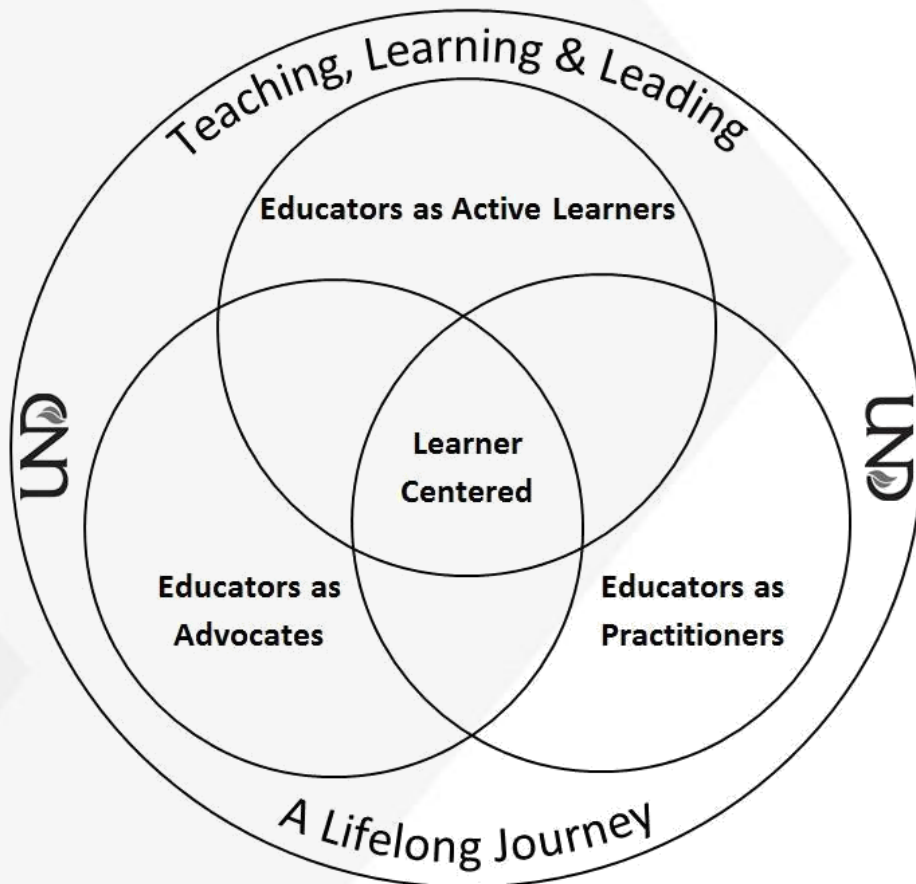


UND UNIVERSITY OF
NORTH DAKOTA
Teacher Education Program Handbook
2025-2026



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Office of Teacher Education

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tlpp/teacher-education](http://education.UND.edu/academics/tlpp/teacher-education)

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 face-to-face, over Zoom, or on the phone to answer questions, and support you in your educational and career decisions.

This 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 your preparation for this most important of careers.

We invite you to visit [Teacher Education](#) for more information about our programs, faculty, and staff. Please do not hesitate to contact us if you have any questions.

Sincerely,



Jenny Bladow,
Director of Teacher Education

TEACHER EDUCATION HANDBOOK

Table Of Contents

<u>INTRODUCTION TO TEACHER EDUCATION</u>	5
<u>UND Teacher Education: Tradition, Mission, Vision</u>	5
<u>Our Beliefs about Teaching and Teacher Education</u>	7
<u>Areas of Teacher Education Shortage & Employment Trends</u>	8
<u>Essential Studies Requirements</u>	9
<u>Field Experiences</u>	9
<u>Progression of Teacher Education Field Experiences</u>	11
<u>Courses with Required Field Experiences</u>	12
<u>ADMISSION TO TEACHER EDUCATION</u>	14
<u>Admission Requirements</u>	14
<u>Provisional Admissions to the Teacher Education Program</u>	15
<u>Important Information to Consider before Applying</u>	16
<u>When to Apply to Teacher Education</u>	17
<u>Admission Process, Accessing Watermark</u>	17
<u>REQUIREMENTS AFTER ADMITTANCE TO TEACHER EDUCATION</u>	20
<u>Teacher Education Retention Policy</u>	20
<u>Performance Evaluations</u>	20
<u>Essential Abilities Requirements</u>	22
<u>Professional Dispositions in Teacher Education</u>	24
<u>Evaluation/Dispositions</u>	26
<u>STUDENT TEACHING</u>	27
<u>General Student Teaching Requirements</u>	27
<u>Applying for Licensure</u>	28

<u>TEACHER EDUCATION SCHOLARSHIPS</u>	28
<u>STUDY ABROAD OPTIONS IN TEACHER EDUCATION</u>	29
<u>PROFESSIONAL STUDENT ORGANIZATIONS</u>	29
<u>SNDU – Student North Dakota United</u>	29
<u>FEUND – Future Educators of UND Student Organization</u>	30
<u>STUDENT RIGHTS & POLICIES</u>	30
<u>Family Educational Rights and Privacy Act (FERPA)</u>	30
<u>Withdrawal from Teacher Education Program</u>	30
<u>Due Process for Students</u>	31
<u>Teacher Education Student Review Committee</u>	31
<u>Student Support Services</u>	33
<u>TEACHER EDUCATION CONTACTS</u>	34

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HANDBOOK CONTENT NON-BINDING, SUBJECT TO CHANGE STATEMENT

This handbook has been prepared for the purpose of furnishing prospective and current students, as well as other interested persons, with information about the Teacher Education program at University of North Dakota. Information contained in this handbook is subject to change without notice and is not to be interpreted as creating a binding obligation on the institution or state. Updated handbooks are published annually and posted on the Teacher Education website; please make sure that you are using the most recent handbook to date.

ACCREDITATION

Our programs are fully approved by the North Dakota Education Standards and Practices Board and accredited by the National Council for Accreditation of Educator Preparation (CAEP, formerly NCATE).

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.


UND TEACHER EDUCATION:

A Tradition of Excellence

Welcome to Teacher Education at UND! 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 graduates are highly sought after by schools locally, regionally, and further afield. With teacher shortages across the United States, your options for employment are numerous.

We are the largest teacher education program in the state of North Dakota and currently offer coursework leading to 28 different areas of teacher licensure or credentialing. Situated in the College of Education and Human Development, our programs span three colleges and 17 different departments. We also offer Masters and Doctoral degrees for educators pursuing advanced study, including Educational Leadership (to become a principal or school superintendent). All of this means that as a student in Teacher Education at UND, you have a wide range of opportunities available to you as you determine where you want your teaching career to take you!

Our programs are designed to give you real-world experiences in PK-12 schools and classrooms while you take courses that prepare you to teach and advocate for a diversity of learners. You can choose to enhance this preparation with study abroad as well as student teaching placements around the United States and internationally.



