who like to learn about all sorts of things! General Education is part of all teacher education programs. For the early childhood education, middle level education and secondary programs, you need to meet or complete the General University Requirements. Essential Studies requirement for elementary education exceed the University requirement, so read the catalog carefully!

Total Number of Essential Studies = 36 credits + 3 credit upper division Essential Studies capstone course (required of all students, including transfers)

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

I. **Communication Requirements**

* 6 credits written communication, including English 110 (College Composition I) and English 130 (College Composition II)

* 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 required 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.

Teacher Education Requirements

Teacher Education requirements vary according to the major. Refer to Education Major Status Sheets (available on-line at http://education.und.edu/status-sheets.cfm) or detailed in the UND Undergraduate & Graduate Catalog.

Advisement

Pre-admission. To obtain advisement regarding Essential Studies, general education and major requirements, make an appointment with the Office of Advising and Admissions, College of Education and Human Development, Education building, Room 102 by calling 777-4128, 777-4097, or 777-3183.

Post-admission. Once admitted to the program, you will be assigned a faculty advisor in your major and one in the T&L Department. Consult with them as soon as possible, as these people will be your mentor and advisors until you graduate from the Teacher Education program.

Certification

To become certified in early childhood, elementary, middle level, or secondary education the student arranges upon graduation with the Advisement Office (Education building, Room 102) to obtain a teaching license. For a credential in special education, one must complete the special education program at the graduate level. Teacher certification/licensure requirements differ from state to state. Make sure you check out the state’s requirements from which you are considering obtaining a teaching license.
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 consists of the following components: general education courses, a specialty area or minor, introductory courses, methods related courses, and student teaching. Students are advised to read the catalog description carefully and to review their program with their advisor.

All UND students must meet the Essential Studies Requirements specified in the UND Academic Catalog, but those requirements are expanded and specified for elementary education students. This ensures that students have the appropriate content background to teach the material encountered in an elementary classroom. Check the catalog carefully and consult with an advisor to confirm that the general education courses you take meet the requirements.

A specialty area or minor is also 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 below and in the UND Academic Catalog.

Endorsements/Credentials/Minors:
- Kindergarten Endorsement
- English Language Learners/Bilingual Education Endorsement
- Reading Credential
- Early Childhood Education Minor
- Literacy Education Minor
- Special Education Minor
- Health Education Minor
- Athletic Coaching Minor
- Middle Level Education Minor
- Math for Elementary Teachers Minor

As with all programs in Undergraduate Teacher Education, introductory courses begin with T&L 250, Introduction to Education. This course provides a broad picture of the field of education, and helps students imagine themselves as teachers. Application for admission to teacher education is usually made during T&L 250. T&L 315 is the second introductory course in the Elementary Education Program, and is designed to provide basic information related to working with students with exceptionalities.
Upon formal admission: Math 277 (Mathematics for Elementary Teachers), T&L 315 (Education of Exceptional Students), T&L 328 (Children's Literature), and T&L 335 (Understanding Readers and Writers) are courses that must be successfully completed before enrolling in the TEAM (Teacher Education Through Applied Methods) block. TEAM is a 14-credit block of professional courses in four core elementary school areas (Math, Reading & Writing, Science, and Social Studies) and includes a 60 hour field experience.

There are several other courses required to complete the Elementary Education Program. These are specified in the catalog but include:

- T&L 339 Technology for Teachers
- T&L 432 Classroom Management
- T&L 417 Writing & Language Arts
- T&L 433 Multicultural Education
- Art 460 Art for Elementary School Teachers
- Music 442 or 443 Music for Elementary School Teachers
- KIN 305 Health and Physical Education for Elementary School Teachers

Student teaching is normally taken during the senior year along with senior seminar (T&L 488) and senior capstone (T&L 489), after completing TEAM. Student teaching consists of full-time teaching under the supervision of a cooperating teacher and a university supervisor. Specific academic requirements detailed later in this handbook, must be met in order to student teach.

You are strongly encouraged to contact the Office of Advising and Admissions (777-4097, 777-3183 or 777-4128) for up to date information on the program as requirements change.

**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. The Early Childhood Education program stresses the relationship between the nature of children's development and their educational experience. It prepares the student to work with children in preschool, Kindergarten or the primary grades. Requirements include 35-37 credits in Early Childhood Education, including one semester of student teaching in a preschool setting including University Children’s Center. Students who desire Kindergarten Endorsement without pursuing majors in Elementary Education and Early Childhood Education must take four courses and an additional student teaching experience at the Kindergarten level. For more information contact the Early Childhood Coordinator.

