

2019-2021

# North Dakota State University Teacher Education Graduate Programs Handbook



School of Education

College of Human Sciences and Education

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## INTRODUCTION

Welcome to the School of Education's master's degree program in Teacher Education. Our program is designed to be flexible enough to meet the unique career requirements of each candidate, while requiring a core curriculum necessary for the development of master educators. The program is designed with the working professional in mind; coursework offered through the Teacher Education program is offered through a distance delivery format and outside of K-12 school day hours, making the program accessible to practicing educators.

The purpose of this handbook is to explain the policies and requirements pertaining to all options available within the master's degree in Teacher Education. Also included in this manual are additional policies concerning admission, retention, and exit from the program (i.e., graduation) that exceed the general university requirements. You are encouraged to visit the [Graduate School](http://www.ndsu.edu/gradschool/) website for general policies and information pertaining to being a graduate student at NDSU (<http://www.ndsu.edu/gradschool/>).

This program is aligned with the Five Core Propositions of the National Board of Professional Teaching Standards ([www.nbpts.org](http://www.nbpts.org)):

**Proposition #1:** Teachers are Committed to Students and Their Learning

**Proposition #2:** Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students

**Proposition #3:** Teachers are Responsible for Managing and Monitoring Student Learning

**Proposition #4:** Teachers Think Systematically About Their Practice and Learn from Experience

**Proposition #5:** Teachers are Members of Learning Communities

The Teacher Education Program offers two degrees based on the final project: the Master of Education (M.Ed.) option requires a practicum or action research, and the Master of Science (M.S.) requires a thesis. Candidates may choose from the following options:

- Agricultural Education
- Curriculum and Instruction
- English Education
- Family and Consumer Sciences Education
- History Education
- Mathematics Education
- Music Education
- Science Education
- Social Science Education
- Teacher Licensure<sup>1</sup>

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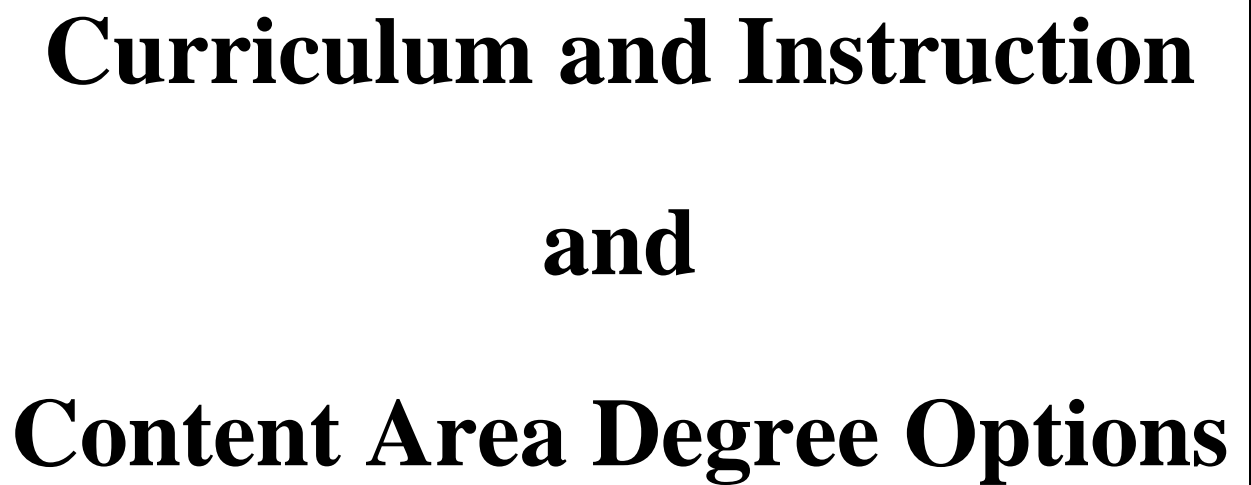
<sup>1</sup> The Teacher Licensure option has additional admission and completion requirements. See the special sections below for this particular option.

We also welcome candidates who wish to study pedagogy but do not have a K-12 background and plan to teach in community or higher education.