All of our teacher education programs as well as our graduate programs in Educational Leadership and School Counseling are approved by the North Dakota Educational Standards and Practices Board and are nationally accredited by the Council of Accreditation for Educator Preparation (CAEP). All tenure-track and 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 and the state. 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.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Mission Statement

The College of Education and Human Development through collaborative partnerships and scholarship, engages in inquiry and innovation to influence inclusive development and learning for all.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Vision Statement

The College of Education and Human Development advances research, teaching, and learning through an intentional focus on problem solving and integration of theory and practice to develop equitable outcomes which foster local and global impacts on a diverse and complex society.

OUR BELIEFS ABOUT TEACHING AND TEACHER EDUCATION:

It's All About Learning

At UND, our teacher education programs are structured around a conceptual framework in which educators play three crucial and intersecting roles.

* Educators as Learners

Educators as Learners 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.

*Educators as Practitioners

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

*Educators as Advocates

Educators as Advocates are 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 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 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 to effectively educate all 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 teacher who is as committed to teaching and learning as we are!

PROGRAMS OF STUDY

Teaching, Leadership, and Professional Practice (TLPP) offers a variety of options to personalize your program of study. We encourage you to talk with an advisor about how to maximize your program of study to best prepare for today's diverse classrooms and the employment market. For a complete list of Undergraduate Degrees, Graduate Degrees, Accelerated/Combined Programs, Minors, and Certifications, visit [TLPP Academics](#).

- **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.
- **Minor** - 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 meet with a professional advisor to declare a minor.

AREAS OF TEACHER SHORTAGE & EMPLOYMENT TRENDS

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

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. UND's Essential Studies program requires courses in Communication, Quantitative Reasoning and Diversity, as well as emphasizes critical and creative thinking skills and information literacy. These skills are essential to all teachers. The Essential Studies program also provides students with a breadth of knowledge in social sciences, humanities, science, and fine arts, meaning that your study at UND will prepare you with both a liberal arts foundation and professional education study.

Many of our teacher education programs require specific courses that should be used to meet your Essential Studies Requirements. To see a complete list of categories and acceptable courses for Essential Studies Requirements, visit [Undergraduate Academic Information: Essential Studies](#). If you have any questions, meet with your professional advisor.

FIELD EXPERIENCES

Field experiences are a key component of all Teacher Education programs at UND and where you will put into practice what you have learned in your coursework. Our sequence of field experiences has been designed to allow you to interact with a diverse range of students and experience a variety of school settings.

Beginning with TL 250 Introduction to Education, many of your Teacher Education courses will require you to spend time in P-12 classrooms working with students and teachers. Each field experience has been designed with specific objectives to help you progressively develop your teaching abilities.

Field experience placement procedure:

- Field experience placement requests and confirmations will be arranged by the Office of Teacher Education and not by the candidate.
- Students will complete a Field Experience Placement Request for the semester in which the field experience is scheduled to occur. The Field Experience Placement Request will be distributed by the Office of Teacher Education via UND email. Field experience placements will be delayed if the request is not completed.
 - If you are out-of-area or have limited transportation, you must submit your Field Experience Placement Request as early as possible.
- The Office of Teacher Education will complete the placement process which includes several stages that require input from various stakeholder groups:
 - Student
 - UND Faculty/Staff/Advisors
 - School Cooperating Teacher
 - School District Administration

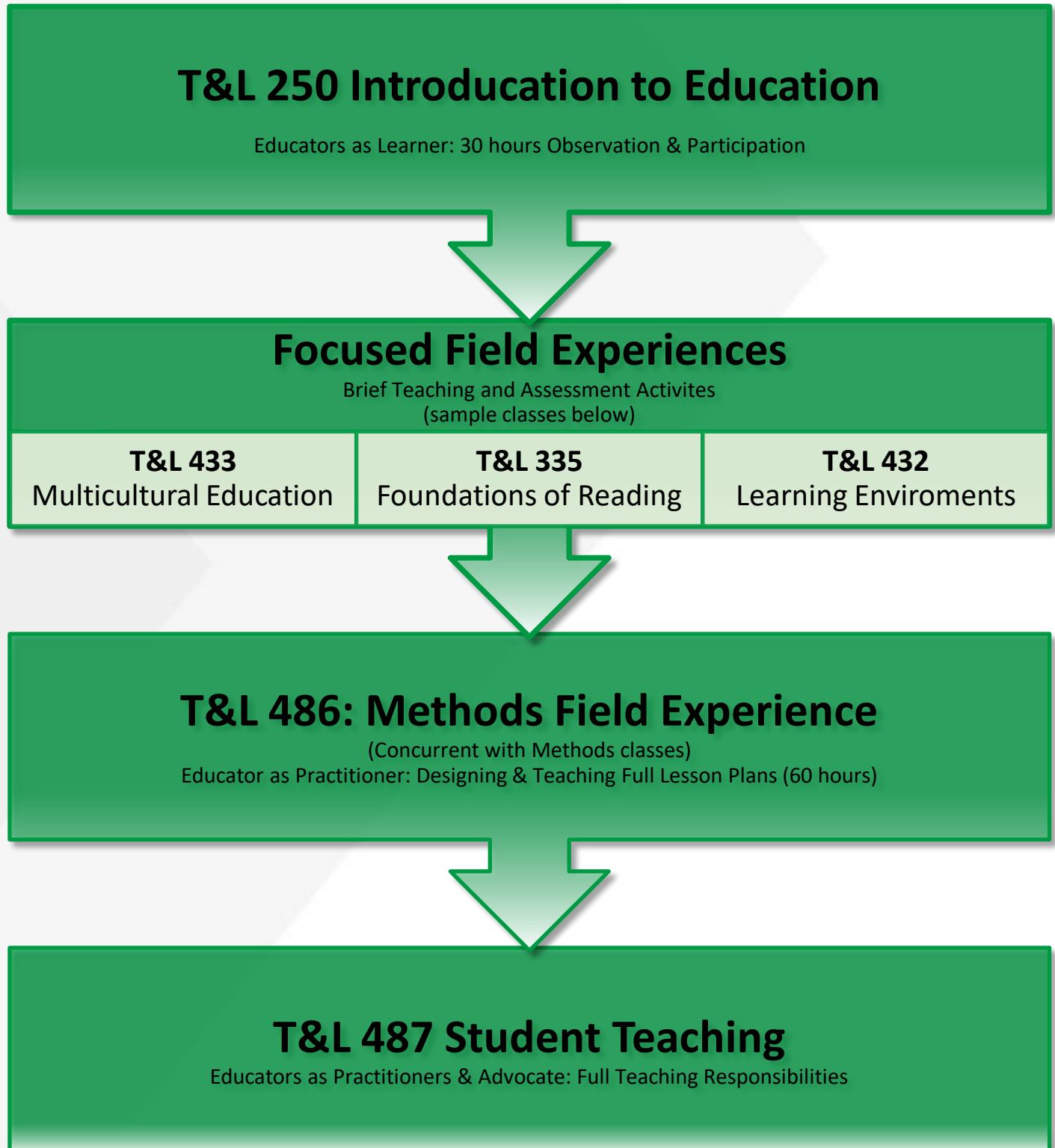
- After you submit your Field Experience Placement Request, please be patient. Field experience placements can take up to two weeks or longer to confirm.
 - Monitor your UND email (including your spam folder). Each school district has their own placement procedures and may have their own requirements before a placement can be confirmed.
- The Office of Teacher Education will confirm and communicate field experience placements with the course instructor. The course instructor will communicate field experience placement details to the student.
- All field experience placements are final. Due to the volume of requests received, the Field Placement Coordinator cannot guarantee specific field experience placements. The best decision was made based on your location preference, your placement need, and school/teacher availability.
- If you need to update or cancel your Field Experience Placement Request, you will need to email the Field Placement Coordinator.