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 specifically designed to meet the needs of young adolescent students. Completion of two areas of concentration involving approximately 24 credit hours in each area is required. The uniqueness of the middle school components (e.g., interdisciplinary teaming, advisory programs, and exploratory programs) provides a rich learning and teaching experience. For more information, contact the Middle School Coordinator.
**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). In traditional education programs, teachers of middle grade students received preparation at either the secondary level or the Elementary level. Middle School Education programs take some components from both Elementary and Secondary Education, but focus more on providing teachers with skills to meet the developmental needs of young adolescents.

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. For more information about Middle School Education contact the Office of Advising and Admissions, 777-4128, or the Middle School Coordinator.

**Secondary Education**

If you are preparing to teach in the secondary schools, you will be completing subject area major requirements in 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.

The program of study for Secondary Education is organized around three required areas:

- Essential Studies requirements
- Major area requirements and
- Secondary Education Licensure Preparation Sequence requirements

Transfer students may have already taken some of the necessary coursework and may substitute some courses. Transfer students should consult either the Advising Office at 777-4128 or the Secondary Program Coordinator.

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

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

The sequences of courses and experiences for these majors are outlined in the UND Academic Catalog under the specific departments offering the majors; also, please consult with your academic advisor.
Possible Minors With Secondary Licensure Several programs of study in the Department of Teaching & Learning are available for those students who wish to become licensed in more than one area. The following possibilities are available in Secondary Education:

- Secondary licensure with a Minor in Middle Level
- Secondary licensure with an ELL Endorsement
- Secondary licensure with a Reading Credential

Moreover, 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. You are encouraged to consider pursuing a minor, and to visit with your advisor as to how this additional work might affect your employability.

Other Possible Minors, Credentials* and Endorsements* in the Education Field

Athletic Coaching Minor
Bilingual Education/English Language Learners Endorsement
Early Childhood Minor
Health Education Minor
Kindergarten Endorsement
Math Minor in Elementary Education
Reading Literacy Minor
Special Education Minor (this does not qualify you to teach Special Education)

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

Special Education

Students in Early Childhood, Elementary, Middle, or Secondary Education may earn a minor in Special Education. The minor offers a strong background for working with students with disabilities in Pre-K through 12 general education classrooms. At UND the Special Education Teaching Credential is completed at the Graduate level. Graduate study prepares teachers to work with students with learning disabilities, emotional disturbance, mental retardation, visual impairments, or students in need of early childhood special education services. The undergraduate minor in Special Education offers the student a strong foundation for graduate study as well as a solid background for working with students with disabilities in inclusive general education classrooms.

To declare Special Education as a minor, inform the Advisement office in Education Building, Room 102 that he/she is declaring a minor in the field. If you declare Special Education as a minor, you may seek advisement from any of the members of the Special Education faculty. The following are special education faculty currently advising undergraduates:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Office</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Lynne Chalmers</td>
<td>Education 394</td>
<td>777-3187</td>
</tr>
<tr>
<td>Dr. Kari Chiasson</td>
<td>Education 218</td>
<td>777-3236</td>
</tr>
<tr>
<td>Shannon Grave</td>
<td>Education 217</td>
<td>777-6760</td>
</tr>
<tr>
<td>Dr. Michelle Griffin</td>
<td>Education 387</td>
<td>777-3186</td>
</tr>
<tr>
<td>Amy Jacobson</td>
<td>Education 385</td>
<td>777-4719</td>
</tr>
<tr>
<td>Dr. Carol Johnson</td>
<td>Education 277</td>
<td>777-0612</td>
</tr>
<tr>
<td>Dr. Katherine Terras</td>
<td>Education 384</td>
<td>777-2863</td>
</tr>
<tr>
<td>Dr. Patti Mahar</td>
<td>Education 388</td>
<td>777-6054</td>
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</tbody>
</table>
Field Experiences in Teacher Education

In recent years the value of experiences in the field has been increasingly recognized and as a result field experiences are a critical component of the Teacher Education Program. Multiple opportunities are provided for teacher education candidates to be in the field throughout their programs, not just as the capstone experience of student teaching. Through the field experiences, teacher education candidates are exposed to a range of diverse students, cultures, and learning environments. Several courses have a field experience component attached to them that require differing amounts of time in the classroom for the teacher education candidate. An example of this would be students enrolled in T&L 433 – Multicultural Education will be required to participate in a three day overnight field experience at a predetermined site. A complete list of field experiences and time requirements for those field experiences can be found online on the Field Placement site at: http://education.und.edu/field-placement/field-experience.cfm.