Note: Earning a master's degree in Teacher Education does not necessarily lead to National Board Certification; although, the four core courses will provide appropriate direction for this process. If you wish to pursue National Board Certification, please consult with your advisor about how your goals can be supported through the master's degree program.

### **ACCREDITATION**

The Teacher Education program at NDSU is accredited by the Council for Educator Preparation ([CAEP](#)), 1140 19th St NW, Suite 400 Washington, DC 20036; telephone (202) 223-0077. This accreditation includes the undergraduate and graduate educator licensure programs. The Teacher Education program also meets program approval standards of the North Dakota Education Standards and Practices Board ([ESPB](#)).

The title is centered within a white rectangular box. This box is framed by a thin black border and is flanked by two solid green horizontal bars, one at the top and one at the bottom. The text is in a bold, black, serif font.

**Curriculum and Instruction**  
**and**  
**Content Area Degree Options**

## Master's of Education Curriculum and Instruction and Content Area Degree Plans

(Note: This information does not apply to the Teacher Licensure option. See page 17 for information about that degree plan.)

### ADMISSION POLICIES AND REQUIREMENTS

Applicants meeting all of the following criteria are eligible for **admission with full standing**.

The application system can be accessed from the Graduate School home page:

<http://www.ndsu.edu/gradschool/>

Please note: **All application materials are due at least one month prior the start of the semester.** Materials submitted after this deadline may still be processed, but enrollment may not be possible, depending on course availability.

Applicants must submit the items listed below and meet the following admission criteria:

1. Compose a statement of experiences and goals using the Five Core Propositions of the NBPTS as the framework (<http://www.nbpts.org/five-core-propositions> ). The essay should demonstrate graduate-level writing quality. The essay should follow these guidelines:

- 3-4 double-spaced pages
- Explicitly connect your experiences and career goals to the Five Core Propositions
- Explain how NDSU's Teacher Education program will help you achieve your career goals

2. Official transcripts verifying all undergraduate coursework and degrees earned from accredited institutions.

3. Contact information for three individuals who can provide letters of recommendation concerning the academic ability of the applicant at the undergraduate level and the proficiency of the candidate in the following areas:

- a. Degree of mastery of the fundamental knowledge in an academic field.
- b. Knowledge of and ability to use the basic research techniques in a field.
- c. Ability to express knowledge and personal opinions in speech and writing.
- d. Self-reliance and independence in a major professional area.
- e. Motivation toward a successfully productive career.
- f. Emotional stability and maturity.
- g. Possession of imagination and originality in a profession or field.
- h. Growth during the total period in which the people making the recommendation have observed you while in school and/or working in your profession.

4. An applicant's GPA for post-secondary coursework must meet one of the following conditions:

- a. cumulative GPA is 3.0 or higher (on a 4.0 scale)

- b. GPA for the final 30 semester credits of graded undergraduate coursework is 3.25 or higher
  - c. GPA for 10 semester credits of graduate coursework must be 3.0 or higher
5. Applicants whose first language is not English must demonstrate English language proficiency by one of three means (check the Graduate School webpage for a list of countries exempt from this requirement):
- a. TOEFL score of 570
  - b. CBTOEF score of 230
  - c. IELTS score of 6.5

For additional information regarding admission requirements and policies see

<https://bulletin.ndsu.edu/graduate/admission-information/>

Note: The School of Education reserves the right to obtain additional information about the applicant's professional competence from qualified professionals.

## **PROGRAM OUTCOMES**

Candidates completing a master's degree in Teacher Education are expected to achieve the following program objectives:

1. Candidates demonstrate commitment to all students and their learning. They recognize individual differences among students and adjust their teaching practice to meet individual needs. Candidates treat students equitably and apply learning theories to address the cognitive, affective, and social needs of students.
2. Candidates demonstrate knowledge of their subjects and knowledge of their subject and teaching strategies appropriate for various ability levels. They apply appropriate, subject-specific pedagogy to design and implement lesson plans, unit plans, and curriculum. Candidates critically analyze, revise, and create curriculum.
3. Candidates demonstrate that they can manage and monitor student learning. They regularly use multiple measures of assessment, orchestrate learning in group settings, implement varied strategies to promote student engagement, clearly articulate goals, and align principle objectives with student activities and assessments.
4. Candidates demonstrate that they are reflective practitioners. They describe how their instructional decisions are grounded in established theory and reasoned judgment and are based on evidence of learning. Candidates seek opportunities to cultivate their own learning.
5. Candidates demonstrate active membership in learning communities. They collaborate with other peers, parents, and community members. Candidates demonstrate professionalism by active involvement in curriculum analysis and development, professional organizations, and professional development at multiple levels (school, district, state, and national). They identify new priorities and articulate necessary changes, function well as "team players," and understand the responsibility of educators to mentor other teachers and collaborate with colleagues.