Important information regarding field placements:

- Students must have a completed fingerprint background check (FBI & NDBCI background check) through ESPB and keep the background check up to date.
- Hours spent fulfilling one course's field experience requirement **cannot** be double counted to fulfill another course's field experience requirement.
- School sites within the surrounding 60-mile radius of UND (Grand Forks) are considered local placements and can be confirmed as a field experience placement.
- Candidates will be required to sign a Statement of Understanding regarding field experience policies prior to their first Teacher Education field experience. This Statement of Understanding will be for the duration of their time in the Teacher Education program.
- For T&L 250, students can complete additional hours as long as the cooperating teacher, principal, course instructor, and student are all on board with that happening, but are not allowed to enroll in any credits of T&L 486 for the additional hours.
- If the student is enrolled in a T&L 486 Field Experience and chooses the route of picking up additional hours, the cooperating teacher, principal, course instructor, and student all must be in agreement with the additional hours. Then the student can enroll in additional credits at the rate of 30 hours per credit.

PROGRESSION OF TEACHER EDUCATION FIELD EXPERIENCES

The chart below shows this gradual release of responsibility, from early field experiences where you will be responsible for working with a small group of children or assisting the teacher to by the end of student teaching, having full responsibility for all instruction, assessment, and management.



COURSES WITH REQUIRED FIELD EXPERIENCES

Course	Title of Course	# of Hours	During Class Time?
T&L 250	Introduction to Education	30	No
T&L 252	Child Development	3	No
T&L 310	Introduction to Early Childhood Education	6	Yes
T&L 311	Observing and Assessing Children	6	Yes
T&L 313	Language Development and Emerging Literacy	8	Yes
T&L 322	Administration and Leadership in Early Childhood Ed	10	No
T&L 328	Children's Literature	1	Yes
T&L 333	Methods and Materials: Pre-Kindergarten/Co-requisite T&L 486 Field Experience: 2 Credit	60	No
T&L 335	Foundations of Reading	2	Yes
T&L 336	Social-Emotional Development and Guidance in ECE	6	Yes
T&L 341	Foundations of Middle Level Education	5	Yes
T&L 350	Development and Education of the Adolescent	10	No
Art 461	Methods and Materials: Teaching Middle and Secondary School Art/Co-requisite T&L 486 Field Experience: 2 Credits	60	No
Lang 400	Methods and Materials: Teaching Middle and Secondary Foreign Language/Co-requisite T&L 486 Field Experience: 2 credits	60	No
Engl 423	Methods and Materials: Teaching Middle and Secondary English/Co-requisite T&L 486 Field Experience: 2 credits	60	No
Musc 441	Methods and Materials: Teaching Middle and Secondary Music/Co-requisite T&L 486 Field Experience: 2 credits	30	No
Musc 440	Methods and Materials: Teaching Elementary Music/Co-requisite T&L 386: 1 credit	30	No
T&L 400	Methods and Materials: Teaching Middle and Secondary Math /Co-requisite T&L 486 Field Experience: 2 credits	60	No
T&L 400	Methods and Materials: Social Studies Composite /Co-requisite T&L 486 Field Experience: 2 credits	60	No
T&L 400	Methods and Materials: Science Composite /Co-requisite T&L 486 Field Experience: 2 credits	60	No
T&L 410	Teaching Reading and Writing in Elementary TEAM/Co-requisite T&L486 Field Experience: 2 credits	60	Yes
T&L 430	Social Studies in Elementary (TEAM)	60	Yes
T&L 440	Math in Elementary (TEAM)	60	Yes
T&L 470	Science in Elementary (TEAM)	60	Yes
T&L 411	Primary Reading & Language Arts	5	Yes
T&L 414	Corrective Reading Practicum	50	Yes
T&L 415	Language & Literacy Development of English Language Learners	2	No
T&L 432	Learning Environments	15	No
T&L 433	Multicultural Education	10	No
T&L 453	Methods and Materials: Kindergarten	60	No
T&L 465	Middle Level Curriculum and Methods	60	Yes
KIN 400	Strategies for Teaching Physical Education in Elementary	10	Yes
KIN 400L		35	No
KIN 410	Methods & Materials: Teaching Secondary Physical Ed	10	Yes
KIN 410L		20	No

FIELD EXPERIENCE SPECIFICS

T&L 250 – Introduction to Education (30 Hours)

- Students will complete 30 hours of field experience during Introduction to Education. The field experience is an interactive observation where students are expected to interact and help students, communicate with the cooperating teacher, and demonstrate competencies found in the Level 1 Disposition. This course requires successful completion of the 30-hour field experience so the student may use their Level 1 Disposition to apply for admission to the Teacher Education Program.
- The cooperating teacher will complete the Level 1 Disposition for the student and their time in the classroom toward the end of the field experience.

T&L 350 – Development and Education of the Adolescent (10 Hours)

- Students will complete 10 hours of field experience during Development and Education of the Adolescent. The field experience requires students to visit/interview one adolescent in a classroom setting during multiple short periods of time (30-60 minutes each time). Students will develop a case study for their Critical Task assignment.
- Critical Task: The Child Study Critical Task requires the teacher candidate to demonstrate an understanding of how learners grow and develop recognizing the patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. The teacher candidate observes and assesses one or more child(ren)/adolescent(s) and prepares a paper detailing what was learned.

T&L 414 – Corrective Reading Practicum (50 Hours)

- Students will complete 45 hours of field experience during the Corrective Reading Practicum. The field experience requires students to observe, interact, and assess students in a literacy classroom setting. Students will work with children and the cooperating teacher to plan corrective reading assessments and interventions.

T&L 432 – Learning Environments (15 Hours/5 Hours for 3 Weeks)

- Students will complete 15 hours of field experience during Learning Environments. The field experience hours are completed over 3 weeks with 5 hours of observation each week. The field experience requires students to observe specific aspects of the classroom during each visit. The student is expected to take notes, ask the cooperating teacher about assignments and assessments, and inquire about classroom strategies.