Capstone Course

As an education major, you are required to complete T&L 489 Senior Capstone (3 cr.). Students completing majors outside of Teaching and Learning (e.g. biology, visual arts, etc.) will complete their capstone course within their Arts & Sciences Department.

ADMISSION PROCESS INFORMATION

Formal admission to Teacher Education is required of all students enrollment in the core courses of each program. The admission decision is made, in part, on information supplied by you.

Process to be admitted into the Teacher Education Program

The first years of college are geared mainly towards fulfilling your University Graduation Requirements – Essential Studies Requirements. The Office of the Registrar’s web site (http://und.edu/academics/registrar/essential-studies-approved-courses.cfm) lists categories and acceptable courses for the Essential Studies. The UND academic catalog can be picked up in Carnegie Hall. Programs preparing teacher educators and other school related personnel at UND are in compliance with the Title II, Higher Education Act and have reported their information to the North Dakota Educational Standards and Practices Board.

Admission Requirements

Formal admission to Teacher Education is required of all students before enrollment in the core courses of each program. Applications are submitted the semester before you actually want to be admitted into the program. Applications may be submitted monthly, with a deadline of the first Wednesday of each month, with four exceptions. NO applications will be processed during the months of January, July, August, or September. 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, T&L 250)
• Overall strength of academic record
• PRAXIScore scores – must meet the minimum of 150 Math; 156 Reading; 160 Writing
• 3.0 cumulative GPA in your Communication courses ENGL 110, 130 & Comm 110
• Positive Professional Dispositions Report
• Available openings in your anticipated area of study

Factors for you to consider when making application to the Teacher Education Program:

  o Travel to off-campus locations will be required as part of the program at your expense.
  o Full-time, daytime attendance will be required at various times of your program.
  o Graduation from the program does not guarantee certification to teach.
  o 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.

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.

Volunteer Hours

All Teacher Education candidates will be required to complete 30 volunteer/participation hours as described in the VITAL brochure before student teaching. The VITAL brochure can be picked up online (http://education.und.edu/field-placement/vital.cfm).

The Praxis Series
(Professional Assessments for Beginning Teachers)

In addition to meeting specific requirements in the teacher education programs at UND, in order to be licensed to teach in North Dakota, successful scores must be obtained on the Praxis I and II assessments. Successful completion of Praxis I (CORE) is a requirement for admission to the teacher education programs. Academic Skills Assessments are designed to be taken early in your college career to measure your reading, writing, and mathematical skills. The successful completion of Praxis II is required for licensure. Currently, we require that the Praxis II be taken the semester before student teaching. For information related to Praxis I & II, review the Praxis Series online at www.ets.org/praxis.

The Praxis I: CORE in Reading, Writing, and Mathematics are available through a computer-based format. For the most up-to-date information about which test(s) you need for your particular licensure area, please consult the state-by-state information available on the Praxis Series Web site at www.ets.org/praxis. The requirements of professional associations and individual colleges may differ.
from state requirements. Praxis Series study guides are available at UND Bookstore to look at or purchase, or online at www.ets.org/praxis. It is highly recommended that you study for this test.

**Hints for passing the CORE (in the Praxis I Series of tests)**

- Study guides are available online at [http://www.ets.org/praxis/prepare/materials](http://www.ets.org/praxis/prepare/materials) or your local bookstores. 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, if you need further help understanding the math concepts contact the University Learning Center to request a tutor, or contact 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.
- The Student Success Center located in the 2nd floor of the memorial union is a great place to seek assistance with test taking strategies.

**Student Teaching**

Historically, the capstone of the teacher preparation program has been the student teaching experience. 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, there are minimum requirements that must be completed. In Early Childhood Education, students must have successfully completed Introduction to ECE and Methods and Materials of ECE before Kindergarten or Pre-school student teaching. In the Elementary Education major, each course required in TEAM must be completed with a grade of C or higher. In the Middle School major, all T & L courses except student teaching, and the majority of the 40 hours in two subject areas must be completed. Admission to student teaching in a Secondary Education Program requires that the student has completed or is enrolled in all courses of the major and the professional education programs and has completed the PRAXIS II test in their major area. For all programs, candidates must have an cumulative GPA of at least 2.75, a minimum GPA of 2.75 in the 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.