## **PLAN OF STUDY FOR CURRICULUM AND INSTRUCTION AND CONTENT-AREA DEGREE PLANS: 33-36 CREDITS**

Upon admission to the Teacher Education graduate program, each candidate will meet with an assigned advisor to identify additional faculty members for the formation of a committee. After the committee has been formed, the candidate will design a plan of study, obtain approval and signatures from each committee member, and submit the approved plan to the Graduate School. Each plan of study must include 33-36 credits in three areas: core education courses, elective courses, and a final project (action research or thesis).

Candidates must include either EDUC 702 or STAT 725 in their plan of study, unless they can demonstrate adequate knowledge of statistical procedures and analysis (as determined by the candidate's committee).

### **Required Education Courses—Total of 12 credits required**

The program is based on the NBPTS Five Core Propositions. Each of the four core courses addresses one of the propositions, with proposition #5 (Learning Communities) interwoven throughout the program. The four core courses are EDUC 750, EDUC 751, EDUC 752, and EDUC 753.

#### ***EDUC 750 Reflective Practice and Research in Education (3)***

To address Proposition #4, this course examines instructional and professional reflective practices in the field of Education. Students analyze educational research related to current trends.

#### ***EDUC 751 Students and Their Learning (3)***

To address Proposition #1, this course examines the various cognitive, affective, and social needs of students, as well as theories and instructional methods to address individual differences in all three areas.

#### ***EDUC 752 Curriculum Design and Delivery (3)***

Based on Proposition #2, this inquiry-based course examines state and national standards for curriculum content and a wide variety of instructional skills. *Please note that this class requires 5-10 hours in the field. Practicing teachers may use their own classrooms; Placements will be provided for candidates who do not have their own classroom upon request.*

#### ***EDUC 753 Managing and Monitoring Learning (3)***

Based on Proposition #3 and the concept that *assessment drives instruction*, investigates assessment methods and their impact on student learning. *Please note that this class requires 5-10 hours in the field. Practicing teachers may use their own classrooms; Placements will be provided for candidates who do not have their own classroom upon request.*

### **Projected Teacher Education Graduate Core Course Rotation\***

The table below is the projected course rotation for the core courses. This rotation is subject to change, so candidates are recommended to check with their advisors and consult Campus Connection for specific course details.

<b>Fall 2019</b>	<b>Spring 2020</b>	<b>Fall 2020</b>	<b>Spring 2021</b>	<b>Fall 2021</b>	<b>Spr 2022</b>
751	750	751	750	751	750
752	753	752	753	752	753

\*Please see Campus Connection for full course offerings each semester.

### **Elective Graduate Level Education Courses**

In addition to the four core courses, a candidate's plan of study will include 18 credits of elective courses. These courses are selected by the student and approved by the committee. Depending on the degree, candidates may choose either subject-area or education courses. Course selections may be content-specific or additional education coursework. If deemed appropriate, a committee may accept other courses.

Every candidate must take a course in statistics, unless the committee approves other evidence that the candidate has gained adequate knowledge of statistical procedures and analysis. Courses that may be relevant to individual career goals are listed in the Graduate Bulletin (NOTE: All course work to be applied to a candidate's plan of study must have committee approval)

#### **Statistics Electives**

*Note: Candidates must include one of these two statistics courses in their plan of study, unless they can demonstrate adequate knowledge of statistical procedures and analysis (as determined by the candidate's committee).*

#### ***EDUC 702 Statistics in Educational Research (3)***

Basic theory and techniques for statistical analysis and application of both descriptive and inferential statistics in the field of education.

#### ***STATS 725 Applied Statistics (3)***

Data description, probability, inference on means, proportions, difference of means and proportions, categorical data, regression, analysis of variance, and multiple comparisons.