T&L 433 – Multicultural Education (10 Hours)

- Students will complete 10 hours of field experience during Multicultural Education. The field experience requires students to work with and observe students from various backgrounds.

T&L 486 – Methods and Materials Field Experience (60 Hours)

Music Education: T&L 386 – Elementary Music Methods (30 Hours) and T&L 486 – Secondary Music Methods (30 Hours)

Kinesiology: KIN 400L – Physical Education in Elementary (45 Hours) and KIN 410L – Secondary Physical Education (30 Hours)

- Students will complete 60 hours of field experience during their Methods and Materials Field Experience. This pre-professional interactive field experience will require students to work with an entire classroom and cooperating teacher to develop and teach multiple lessons in their discipline. Students will reflect on their effectiveness and management with the mentorship and guidance of their cooperating teacher. This field experience is typically completed the semester before your Student Teaching semester.
- The Level 3 Disposition will be completed by the cooperating teacher and field experience supervisor toward the end of the field experience. A successful Level 3 Disposition during your field experience is required to student teach.

ADMISSION TO TEACHER EDUCATION

Students must formally apply and be admitted to the Teacher Education program.

ADMISSION REQUIREMENTS

- Cumulative GPA of 2.75 and strength of academic record
- If your GPA is under 2.75 and you have switched majors to an education major, you may request an alternative GPA calculation based on courses that will be used towards your education major. Please consult with your education advisor. Students must have a minimum overall GPA of 2.5 to be eligible for a recalculation.
- Completion of 15 credits that apply towards graduation.
- Completion of the prerequisite course of T&L 250 Introduction to Education, earning a C or higher including a successful Level I Disposition from the corresponding field experience. As a student, it is your responsibility to request a signed copy of your Level I Disposition from your cooperating teacher.
- Complete Communication Essential Studies requirements with a C or higher in ENGL 110, ENGL 130 & COMM 110 (or RHS 200)
- Successfully complete an FBI and NDBCI Background check through ESPB.
- Create an account in **Watermark**, a web-based tool required for all teacher candidates. The account is now paid for by the College of Education and Human Development. Go to: sll.watermarkinsights.com. Log into the assessment platform using your UND issued email for the username and your UND student ID number for the password. Note: If your student ID begins with a zero, omit the zero. If you have trouble creating an account, students can contact [Teri Salwey](#).

EVIDENCE OF BASIC SKILLS

Prior to program admission, you will need to demonstrate proficiency of basic skills. You may demonstrate basic competency in Reading, Writing, and Math through any combination of the following three assessment series:

- Specific college courses (grade of B or higher is required),
 - Examples of courses that can be used. (If you have a course that is not listed below that you believe may qualify, please discuss it with your advisor).

Reading:	Writing:	Math*:
T&L 328	ENGL 110	MATH 103
ENGL 227	ENGL 130	MATH 110
ENGL 230		MATH 277
ENGL 231		

*An ECON course (i.e. ECON 201, 202, or 210) cannot be used to show competency for basic skills in the area of math.

- Praxis Core exams:
 - Minimum scores of 150 - Math; 156 - Reading; 160 –Writing OR have a CORE composite score of 466 with the following minimum scores: 143 – Math, 149 - Reading, and 153 - Writing.
- ACT Tests:
 - Taking the ACT Plus Writing and earning a Reading score of 20, a Math score of 21, and English Language Arts sub score of 20 or Writing score of 6.5.

Transfer students may meet the Level I Disposition Report requirement by:

- Asking the supervisor from the previous practicum/field experience (30 hours) with young children/adults that was associated with the transferred T&L 250: Intro to Education equivalent course to complete the UND Teacher Education Disposition form and submit this with your application.
- Or providing evidence, through a transcript review, that you have completed an Intro to Education equivalent course with practicum/field experience (30 hours) with a grade of B or better or if S/U, a grade of S. For this option, students must also obtain a memo from the department where the course was taken confirming that a practicum/field experience of at least 30 hours was successfully completed.

PROVISIONAL ADMISSIONS TO THE TEACHER EDUCATION PROGRAM

- Students may be approved for provisional admission for up to one semester before meeting the remaining criteria for formal admissions.
- By qualifying for provisional admissions status, students can enroll in courses for the upcoming semester even if they:
 - Haven't yet received their grades for an ENG/COMM/RHS Essential Studies course or T&L 250: Intro to Education
 - Haven't yet demonstrated the evidence of basic skills.

- If a student did not pass T&L 250: Introduction to Education or the corresponding field experience, they will not be eligible to apply for provisional admissions until they successfully complete T&L 250 and the field experience.
- If a student is registered for any pre-admit courses that are required for admission to the Teacher Education Program (ENGL 110, ENGL 130, RHS 200/COMM 110, T&L 250), they need to be actively completing those courses before they can apply for provisional admissions and are approved to take post-admit courses.
- Talk with your advisor if you are interested in provisional admissions to the Teacher Education Program.

IMPORTANT INFORMATION TO CONSIDER BEFORE APPLYING

- 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.
- Background check through ESPB is required for admission to teacher education and for licensure:
 - You will be required to submit a full background check (including FBI/CBI fingerprint background check) when applying for admission to Teacher Education. This background check is good for 18 months.
 - 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.

ADDITIONAL COSTS IN TEACHER EDUCATION

There are several additional costs that you will incur in the Teacher Education program that are NOT covered by tuition. Apart from the Student Teaching Fee, these expenses are NOT covered by financial aid.

Fees are subject to change without notice. Here are a few you should know about:

- Student Teaching fee of \$70/credit (Eligible for financial aid; (international student teaching placements may incur more costs)
- Praxis Core Pre-Professional Skills Test (prior to admission, check Praxis web site for current fees)
 - Basic Skills Menu Options: ACT+ Writing (See ACT website for cost) or paying tuition to earn a B or higher in courses within reading, writing, and math (tuition will vary depending on where the courses are taken)
- Praxis Specialty Area Tests (taken before student teaching, varies by licensure area, check Praxis web site for current fees)
- North Dakota Fingerprinting= \$44.50 (prior to admission to teacher education)

- CPR/First Aid Certification = ranges anywhere from \$50 to \$110; certification programs vary (required prior to student teaching)
- Initial North Dakota State Teaching Licensure = \$110 (post-graduation)
- Initial Minnesota State Teaching Licensure and Fingerprinting = \$90.25 (post-graduation)
- [Minnesota Teacher Licensure Examination](#) = (visit for MN testing costs)

WHEN TO APPLY TO TEACHER EDUCATION

Formal admission to Teacher Education is required of all students prior to enrollment in the core courses of each program. All materials required for admission must be included in the application packet in order for your application to be processed.