While the application process for student teaching is on-line, it is not submitted electronically because specific signatures are required. The web address is: [http://education.und.edu/field-placement/index.cfm](http://education.und.edu/field-placement/index.cfm). Applications for fall semester student teaching are due in January. Applications for spring semester student teaching are due in September. Applications must be submitted to the Field Placement Office (Education building, Room 102) by the due dates listed above. Late applications will be processed for the following semesters.

Student teachers are typically assigned to student teaching sites within the greater Grand Forks area, as well as in districts across the nation as approved. The QUEST project (Quality Experiences for Student Teachers) has specific sites in Phoenix, AZ; Las Vegas, NV; and St. Paul, MN and provides opportunities to teach in diverse populations. The Global Student Teaching program provides
opportunities to complete student teaching in several regions of the world (approximately 60
countries). Additional information regarding student teaching can be obtained through the Field
Placement Office, 701-777-4128.

**Keys to successful completion of the Teacher Education Program:**

- Meeting all academic requirements
- Satisfactory performance in standardized performance assessments (currently Praxis I & II level assessments).
- Satisfactory performance in field experiences completed prior to student teaching.
- Performing the essential functions of a program to prepare you for a full-time teaching
  position, with or without reasonable accommodations.
- No illegal drug or alcohol use
- Effective interactions with people
- No convictions of an offense that would authorize or require the superintendent of
  Public Instruction to refuse to grant a teaching license.
- Adhering to the UND Code of Student Life, evidence of competence, morality,
  temperance and kindness on your part.

Upon completion of the program of study, you can apply for a North Dakota teaching license. Forms
are available in Education Building, Room 102. There are different licensure requirements among
states. Normally, however, you will be able to teach with the ND license and have a grace period in
which to complete another states’ licensure requirements. Information regarding licensure
requirements for other states is available in Education Building, Room 102. Many of our graduates
have chosen to teach in states other than North Dakota. If you are interested in a similar opportunity, it
is important to identify the certification requirements of the state in which you plan to teach. Early
identification of any special requirements can be helpful in planning your program here at UND.

**Scholarships and the Honors Program**

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 of education.
Information about these scholarships that are made available on an irregular basis can be obtained in
the Office of Advising and Admissions, Education Building, Room 102.
These include:

- **ETA CHAPTER OF DELTA KAPPA GAMMA, ND SCHOLARSHIP FUND:**
  Scholarship to go to a junior or senior student (preference to a female student) majoring in
teaching within the Teaching and Learning Department of the College of Education and Human
Development at the University of North Dakota. The student must be from the community of
Cando, Churches Ferry, Devils Lake or Langdon, ND

- **KIM DERANEY BAKKEN SCHOLARSHIP:**
  Scholarship awarded to a student majoring in special education at the University of North
Dakota who has high academic ability and promise in the professional field of special
education.

- **NANCY AND MICHAEL DIDONATO MEMORIAL SCHOLARSHIP:**
  Scholarship awarded to an undergraduate student who have demonstrated a deep concern for
nurturing and instructing children. Financial need is considered.
- **ED GAIDES SCHOLARSHIP:** Scholarship awarded to a senior in elementary education who is enthusiastic about teaching science.

- **GEORGE HANNA SCHOLARSHIP:** Scholarship awarded to a sophomore in education who shows professional promise.

- **DICK HILL SCHOLARSHIP:** Scholarship awarded to a student pursuing graduate studies in educational administration. The student should be of good character, good ability, and with a demonstrated commitment to the education of elementary, middle or secondary school children.

- **HOWARD RASMUSSON SCHOLARSHIP:** Scholarship awarded to a student with scholastic achievement, high moral character, need and the potential to become an outstanding educator.

- **FRANK AND CARRIE KOVNICK SCHOLARSHIP:** Scholarship awarded to a senior or graduate level student pursuing studies in Education. The student shall be of good moral character, have a proven record of academic achievement and show potential for a successful career in the field of Education. Financial need is considered.

- **DONALD AND ANN LEMON SCHOLARSHIP:** Scholarship awarded to a graduate student in education administration or reading education.