#### **General Electives**

#### ***EDUC 710 Philosophy of Education (2)***

Major philosophical concepts and principles of education from Plato to present.

#### ***EDUC 712 Social, Cultural, and Political Dimensions of Schools (4)***

Examination of social processes and interaction among diverse populations in educational settings. Relationship of schools to society.

***EDUC 714 History of American Education (2)***

Historical and intellectual development of education in the United States from Colonial Period to the present.

***EDUC 717 Adult Learning (2)***

Examination of current research and theory related to the organization and implementation of adult learning programs

***EDUC 720 Supervision of Student Teachers (2)***

Examination of the theory and practice for supervising student teachers

***EDUC 722 Instructional Systems, Media, Materials (2)***

Application of technology and alternative media to support instruction

***EDUC 724 Advanced Educational Psychology (3)***

Principles of effective learning. Discussion of learning theories, teacher roles, and cultural influences in the classroom.

***EDUC 732 Curriculum, Instruction, and Learning Theory (4)***

Investigation of curricular decision-making and program evaluation strategies as they affect an educational program. Problem-solving skills are presented through theory and simulation.

***EDUC 742 Elementary School Curriculum (2)***

The historical development of curriculum design and assessment for elementary education with an emphasis on current theory and practice. Review of recent research in elementary school curriculum.

***EDUC 743 Secondary School Curriculum (2)***

Study of current curriculum design with an emphasis on constructing and assessing curriculum for grades 9 through 12.

***EDUC 780 Instructional Models (2)***

Investigation of current instructional models with an emphasis on theory, research, and practice.

***EDUC 781 Science/Math Teaching and Curriculum (3)***

Overview of recent research concerning instructional methods in science and math as related to student learning and curriculum design, with an emphasis on current models and theory in science education.

**See NDSU graduate catalogue for complete listing of graduate courses**

## **M.Ed. Action Research Project (EDUC 794), M.S. Thesis (EDUC 798)**

In addition to the different degrees awarded, the two types of final projects include the following distinctions:

### **Action Research (EDUC 794):**

1. The action research option requires candidates to meet with committee members to determine the focus and scope of a relevant research study. Candidates compose a proposal coversheet and advisors the document to the School of Education.
2. The action research option focuses on improving professional practice and allows the candidate to find a solution to a classroom issue or to seek to understand his or her practice better.
3. For the action research study option, candidates must obtain approval from the Institutional Research Board (IRB), conduct the study in a classroom environment, and write a research report.
4. The final report should include the following sections:
  1. Introduction
    - Significance
    - Statement of Problem
    - Research Question(s)
  2. Review of the Literature
  3. Methodology
  4. Results
  5. Conclusions
  6. References
  7. Appendix

### **Thesis Option (EDUC 798):**

1. The thesis option requires a candidate to submit a formal proposal for approval by the committee before the candidate may begin the project. The proposal must include a detailed plan and focused literature review.
2. The thesis option requires a more extensive literature review than the action research.
3. For the thesis option, candidates must identify the problem or topic they plan to study, obtain approval from the Institutional Research Board (IRB), conduct research based on their problem or topic.

The thesis contains the following sections:

1. Introduction
  - Significance
  - Statement of Problem

- Research Question(s)
- 2. Need of the Research
- 3. Review of the Literature
- 4. Scope of Study and Limitations
- 5. Methodology
- 6. Data Collection and Analysis
- 7. Summary and Conclusions
- 8. Scope for Further Research
- 9. References
- 10. Appendix

Additional guidelines for both the Action Research report and Thesis are located at [https://www.ndsu.edu/gradschool/graduating\\_students/](https://www.ndsu.edu/gradschool/graduating_students/) .

Exact course requirements are determined by a candidate's committee and degree option; however, each degree requires a final project, either an action research project, thesis or practicum. The candidate will complete an oral defense of the action research project or thesis as part of the exit requirements of the program.

At least two weeks prior to the final defense meeting, the “Request to Schedule Examination” form **must** be completed by the candidate and filed with the Graduate School. ([https://www.ndsu.edu/gradschool/current\\_students/forms/](https://www.ndsu.edu/gradschool/current_students/forms/) )

The defense process typically includes the following, but candidates need to work with their advisors for specific arrangements related to the defense meeting.