Apply for admission to the Teacher Education program only when you have met all the admission requirements (listed below). If you have not met all the requirements, your application will not be processed. When ready, visit [Teacher Education](#) to apply.

ADMISSIONS PROCESS

It is a multi-step process to complete your application. Prepare the following items before starting your application

1. **Letter of Introduction** – Teaching is a profession that requires the ability to write clearly and well. The audience for your letter will be the Office of Teacher Education Staff who administer the programs you hope to enter. The content of your response to the question: *“Why do you want to become a teacher?”* and your ability to express yourself clearly and well will be assessed. To aid you in preparing the content of the letter, consider the following topics:
 - a. Experiences you have had with children that have helped prepare you to become a teacher.
 - b. Experiences with people who have influenced you to choose teaching as a career.
 - c. The “teacher-like” qualities you exemplify.
 - d. What you might contribute to the lives of children and to the profession of teaching.
 - e. Other experiences, understandings or beliefs that will convince the committee members that you are a good candidate for the teaching profession.
 - f. Be sure that your letter is error free and formatted correctly. Your letter should be double-spaced and a minimum of two pages in length.
2. **Evidence Of Basic Skills** – If you plan to use Course Work, ACT, or PRAXIS CORE exam and passed using the cut-off scores, (see Admission Requirements) attach those scores to your application. If you are planning on using ACT or PRAXIS CORE and have not yet passed, please attach a Word Document indicating when you plan to take either exam, so we will know that you are applying for provisional admissions to the Teacher Education Program. If you are using course work, you will not need an attachment for that requirement.

3. **Professional Dispositions Report** – At the end of your T&L 250: Intro to Education field experience, you must request a signed copy of your Level I Disposition form from your cooperating teacher. This disposition will be submitted with your program application. A successful Level I Disposition is required for admission.
4. **FBI and NDBCI Background Check** – Background Checks will be completed through the North Dakota Education Standards and Practices Board. Visit [ND ESPB Background Checks](#) for directions. A copy of your background check results will be submitted with your program application.
5. **Create an account in WATERMARK** – All applicants to the Teacher Education Program must create a WATERMARK account. Go to: sll.watermarkinsights.com and use your UND issued email and ID. (Visit page 19 for visual reference.).

Application decisions are based on:

- Your GPA and academic record
- Completion of, or in the process of completing, prerequisite coursework (T&L 250 – Introduction to Education)
- Professional Dispositions
- Letter of Introduction

Notification of admission decisions takes approximately 15 working/school days. You will receive an email at your official university email address with the admission decision. Plan an alternative schedule for the next semester registration in the event you are not formally accepted into the Teacher Education Program.



watermark™ Student Learning & Licensure

In the College of Education & Human Development, we use an online assessment platform called **Watermark – Student Learning & Licensure** to capture numerous accreditation assessments. Your course instructor will inform you if there is an assessment collected in Watermark for your course and will provide specific instructions for that assignment.

Student Account sign in Instructions:

Please go to sll.watermarkinsights.com:

Sign In

Email Address

Password

SIGN IN [Forgot Password](#)

Log into the assessment platform using your **@und.edu** or **@ndus.edu** email address and your **UND student ID number** as your password.

(*** IF your student ID begins with a zero, omit the zero. For example, a student ID of 012345 should be entered into the Watermark platform as 12345)

If you have any trouble, please contact the following:

For **Initial/Undergrad** Students: Teri Salwey – 777.6085 – teri.salwey@und.edu

For **Advanced/Graduate** Students: Sarah Owens – 777.6136 – sarah.owens@und.edu

REQUIREMENTS AFTER ADMITTANCE TO TEACHER EDUCATION

Teacher Education requirements vary according to the major. For more information, visit [TLPP Academics](#) or search the UND Undergraduate & Graduate Catalog.

Once admitted to the program, you will be assigned an advisor in the T&L Department. You should consult with them as soon as possible after your admission.

Regardless of major, ALL students in Teacher Education must:

- Maintain Good Standing in the Teacher Education Program
- Complete University Essential Studies Requirements
- Meet the Essential Abilities Requirements
- Complete the requirements of your specific Major
- Take the Praxis Specialized Teaching Exam/s in your area/s of teaching
- Satisfactorily complete Student Teaching

TEACHER EDUCATION PROGRAM RETENTION POLICY

To maintain good standing and successfully progress through the Teacher Education Program to completion, you must meet the following requirements:

- Maintain a 2.75 GPA overall.
- Maintain a 2.5 GPA in your Major.
- Maintain a 3.0 GPA in all Education coursework.
- Complete all field experiences with a score of “Satisfactory” on all dispositions.
- Receive no less than “Progressing” on key performance evaluations. (see below)
- Earn a “C” or better in all education courses (including T&L, KIN, MATH, MUSC, etc.).
- Keep your background check up to date.

Failure to meet these requirements will result in a formal review by the Student Review Committee, implementation of an Action Plan, and/or dismissal from the program. Students will not be allowed to progress to student teaching unless they are in good standing.

PERFORMANCE EVALUATIONS & PROGRESSION THROUGH THE TEACHER EDUCATION PROGRAM

Becoming an effective teacher requires a commitment to learning and self-growth. Throughout the program, your growth will be evaluated in three areas: conceptual knowledge about teaching and learning, ability to teach, and professionalism. The chart on the next page outlines the points of evaluation and the type of evaluation that will be conducted. In most cases, you will be evaluated on your performance on a major cumulative assignment in a course or on teaching a lesson at the end of a field experience after you have had the opportunity to develop the expected teaching skills. You will receive more specific information in the course associated with the evaluation. You should talk with your advisor if you have any questions about

how you will be evaluated throughout the program.

The four levels of performance on each Disposition Evaluation are:

- 1-Does not Meet Expectations
- 2-Progressing Towards Expectations
- 3-Meets Expectations
- 4-Exceeds Expectations

The four levels of performance on the **STOT** (Skills of Teaching Observation Tool) are:

- 1-Underdeveloped
- 2-Emerging
- 3-Proficient
- 4-Distinguished

Scores of “Progressing/Emerging”, “Meets/Proficient” and “Exceeds/Distinguished” reflect acceptable performance levels. The only exception to this policy is for the Level 4 Disposition and the Final STOT. More information on this can be found in the Student Teaching Handbook.

If you receive scores of “Progressing” on an evaluation, you should meet with your instructor or advisor to discuss how to improve your performance. If you receive a score of “does not meet expectations” on any portion of an evaluation, your overall score will automatically be “unacceptable,” and you will need to work with the faculty member teaching the course, your advisor and/or the Office of Teacher Education on an improvement plan. Failure to demonstrate improvement or having a pattern of unacceptable evaluations will have an impact on your progress in the program and result in actions such as not being allowed to progress to student teaching or dismissal from the program.