- **LUCILLE LOCKEN SCHOLARSHIP:** Scholarship awarded to a first semester Junior are is majoring in elementary education. Financial need is considered.

- **MINARD AND F. JEAN MCCREA SCHOLARSHIP:** Scholarship awarded to an undergraduate and/or graduate student. The undergraduate is minimum sophomore level with a 3.0 GPA or better, the recipient should be a ND resident, preferably from Barnes Counter. The recipient have the intent to teach in ND for a minimum of two years. The graduate student should be in Education Leadership with an established GPM of 3.0. The recipient have the intent to provide leadership in ND schools for a minimum of two years.

- **VITO PERONE SCHOLARSHIP:** Scholarship is to be awarded to an undergraduate in alternate years.

- **MATILDA NELSON ERICKSON SCHOLARSHIP:** Scholarship awarded to students majoring in special education. The recipients shall have a high moral character and demonstrate the desire and aptitude to lead successful lives engaged in special education careers.

- **PAUL AND BELLE THOMAS SCHOLARSHIP:** Scholarship awarded to a student with strong moral character and have high potential to develop the necessary skills to become outstanding educators. Financial need is considered.

- **M. COLLENE AND DR. WILLIAM A. BARES SCHOLARSHIP:** Scholarship awarded to student(s) in Early Childhood Education.

- **RITA FOUNDATION MEMORIAL SCHOLARSHIP:** Scholarship awarded to students earning a degree in elementary education with high moral character and demonstrate the desire and ability to become successful teachers and role models for elementary age children.

- **RALPH B. AND CORBY D. NEWMAN SCHOLARSHIP ENDOWMENT:** Scholarship awarded to student(s) within the College of Education and Human Development who are pursuing a teaching degree.

The Honors Program leads to a bachelor's degree "with honors." Juniors with at least a 3.2 GPA may apply in the second semester of the junior year with approval of the dean, the advisor, and the Honors
Committee. Successful completion of the program usually means special consideration for graduate assistantship, fellowships, and scholarships.

**Professional Connections**

One aspect of professionalism is continuing professional development. Even on the day you graduate, you will have more to learn about teaching. Reading, travel, graduate school, in service workshops, teacher centers, and talking with colleagues are some of the means by which you will continue your education. Another means is professional organizations. The faculty sponsors several and several others are available on campus.

**SNDU - Students North Dakota United**

SNDU is the affiliate of NDU, the largest teacher organization in the state that is also connected with the national teacher organization NEA (National Education Association). 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
- 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
- Earn $10 credit toward NEA membership dues for each year (up to four) you are a member of SNDU

Membership dues are $50.00 per year. For further information contact SNDU advisor Kayla Hotvedt (kayla.hotvedt@email.und.edu, 777-3183). You can also enroll online at [www.nea.org](http://www.nea.org) (click on Join NEA).

**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.
Ways to Get Involved

To get involved in these organizations or volunteer activity call:

**Student North Dakota United (SNDU)**
Kayla Hotvedt
Education, Rm 102
777-3142

**Early Childhood Education Student Organization (ECESO)**
Michael Gallo
Education, Rm 262
777-0563

**Univ. Children's Center**
Jo-Anne Yearwood
525 Stanford Rd.
777-3947

**Music Educators National Conf**
Barbara Lewis
HFAC 262
777-2820

Help Along the Way

**Career Services**
McCannell Hall
777-3904

**Advising and Admissions**
Eric Tweton
Education, Rm 102
777-4097

Kayla Hotvedt
Education, Rm 102
777-3183

**Student Teaching & Field Experiences**
Education, Rm 102
777-4128

**Financial Assistance- Financial Aids Office**
Twamley 216
777-3121

**Microcomputers for student use**
777-3718

or Computer Learning Lab,
Memorial Union
777-4406

Teaching out-of-state and abroad

Education, Rm 102
777-3142

Teaching materials collections:

**Chester Fritz Library**
777-2617

**Grand Forks Area Teacher Center**
777-4394

email: valbecker@mail.und.edu

**Tutorial/study assistance - Learning Services**
Memorial Union
777-4406

**Transparencies for Class - Service Desk**
Memorial Union
777-4321

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

Web Sites and Addresses

The code of ethics can be viewed on the Educational Standards and Practice Board web page.
- The address is: [http://www.state.nd.us/esp/](http://www.state.nd.us/esp/)
- Information on the Praxis I CORE and Praxis II 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/esp](http://state.nd.us/esp)
- 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://phil.mav.net/index.shtml](http://phil.mav.net/index.shtml)
  [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/index.cfm](http://education.und.edu/adm-requirements/index.cfm)
  [http://education.und.edu/field-placement/index.cfm](http://education.und.edu/field-placement/index.cfm)
Costs