1. An overview of the research project by the candidate (note: it is recommended that a slide presentation and/or handout is used)
2. Questioning by the committee
3. An explanation by the candidate of growth and learning related to the program standards, NBPTS five core propositions. This explanation should be documented on a Power Point and/or handout and submitted to the committee chair.
4. Determination by the committee of pass or fail

## **Research Timeline** **(EDUC 794 and EDUC 798)**

### Phase One: Pre-Proposal

\_\_\_\_\_ Identify an issue that needs addressing in your classroom. Maintain a journal record of your classroom interactions; identify one issue to address in your study.

\_\_\_\_\_ Compose a description of the issue/problem.

\_\_\_\_\_ Draft your research questions.

\_\_\_\_\_ Define and explore the issue by conducting a thorough review of relevant literature.

\_\_\_\_\_ Revisit your problem statement and research questions, and revise as needed.

\_\_\_\_\_ Determine the methodology that will best answer your questions.

### Phase Two: Proposal

\_\_\_\_\_ Draft a formal proposal and submit to your adviser. Work with your adviser to revise your proposal. After your proposal is approved by your adviser, schedule a meeting with your committee members. Submit your proposal to them 7-10 days before the meeting.

\_\_\_\_\_ Revise your proposal according to your committee members' suggestions.

\_\_\_\_\_ You MUST secure IRB approval for your study BEFORE you begin the research phase of the study.

### Phase Three: Research

\_\_\_\_\_ Conduct your research, maintaining your research journal.

\_\_\_\_\_ Consult with your adviser during the data analysis phase.

### Phase Four: Defense

\_\_\_\_\_ Write your final report by revising your proposal and adding your results and conclusions. Submit your paper to your adviser and revise accordingly.

\_\_\_\_\_ Schedule an appointment with the Center for Writers to polish your writing and refer to the Graduate School *Guidelines for the Preparation of Dissertations, Theses, and Papers* for formatting requirements.

\_\_\_\_\_Schedule a meeting with your committee to defend your research. Submit your paper to them 7-10 days before the meeting.

\_\_\_\_\_AT LEAST TWO WEEKS BEFORE your defense date, submit the “Request to Schedule Examination” found online at [http://www.ndsu.edu/gradschool/current\\_students/forms/](http://www.ndsu.edu/gradschool/current_students/forms/) (Be sure to plan ahead carefully to meet the Graduate School deadline for defense completion.)

\_\_\_\_\_After your defense, revise your paper to incorporate the suggestions made by your committee members. (Almost all papers require final revisions.)

\_\_\_\_\_Submit the revised draft to your adviser for final approval.

\_\_\_\_\_If you are completing a thesis, follow the instructions found at [https://www.ndsu.edu/gradschool/graduating\\_students/](https://www.ndsu.edu/gradschool/graduating_students/) for submission of your paper to the Graduate School. Read and follow the instructions very carefully.

## **PROGRAM DELIVERY**

Each of the four required education courses will be available for graduate students throughout North Dakota via the Interactive Video Network (IVN), online, or a virtual classroom through synchronous or asynchronous modalities. Days and hours of course delivery are chosen to accommodate teachers currently in the classroom. At this time, most of the courses for the Teacher Licensure option are offered on campus in a face-to-face format.

## **COMMITTEE STRUCTURE AND FUNCTION**

Before the completion of nine (9) credit hours, each candidate in the Curriculum and Instruction and content area options is expected to meet with the assigned advisor to form a committee of at least three faculty members. Thesis committees require a fourth member from outside of the department, which can be arranged by the candidate or appointed by the Graduate School.

Faculty members within the Teacher Education program will serve as content area members for the tracks of *Curriculum and Instruction*, *Agriculture Education*, and *Family and Consumer Science Education*. The third member will be selected by the student and advisor. Once a committee has been formed, the candidate should make arrangements to meet with the committee and complete a plan of study to be filed with the Graduate School.

## EXIT REQUIREMENTS

Exit requirements include: (a) successful completion of all coursework, (b) successful completion of a field experience in a diverse setting, (c) proficiency in all NBPTS Five Core Propositions, and (d) successful defense of the research project or final practicum. For an explanation of these requirements, see below.