Point of Formal Evaluation	Formal Evaluation of Conceptual Knowledge	Formal Evaluation of Teaching	Evaluation of Professional Dispositions
Admissions	GPA, Basic Skills, Praxis CORE, or ACT Plus including Writing exam		T&L 250: Intro to Ed Field Experience Level 1 Disposition
Teacher Ed. Coursework Prior to Student Teaching	GPA, T&L 311, 335, or 350 Child Study		T&L 433: Multicultural Ed. Level 2 Disposition
Methods Courses Methods Field Experiences	Lesson Plan	T&L 486: Field Experience Teaching Observation	T&L 486: Field Experience Level 3 Disposition

Student Teaching	Teacher Work Sample Praxis Specialty Exams	T&L 487: Student Teaching *Mid-Term STOT Teaching Observation *Final Teaching STOT Observation	T&L 487: Student Teaching Level 4 Disposition
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ESSENTIAL ABILITIES REQUIREMENTS

Essential abilities include intellectual/cognitive, behavioral/social, physical/sensory, and communication 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 and explained by competencies in the chart on the next page.

Reasonable accommodations will be afforded to student teachers with disabilities as required under the Americans with Disabilities Act of 1990. Students who can no longer perform the essential functions of teacher candidates must report that to the Faculty Fellow of Student Success and suggest any accommodations that they think will enable them to perform as teacher candidates. The Faculty Fellow of Student Success will then determine if the suggested accommodation is reasonable or if there is any other reasonable accommodation that can be provided. If accommodation cannot be provided, the students will not be able to remain in the teacher education program.

ESSENTIAL ABILITIES REQUIREMENTS

Intellectual/Cognitive Competency

- The candidate must 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.
- The candidate must be able to demonstrate the knowledge, skills, and professional dispositions (i.e., understanding ethical and moral complexities of schooling, political/social dimensions of schooling, understanding how children learn, fostering active engagement, and more).

Behavioral/Social Competency

- The candidate must show a motivation to fully participate in class and field settings, to complete assignments and responsibilities on time, and to seek assistance from instructors and faculty when appropriate.
- The candidate must be able to prioritize responsibilities, demonstrate openness to new ideas and constructive feedback, and be able to use that criticism to improve performance.
- The candidate must show initiative, demonstrate good judgment, demonstrate poise and flexibility, and display a positive and enthusiastic attitude.
- The candidate must 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.
- The candidate must possess the emotional maturity and stability to function effectively under stress and to adapt to unpredictable circumstances.
- The candidate must 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.
- The candidate must show punctuality and perform work in a timely manner.
- The candidate must demonstrate compassion, empathy, integrity, responsibility, and a sense of justice.

Communication Competency

- The candidate must 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 and uses correct spelling and mechanics of English.
- The candidate must use professional language and refrain from using inappropriate cultural slang or sarcasm.
- The candidate must show the ability to use verbal and nonverbal language in ethical and effective ways in the professional environment.

Physical/Sensory Competency

- The candidate must have the physical capacity to handle the necessary demands of the job, such as physical stamina and energy to carry out the responsibilities of teaching over long hours.
- The candidate must have the sensory abilities to support the assessment and classroom management responsibilities of the profession.

PROFESSIONALISM IN TEACHER EDUCATION (DISPOSITIONS)

Teaching is not just a job; it is a profession, which requires ethical behavior, collaboration, respect for others, and a commitment to helping all students achieve their potential. We expect all teacher candidates to demonstrate the following dispositions during all course work, field experiences, and student teaching and in all interactions with instructors and peers.

Professional Attitude

- The teacher candidate is expected to collaborate with all stakeholders in education (i.e., university faculty, fellow students, school principals, and teachers, staff, and students).
- The teacher candidate values learning, students, teaching, and schooling.
- The teacher candidate demonstrates openness, courtesy, conscientiousness, reliability, caring, and compassion.
- The teacher candidate dresses and behaves professionally.
- The teacher candidate discerns the extent to which personal belief systems and values may affect the instructional process.

Examples of Professional Attitude

- Willingly accepts feedback from instructors, classroom teachers, supervisors, etc.
- Is polite and respectful to faculty, staff, peers, school principals, teachers, and students.
- Attentively listens in class (on-campus and school classrooms); does not hold private conversations during class when others are speaking.
- Does not use electronic devices (i.e., cell phone, iPod, etc.) for calling, texting, or perusing the Internet during work hours.
- Consistently arrives on time for class/field experience/observation and attends class regularly.
- Follows through on assignments and appointments.
- Demonstrates thoughtfulness and sensitivity to the needs of others.

Professional Ethics

- The teacher candidate understands the value of education and the role of intellectual and ethical values and models a commitment to them.
- The teacher candidate models moral standards expected in the profession, such as confidentiality, fairness, honesty, trustworthiness, and integrity.

Examples of Professional Ethics

- Is aware of and acts in compliance with FERPA (Family Education Rights and Privacy Act).
- Does not spread rumors or gossip, defers to others, shares opinions in a professional manner, and listens to others.
- Gives consideration and shows impartiality whether dealing with students or adults.
- Is truthful and candid throughout all aspects of his/her education process.
- Is dependable, reliable, and sincere whether in or out of the classroom.

Professional Human Rights

- The teacher candidate establishes positive and effective relationships with faculty, students, parents, colleagues, administrators, and community members.
- The teacher candidate demonstrates an appreciation for cultural diversity, individual differences, and exceptionalities of students.
- The teacher candidate discourages prejudice and unfair discrimination in his/her classroom.
- The teacher candidate understands and respects varying points of view and the influence of one's own on others.

Examples of Professional Human Rights

- Is consistently positive and friendly to those with whom he/she works.
- Build relationships with parents/guardians.
- Recognizes and respects individuals who may differ in a variety of ways (socioeconomic, cultural, racial, special needs, etc.).
- Immediately addresses any situation that might lend itself to any form of prejudice or discrimination (i.e., bullying, etc.)
- Works to protect all learners from unacceptable, worrisome treatment by peers and/or others.

Professional Knowledge & Evaluation of Duties

- The teacher candidate understands responsibilities associated with being a competent professional, including following laws, regulations, policies, requirements, and procedures.
- The teacher candidate exercises good judgment in planning and managing time and other resources.

Examples of Professional Knowledge & Evaluation of Duties

- Is aware of the North Dakota Code for Professional Educators and the North Dakota Century Code Guidelines for Student Teachers, Cooperating Teachers, and University Supervisors.
- Uses common sense in planning lessons and managing time (planning effective transitions, correcting papers, and returning them in a timely manner, etc.).
- Makes sound decisions about using school and personal resources.

Dispositions

Evaluation of 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.

Admission

Completion of successful field experience is required for admission to the programs. This is evaluated through the Level 1 Disposition filled out by the cooperating teacher in T&L 250 Intro to Education.

Throughout the Teacher Education Program

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.