As a future educator, you should be aware of the costs associated with your profession that you will be expected to pay. **Fees 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
- Praxis I CORE (check Praxis web site for current fees)
  - $170 for the paper and pencil version
  - $180 for the computer based exam (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 = $52
- North Dakota Praxis II Test = (check for costs)
- Minnesota MTLE Test = (check for costs)

Other fees you may encounter:

- Student North Dakota United membership = $50 per year
- Early Childhood Education Student Organization = $42
- National Education Association membership = up to $123 per year
- North Dakota Education Association membership = up to $209 per year
- License renewal/update (costs will vary)
- Additional Student Teaching fees should you choose to student teach out of the area
To Do PRIOR to Admission:

- Schedule a meeting with an Academic Advisor in the College of Education & Human Development, Office of Advising & Admissions, Suite 102, Education Building, to complete a degree status sheet for your teaching specialty. PRIOR to this meeting, review the form online at [http://education.und.edu/status-sheets.cfm](http://education.und.edu/status-sheets.cfm) so you are prepared for the meeting.

- Enroll in T&L 250 Intro to Teaching AFTER completing 30 credit hours toward graduation (this is typically taken during the Fall of your Sophomore year).

- Schedule a date to take the Praxis Core Academic Skills for Educators Test* (must be done before applying to your Teacher Education program; see “The Praxis Series” info sheet). MINIMUM passing scores are as follows:
  - Math 150
  - Writing 160
  - Reading 156

- Begin V.I.T.A.L. volunteer hours (Volunteers in Teaching and Learning; see brochure)
  - Go to [http://education.und.edu/field-placement/vital.cfm](http://education.und.edu/field-placement/vital.cfm) for VITAL Brochure/Log, Explanation of Volunteer Service, & Guidelines for VITAL Program, and other important information

To Do FOR Admission to Teacher Education Program:

- Read & Complete all application materials found at [http://education.und.edu/admissions-requirements.cfm](http://education.und.edu/admissions-requirements.cfm). Click on “Application for Undergraduate Admission to Teacher Education” then “Teacher Education Application Deadlines”

- Complete 30 credit hours toward graduation

- Have a cumulative GPA of 2.75 or higher

- Have a cumulative GPA of 3.0 in English 110, English 120/125/130, and Communications 110

- Meet UND’s Praxis Core score requirements (Math 150; Writing 160; Reading 156)

- Complete or be enrolled in T&L 250 Intro to Education & obtain a positive disposition report

- Purchase the Field Experience Module of LiveText; attach a copy of receipt to your Teacher Education application

To Do PRIOR to Student Teaching:

- Schedule a date to take the PRAXIS II tests during the appropriate window of opportunity (go to [http://www.ets.org/praxis](http://www.ets.org/praxis))

- Complete V.I.T.A.L. hours prior to applying for student teaching (see [http://education.und.edu/field-placement/vital.cfm](http://education.und.edu/field-placement/vital.cfm) for VITAL program information)

To Do TO APPLY for Student Teaching:

- Satisfactorily complete all field experience

- Complete all student teacher application materials (Go to [http://education.und.edu/field-placement/student-teaching.cfm](http://education.und.edu/field-placement/student-teaching.cfm) to review student teaching application instructions)

- Meet with EHD advisors to calculate GPA, etc. (must have 2.75 GPA in major and cumulative GPA of 3.0 in required education coursework to apply)

- Meet with your T&L program advisor to go over your completed application packet

- Meet with the Director of Field Placement & Student Teaching to ensure all requirements are met for the application (Refer to Student Teaching Handbook found at [http://education.und.edu/field-placement/student-teaching.cfm](http://education.und.edu/field-placement/student-teaching.cfm))

- If graduating during the same semester as your student teaching experience, complete the application for degree at this time: ([https://apps.und.edu/graduationonline/](https://apps.und.edu/graduationonline/))

- Complete ND FBI/BCI fingerprint/background check before student teaching *This may take several weeks to complete, so schedule this well in advance; they are valid for 18 months*