**Successful completion of the course work** is defined as completing all courses on the program of study approved by both the candidate's committee and the Graduate School, earning a grade of "B" or better in all four core courses (EDUC 750, 751, 752, and 753), earning a grade of "C" or better for all other courses on the program of study, and having a cumulative graduate GPA of 3.0 or better.

In addition to successful completion of all course work, candidates must demonstrate **proficiency in each of the five NBPTS Propositions** (as articulated in the program outcomes) before they are eligible for graduation. Candidates will give a formal presentation to their committee during the semester of program completion. This exit requirement includes an oral presentation of the action research report or thesis, a defense of the project, and a discussion of the candidate's mastery of the Five Core Propositions. It is the candidate's responsibility to determine what qualifies as evidence for each of the outcomes and to document growth in each of those areas.

Finally, candidates must complete a **final project**, either action research or thesis. The final project must be approved by the candidate's committee prior to initiation of the project. The committee will work with the candidate to determine the requirements of the project and the criteria for successful completion through a proposal process. For additional information about the proposal and project, see page 13 of this handbook.



**Teacher Licensure Option**

**and**

**FACS GP IDEA Degree Option**

## **Master’s of Education—Teacher Licensure Option**

### **ADMISSION FOR THE TEACHER LICENSURE OPTION**

In addition to meeting the requirements stated on page 7, applicants must meet three additional requirements for the Teacher Licensure option:

1. Instead of the NBPTS-focused essay, compose a 400-500 word original essay that answers the following questions:
  - What are your reasons for applying to the Teacher Licensure program?
  - Describe how your 20 hours working with youth supports your decision to apply to the Teacher Licensure option.
2. Hold a bachelor’s degree or the equivalent thereof in a content area related to a teaching major offered at NDSU, including the following: art, biology, chemistry, earth science, English, French, health, history, mathematics, music, physics, or Spanish.
3. Pass the Praxis Core Academic Skills exam, meeting ND cut scores in reading, writing and math. See <http://www.ets.org/> for additional information and to register for the exam.

### **TEACHER LICENSURE OPTION PLAN OF STUDY**

Upon admission to the Teacher Licensure option master’s of education degree program, candidates will be assigned to an advisor. The advisor will have expertise in the candidate’s content area. The advisor will review your transcripts to determine if additional content coursework is needed to meet ND ESPB licensing requirements.

### **Required Education Courses—Total of 30 credits required**

The licensure program is based on the ten InTASC standards, which align closely with the five NBPTS Five Core Propositions. Each of the courses addresses one or more of the standards.

***EDUC 651: Instructional Planning, Methods and Assessment (3)***

Planning for teaching, implementing strategies, and assessing student learning. Includes microteaching activities, instructional strategies for middle and high school classrooms, data driven decision-making, assessment design, classroom technology, and other resources for the 21<sup>st</sup> century classroom.

***EDUC 681: Classroom Practice Methods of Teaching I (3)***

Specialized methods and classroom practices appropriate to the specific subject area.

***EDUC 686: Classroom Management for Diverse Learners (3)***

Teacher candidates develop a plan to establish an effective management system encompassing the total classroom environment.

***EDUC 689: Native American and Multicultural Instructional Practices (3)***

Multiple perspectives focus on North Dakota Native American tribes and other ethnic groups represented in ND, exploring history, cultural awareness, cultural immersion, personal racial identity models, lab experiences, effective instructional practices and community collaboration.

***EDUC 724: Advanced Educational Psychology (3)***

Principles of effective human learning. Discussion of learning theories, the teacher as a director of learning experiences, and factors influencing students representing a variety of cultures and abilities in the educational setting.

***EDUC 775: Reading in the Content Area (2)***

Examination of content, instructional methodologies, and evaluation techniques for reading in content classes.

***EDUC 685: Student Teaching Seminar (1)***

Orientation to student teaching. Analysis of professional issues and concerns associated with education.

***EDUC 687: Student Teaching (9)***

Supervised teaching in an approved and accredited school. Includes an on-campus seminar.

***EDUC 688: Applied Student Teaching (3)***

Guided student teaching experience including application of lesson planning, portfolio development, professional goal-setting, and supervised teaching in an approved and accredited school.