- Level 2 Disposition is filled out by UND faculty in various courses throughout your program; these are scheduled to occur on a rotation basis.
- Level 2 Disposition may be filled out by any UND faculty in any course when there is reason to do so: a candidate's performance is exceptional, or a candidate's performance is below expectations and may need to be reviewed by the Office of Teacher Education.
- Level 3 Disposition is filled out by a cooperating teacher during the candidate's Methods field experience (typically the semester prior to student teaching).
- Level 4 Disposition is filled out by the university supervisor during student teaching after input from the cooperating teacher; both parties should agree to the final scoring.

EVALUATION OF DISPOSITIONS

The above characteristics and traits are assessed by a series of Professional Disposition Evaluations that are completed by instructors and cooperating teachers based on your performance, behavior and conduct in university courses and in P-12 classrooms. Candidates will be given copies of their Disposition Evaluation reports.

These evaluations are progressive; it is expected that you will grow as a professional throughout the Teacher Education sequence and demonstrate improved dispositions. These evaluations are one basis for retention and progression in the program.

Dispositions are assessed on a scale of:

- Does not Meet Expectations
- Progressing Towards Expectations
- Meets Expectations
- Exceeds Expectations

If a candidate receives a "Does not Meet Expectations" on any item in the Dispositions Evaluation the overall score is automatically "Unsatisfactory", and the candidate will be required to meet with the Office of Teacher Education.

The following disposition evaluations are conducted:

- Level I Disposition Evaluation: Completed by the cooperating teacher in the T&L 250: Introduction to Education Field Placement. A "Satisfactory" evaluation is required for admission to Teacher Education.

- Level 2 Disposition Evaluation: Completed by UND faculty in T&L 433. Level 2 Disposition may also be filled out by any UND faculty in any course when there is reason to do so: a candidate's performance is exceptional, or a candidate's performance is below expectations and may need to be reviewed by the Office of Teacher Education.
- Level 3 Disposition Evaluation: Completed by the cooperating teacher during the candidate's Methods field experience. A "Satisfactory" evaluation is required for advancement to student teaching.
- Level 4 Disposition Evaluation: Completed by the university supervisor during student teaching after input from the cooperating teacher. A "Satisfactory" evaluation is required for graduation.

STUDENT TEACHING

All students in UND Teacher Education programs will complete a student teaching requirement at the completion of their coursework. Teacher Candidates must student teach a minimum of one full semester also known as their Professional Semester (ECE majors complete two semesters, one in Pre-Kindergarten and one in a primary grade 1-3).

Student teaching placements vary based on the preference of the teacher candidate and the availability of placements. Students are most often placed in public schools but may request special placement in private schools or alternative school settings.

International Student Teaching Options: Every year UND has several students who elect to student teach overseas. UND has a partnership with Global Student Teaching, an organization that places student teachers in a variety of international English-speaking schools. Students interested in this option should meet with the Director of Teacher Education at least a year before student teaching because of the planning time involved.

General Student Teaching Requirements

Complete or satisfy these 8 steps before applying for Student Teaching:

Step 1: Advisor must approve program and general education requirements. (Praxis Core is required for admission to Teacher Ed program)

Step 2: Complete all major coursework. (Incompletes must have been changed to a grade.)

Step 3: Earn a "C" or better in all education courses (including T&L, KIN, MATH, MUSC, etc.)

Step 4: GPA Requirements

- Earned an overall **CUMMULATIVE GPA** of 2.75 or higher
- Earned an overall **CONTENT (Major) GPA** of 2.5 or higher
- Earned an overall **EDUCATION COURSE GPA** of 3.0 or higher

Step 5: Successful completion of all field experiences with a rating of “Meets Expectations” or higher on all Professional Disposition Reports. *Field experiences with a rating of “Does Not Meet Expectations” must be redone to reach the rating of “Meets Expectations”.*

Step 6: Take Praxis II exams (passing is not required until applying for license).

- For general information, visit [Praxis](#).
- For North Dakota specifics, visit [Praxis ND Tests](#).

Step 7: Complete and pass an FBI Criminal Background Investigation with fingerprints and turn in email report from ESPB to Office of Teacher Education.

Step 8: Fulfill all certifications and trainings:

- HIV/STD in Educational Environment
- Adult, Child, Infant First Aid/CPR/AED (OSHA Aligned)

**Additional criteria may be required for unique situations as determined by Director of Teacher Education.*

APPLYING FOR TEACHER LICENSURE

Information about applying for licensure will be provided in TL 487: Student Teaching, taken during your senior year. Upon graduation, candidates work with the Certification Officer in Education Suite 102 to complete materials needed to obtain the appropriate teaching license and/or endorsements.

Teacher certification/licensure requirements differ from state to state. Make sure you check out the state’s requirements for which you are planning to obtain licensure (see websites below).

- [North Dakota Education Standards and Practices Board \(ESPB\)](#)
- [Minnesota Educator Licensing](#)
- [Teacher Certification in the 50 states](#)

TEACHER EDUCATION SCHOLARSHIPS

There are a variety of scholarships available for students who are pursuing careers in education.

- University of North Dakota Scholarships: These are general scholarships open to any undergraduate student enrolled at the University of North Dakota. Many are specifically for freshmen.
- UND Teacher Education Scholarships: These scholarships are specifically for students admitted to Teacher Education. Some are merit-based (high academic standing and/or demonstrated financial need) and others are designated for specific areas of teaching (i.e., Elementary Education, Special Education, STEM).

For more information and access to scholarship applications, visit [One-Stop Student Services: Scholarships & Waivers](#). Scholarship applications are due by March 1st of every year.

STUDY ABROAD OPTIONS IN TEACHER EDUCATION

UND partners with Global Student Teaching, a school-based educator professional development organization to provide student teaching abroad opportunities. Guidance with this is given through a collaboration between the OTE and the International Center/Study Abroad Office. Locations for student teaching abroad are limited to certain countries. **You must plan at least a year in advance for this opportunity** – please see [Jenny Bladow](#), Director of Teacher Education, for more information. Other study abroad options aside from student teaching are available to students as well. For more information, visit [International Center: Study Abroad](#).

PROFESSIONAL STUDENT ORGANIZATIONS

One aspect of professionalism is continued 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. 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 \$39.00 per year (national and state) plus \$8 locally. You can enroll online with [North Dakota United](#).

FEUND– Future Educators of UND Student Organization

FEUND is a recognized club on campus, which encompasses all education majors. The benefits for joining are:

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

FEUND meets once a month in the Education Building. Membership dues are \$10.00 per semester. Contact the advisors for meeting details and more information about the organization.

STUDENT RIGHTS & POLICIES

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) OF 1974

The Family Educational Rights and Privacy Act (FERPA) protects all students, including University of North Dakota student teachers. Cooperating Teachers and Supervisors may have access to student teacher records that contain information about their academic history, their student teaching progress, and other personal information. The Family Educational Rights and Privacy Act of 1974 prohibits disclosure of such information to those other than authorized personnel who have legitimate educational interest. The intentional disclosure of protected information by the Cooperating Teacher or the Supervisor violates FERPA and the University of North Dakota's policy of confidentiality.