To Do TO Apply for Licensure:

- Complete license form during your last couple weeks of student teaching. Your recommendation for licensure will be processed after graduation, and will take 1-6 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, Suite 102, to remain up-to-date on any changes.
## Teacher Education Contacts

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Office</th>
<th>Specialty Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baker, Mary</td>
<td>777-6759</td>
<td>Education 290</td>
<td>Chair/Professor-Elementary Education</td>
</tr>
<tr>
<td><a href="mailto:mary.baker@email.und.edu">mary.baker@email.und.edu</a></td>
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</tr>
<tr>
<td>Barrentine, Shelby</td>
<td>777-3243</td>
<td>Education 362</td>
<td>Professor-Elementary Education/Graduate Reading Program Area Coordinator</td>
</tr>
<tr>
<td><a href="mailto:shelby.barrentine@email.und.edu">shelby.barrentine@email.und.edu</a></td>
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<tr>
<td>Beck, Pam</td>
<td>746-2279</td>
<td>Education 280</td>
<td>Assistant Professor-Elementary Education/TEAM Coordinator/Summer Reading Program Director</td>
</tr>
<tr>
<td><a href="mailto:pamela.beck@email.und.edu">pamela.beck@email.und.edu</a></td>
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<tr>
<td>Bergland Holen, Jodi</td>
<td>777-6705</td>
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<td>Assistant Professor-Secondary Education</td>
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<tr>
<td><a href="mailto:jodi.holen@email.und.edu">jodi.holen@email.und.edu</a></td>
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<tr>
<td>Robert Hill</td>
<td>777-2675</td>
<td>Education 200</td>
<td>Dean, College of Education &amp; Human Development</td>
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<tr>
<td>Chalmers, Lynne</td>
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<tr>
<td>Chiasson, Kari</td>
<td>777-3236</td>
<td>Education 218</td>
<td>Associate Professor-Early Childhood Special Education/SPED Graduate Program Area Coordinator</td>
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<tr>
<td>Combs, Barbara</td>
<td>777-2862</td>
<td>Education 102</td>
<td>Associate Dean for Teacher Education</td>
</tr>
<tr>
<td><a href="mailto:barbara.combs@email.und.edu">barbara.combs@email.und.edu</a></td>
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<tr>
<td>Gallo, Michael</td>
<td>777-3143</td>
<td>Education 262</td>
<td>Assistant Professor-Early Childhood Education</td>
</tr>
<tr>
<td><a href="mailto:michael.gallo@email.und.edu">michael.gallo@email.und.edu</a></td>
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<tr>
<td>Gourneau, Bonni</td>
<td>777-3749</td>
<td>Education 390</td>
<td>Associate Professor-Elementary Education/Graduate Director/Resident Teacher Program Director</td>
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<tr>
<td>Guy, Mark</td>
<td>777-3139</td>
<td>Education 322</td>
<td>Professor-Elementary Education—Science</td>
</tr>
<tr>
<td><a href="mailto:mark.guy@email.und.edu">mark.guy@email.und.edu</a></td>
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<tr>
<td>Helgeson, Lars</td>
<td>777-3144</td>
<td>Education 308</td>
<td>Professor-Elementary-Secondary Science</td>
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<tr>
<td><a href="mailto:lars.helgeson@email.und.edu">lars.helgeson@email.und.edu</a></td>
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</tr>
<tr>
<td>Hotvedt, Kayla</td>
<td>777-3183</td>
<td>Education 102</td>
<td>Data Management/Advising</td>
</tr>
<tr>
<td><a href="mailto:kayla.hotvedt@email.und.edu">kayla.hotvedt@email.und.edu</a></td>
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To declare a major, or to learn more about your major, contact the following

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<td>Upson II 165</td>
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<td>College of Nursing</td>
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<td>School of Medicine (See individual majors depts.)</td>
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<tr>
<td>Student Academic Services (deciding students)</td>
<td>Memorial Union 201</td>
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**Educator Job Outlook**

Located in the appendix is the current Educator Job outlook provided by the American Association for Employment in Education, Inc. (AAEE). For complete information you can purchase the 2009 Job Search Handbook for Educators from AAEE, 3040 Riverside Drive, Suite 125, Columbus, Ohio 43221-2550 or call 614-486-111 if you have any questions. Web site: [www.aaee.org](http://www.aaee.org)

**College of Education and Human Development**

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