## **GREAT PLAINS INTERACTIVE DISTANCE EDUCATION ALLIANCE (GP IDEA)**

### **Master's degree leading toward initial Family and Consumer Sciences teacher licensure**

This is a 39 credit-hour program of study for students with a bachelor's degree in a FCS Education content specialization or a related area who seek initial teacher certification or licensure in FCS Education. This includes 2 credit hours of practicum and 9 credit hours of student teaching (depending on licensure requirements). Standards for teacher licensure vary by state. Students are responsible for identifying and meeting requirements in the state where they want to be licensed. This may include additional coursework, tests, or other requirements.

#### **Requirements for admission to the GP IDEA FACS Master's program leading to teacher licensure include:**

- The requirements for admission in Teacher Education with full standing listed on page 5
- A previous bachelor's degree in a Family and Consumer Sciences-related area
- Pass the Core Academic Skills for Educators, meeting North Dakota cut scores in reading, writing, and math <http://www.ets.org/praxis> (starting fall 2016)
- Investigate licensure requirements in the state where you plan to teach

You can apply to the program at <http://www.ndsu.edu/gradschool/>.

For more information on this program please contact Dr. Mari Borr at [mari.borr@ndsu.edu](mailto:mari.borr@ndsu.edu) and visit the following websites: <http://www.hsidea.org/programs/fcsed/> and [http://www.ndsu.edu/education/teacher\\_education/greatplainsinteractivedistanceeducationalliancegpidea/](http://www.ndsu.edu/education/teacher_education/greatplainsinteractivedistanceeducationalliancegpidea/).

### **EXIT REQUIREMENTS TEACHER LICENSURE OPTION (including Teacher Licensure Option and GP IDEA)**

Exit requirements include: (a) successful completion of all coursework, (b) successful completion of a field experience in a diverse setting, (c) successful completion of student teaching, (d) take both the Praxis II content area exam and the Praxis II Principles of Teaching and Learning (PLT) exam; and (e) successful completion of student teaching and the student teaching capstone. For an explanation of these requirements, see below.

Successful completion of the course work is defined as completing all courses on the program of study approved by both the candidate's advisor and the Graduate School, earning a grade of "C" or better for all courses on the program of study, and having a cumulative graduate GPA of 3.0 or better.

In addition to successful completion of all course work, candidates must receive a passing rating from their cooperating teacher and university supervisor for student teaching. The rubrics detailing expectations are found in the Student Teaching Handbook found on the Teacher Education website (<http://www.ndsu.edu/education/>).

In order to be licensed to teach in ND and many other states, it is necessary to take and pass the Praxis II content area exam and the Praxis II PLT exam. Additional information including cut scores, registration information and particular state requirements can be found at <http://www.ets.org>. Please consult with your advisor to ensure registration for the appropriate content area exam.

Candidates completing the Teacher Licensure option will fulfill the practicum requirement through student teaching. The student teaching experience is a full-time placement in a K-12 classroom for the duration of one semester (approximately 15 weeks). The field placement director will work with the candidate to make the appropriate placement. This experience will include completion of an extensive capstone project to demonstrate proficiency with the ten InTASC standards for professional teachers. For additional information see the student teaching handbooks found on the Teacher Education website (<http://www.ndsu.edu/education>).

### **ADDITIONAL PROGRAM INFORMATION**

Additional information regarding the graduate program in Teacher Education, such as graduate assistantship application and specific program information can be found at <https://www.ndsu.edu/ted/graduate/>

## **DIRECTORY OF TEACHER EDUCATION FACULTY AND STAFF**

For more information about the graduate program, prospective applicants may contact any of the core faculty in the School of Education. However, Dr. Adam Marx should be contacted for specific information about Agricultural Education and Dr. Mari Borr should be contacted for information about Family and Consumer Science Education.

### **Teacher Education Core Faculty**

Dr. Mari Borr, EML 155F, (701) 231-7968, [Mari.Borr@ndsu.edu](mailto:Mari.Borr@ndsu.edu)

Dr. Stacy Duffield, EML 155L, (701) 231-7102, [Stacy.Duffield@ndsu.edu](mailto:Stacy.Duffield@ndsu.edu)

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