An exception to the above is that student information may be disclosed if the student signs a statement of permission for the information to be released.

If there are questions regarding the above statement, please contact the Teacher Education Office of the University of North Dakota, (701) 777-4128.

WITHDRAWAL FROM TEACHER EDUCATION PROGRAM

If you were formally admitted to the Teacher Education Program and have decided to withdraw from the program, you must submit a formal letter of withdrawal to the Teacher Education Office in the College of Education and Human Development. Should you decide to pursue teaching in the future at the University of North Dakota, you will have to contact the Teacher Education Office to determine whether you will need to reapply.

DUE PROCESS FOR STUDENTS

Due process exists to assure students of an orderly set of procedures when there is a possibility of prejudice, capricious evaluation, or other perceived unfair treatment on the part of members of the College of Education and Human Development. According to the [UND Code of Student Life](#), an academic grievance is "A statement expressing a complaint, resentment, or accusation lodged by a student about an academic circumstance (such as grading, testing, or quality of instruction) which is thought by the student to be unfair." To protect both the student and the faculty or staff member who might be involved, if a dispute arises which cannot be resolved through routine interactions, the following due process will be followed.

STEPS:

- Initial Meeting - A meeting between the student and the faculty or staff member to try to resolve differences.
- Second Level Meeting - The intervention of the department chair to assist the student and the faculty or staff member in arriving at a solution.
- Formal Hearing - A college appeals committee is convened to hear both sides of the dispute and to decide on a solution to the problem.
- Appeals beyond the College - An appeal is made to the Academic Standards Committee of the University.

A complete statement of due process procedures is available in the Dean's Office Suite 200 of the Education Building.

TEACHER EDUCATION STUDENT REVIEW COMMITTEE

The progress of candidates in Teacher Education is reviewed on a regular basis from the time of formal admission to Teacher Education through the completion of student teaching. It is expected that candidates will demonstrate professional growth as they continue through the sequence of courses and field experiences.

Candidate's progress is measured through the following:

- Course grades and GPA
- Performance on Critical Tasks (key assignments in designated courses)
- Level I Disposition Report (based on Intro to Education field experience)
- Level II Disposition Reports (based on professionalism in coursework)
- Level III Disposition Report (based on professionalism student teaching)
- Evaluations completed by cooperating teachers and university supervisors based on observation of student teaching.

Some programs also have additional review processes such as admission to TEAM in Elementary Education and Early Childhood Education programs.

If there is concern about a candidate's progress, through evidence presented in one of the routine reviews or when a faculty member, cooperating teacher or supervisor notifies the Office of Teacher Education with a concern, a Teacher Education Student Review Committee will be formed to discuss the concern and meet with the candidate. In such cases, the committee may decide to monitor the candidate's progress more closely or dismiss the candidate from the teacher education program.

The Student Review Committee will consist of the coordinator of the program(s) to which the candidate was admitted, the candidates' program advisor, and the Director of Teacher Education. In the case of candidates in Secondary Education programs, the review committee may also include a faculty representative of the Major.

The role of the Teacher Education Student Review Committee is as follows: 1) to monitor the progress of teacher candidates who have failed to meet on-going program requirements and 2) to review the situation of candidates referred because of a concern about their performance as teacher candidates and 3) to recommend to the Dean the dismissal from or conditions for continuation of such candidates in the Teacher Education program. The status of candidates who have been formally admitted to Teacher Education is subject to review under any of the following circumstances:

- Failure to retain the overall GPA or Major GPA required by the program;
- Report of unsatisfactory performance in a required or elective field experience;
- Report of disciplinary action which might prohibit the candidate being licensed to teach;
- Report of behavior involving academic dishonesty or other violations of the code of ethics which pertain to professional educators and, by extension, to educator candidates;
- Report of faculty or cooperating educator concern about physical or mental health factors which might interfere with the candidate's ability to perform the duties of a teacher;
- Receiving an "Unsatisfactory" rating on a Critical Task or Professional Disposition Evaluation
- Referral by a faculty member, cooperating educator, or the teacher candidate due to some circumstance leading to the opinion that a review would be helpful.

Candidates will be given prior notice of the date of the review meeting and invited to communicate with their advisor either in writing or in person about their progress toward meeting program requirements. Candidates will be offered the opportunity to meet briefly with the committee during the review meeting. The Office of Teacher Education will notify the candidate of the outcome of each review meeting.

Should the candidate wish to appeal the decision of the Committee, they should submit a formal letter of appeal to the Dean of the College of Education and Human Development within 15 working days after notification of the decision and adhere to the grievance process outlined under point 3 in the College Academic Concerns and Grievance Process.

STUDENT SUPPORT SERVICES

Students who would benefit from support for a disability or otherwise are urged to contact Student Support Services (SSS) located on the third floor of McCannel Hall, call 701.777.3426, or connect with [Joan Jorde](#).

This office offers counsel and advocacy for students who may require additional support. The Teacher Education programs make accommodations in the admissions process for students with disabilities, and applications of all students are screened without regard for disability.

After admission to Teacher Education, students can expect reasonable accommodations to support their learning upon request and with the involvement of Student Disability Resources. Faculty will not adjust assessments of student work prior to them being informed of the need for student accommodation.

Please contact Student Disability Resources to engage in a confidential discussion about accommodations for the classroom and clinical settings. Accommodation is not provided retroactively. Students are encouraged to register with Student Disability Resources at the start of their program. For more information, visit [Disability Services for Students](#) or call 701.777.2100.

Student Disability Resources

O'Kelly Room 2
221 Centennial Dr. Stop 8006
Grand Forks, ND 58202-8006

Student Support Services

Third Floor McCannel Hall
2891 2nd Ave. N Stop 9027
Grand Forks, ND 58202-9027

TEACHER EDUCATION/ADVISOR CONTACTS

Name	Phone	Office	Specialty Area
Bladow, Jenny	701.213.2618	Education 31B	Director of Teacher Education
Smette, Thomas	701.777.6234	Education 31C	Teacher Education Officer
Ekern, Kylie	701.777.6062	Education 31D	Field Placement Coordinator
Salwey, Teri	701.777.6085	Education 31A	Teacher Education Assessment Manager
Tweton, Eric	701.317.6844	Education 102E	Licensure - Education Cert. Officer
Storm, Katlyn	701.777.4239	Education 29	Academic Advising
Jackson, Kaylee	701.777.4165	Education 102A	Academic Core Advising & Admissions
Kuznicki, Malissa	701.777.4158	Education 29	Online Academic Advising

For questions about the [Teacher Education Program](#) please call the Office of Teacher Education at 701.777.4128 or visit us in Education Suite 31.

For questions regarding academic advising and admissions, please contact Kaylee Jackson at 701.777.4165.