

2019-
2021

NDSU Teacher Education Handbook:

For Undergraduate & Initial Licensure Programs

2019-2021
SCHOOL OF EDUCATION

NORTH DAKOTA STATE UNIVERSITY

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INTRODUCTION

The purpose of this handbook is to provide teacher education candidates with information about the policies and requirements that pertain to all teaching majors in the School of Education (SOE). Most of the policies and requirements are based on North Dakota state law or state and national accreditation standards. Because teacher preparation is viewed as a developmental process, standards set for admission to the SOE serve as a basis for further growth in meeting the degree requirements for teacher licensure.

The SOE is a professional school that prepares candidates for a variety of professional roles. As a professional school, the SOE maintains admission, retention, and graduation (exit) requirements that go beyond general university requirements. All such requirements are explained in this handbook.

NDSU offers the following **teaching specialties**: agriculture, art, biological science, chemistry, comprehensive science, earth science, English, family and consumer sciences, French, health, history, mathematics, vocal and instrumental music, physical education, physics, social sciences, and Spanish.

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](#)).

ADMISSION POLICIES AND REQUIREMENTS

All students desiring teacher licensure must make formal application for admission as teacher candidates in the SOE. Instructions for admission to the SOE are available [online](#). Admission to the SOE is a prerequisite to 400/600-level education courses and for student teaching placement.

Students are encouraged to submit an application for admission to the SOE upon successful completion of the introductory professional education course (EDUC 321). All approved SOE admissions remain valid for five years from the date of approval or until completion of the bachelor's degree, whichever comes first as long as the student has maintained continuous enrollment.

The Teacher Education Council, which is composed of SOE faculty representing various teaching specialties, is the regulating body for undergraduate Teacher Education. Petitions for special circumstances are considered by the Council, and candidates are informed via email of the Council's decision. See page 7 of this document for information on petitioning the Council. Questions regarding admission policies may be directed to the Teacher Education office (155 EML) or to the SOE office (210 FLC).

Admission Requirements for Undergraduate Students

- ❖ Completion of EDUC 321 with a grade of C or better
- ❖ Commitment to the teacher candidate code of conduct (signed during EDUC 321)
- ❖ Verification of a minimum in the following areas:
 - 2.75 cumulative GPA (or alternative GPA**)
 - 2.75 GPA in the teaching specialty
 - 2.75 GPA in professional education courses.

**Alternate GPA calculation: Teacher candidates not achieving a cumulative 2.75 GPA qualify for alternative GPA calculation if their cumulative GPA is 2.50 or higher. The alternative calculation is based upon the last two semesters of course work or a minimum of 30 semester credits completed. A cumulative 2.75 GPA is required from those semester's courses or 30 credits to meet the GPA admission requirement. The calculation is only used for cumulative GPA.

NOTE: Candidates are expected to maintain the 2.75 GPA in all three areas mentioned above. If any GPA falls below 2.75, candidates are subject to suspension or termination from the SOE.

- ❖ Achievement of minimum admission scores on the PRAXIS Core Academic Skills exam. Please see <https://www.ets.org/> for registration information. Minimum scores required for admittance: Reading: 156, Writing: 160, and Math: 150 or a composite score of 466 and passing two of the three sections.

Candidates are responsible for ensuring that the SOE receives an official scores from ETS.

- ❖ Completion of the following:
 - admission application form

- curriculum guide showing grades earned
 - one copy of an up-to-date transcript of all credits, including transfer credits if applicable.
- ❖ Completion of 20 hours working with youth completed in the last 24 months. These experiences should be completed with children at the age which you plan to teach will be recommended for licensure. Submit the field experience verification form and supervisor recommendation form with the application materials.
 - ❖ Applications must be signed by the candidate and the candidate's academic advisor.

Requirements for Admission of Students with Bachelor's Degrees (Post-Bac Option)

Candidates holding a bachelor's degree in a teachable major or a similar area may choose to seek licensure without completing an additional degree or major. The fields in which NDSU is approved to prepare teachers are listed in the NDSU Bulletin and on page 3 of this handbook. Candidates need to complete all professional education coursework, be admitted to the SOE, and complete any courses in the major field that are required by state program approval guidelines. Students should consult with advisers or faculty members in teacher education to determine which additional courses may be required.

The GPA in the specialty area must be at least 2.75 before admission will be granted.

Students may also seek an additional major. The additional major will be added to the NDSU transcript upon completion of all courses in professional education and additional courses in the teaching specialty category required to complete the requirements in the second major. A double major may be earned by completing the requirements of two majors offered under the same baccalaureate degree. Each major in a double major must include a minimum of 15 credits unique to the major. Double majors lead to a single degree.

Requirements for Students with Bachelor's Degrees from Another Accredited Institution

Students seeking a second bachelor's degree will be expected to demonstrate that they have completed the general education requirements as well as the courses required for the teaching major. A minimum of 36 new credits will be required, with at least 15 credits in the 300 – 400 level and at least 15 credits in the major field.

Admission requirements for students with bachelor's degrees follow the same guidelines as those listed under "Admission Requirements for Undergraduate Students."

If the teaching major was earned as a part of the bachelor's degree and the GPA in the teaching major is not at least 2.75, additional courses in the major must be taken to raise the GPA to 2.75 before admission will be granted.

Master's of Education Teacher Licensure Option

Students who hold a degree in a teachable major or similar area for which NDSU is approved (see the teaching specialties list on page 3 of this handbook) may complete the professional education coursework needed for North Dakota teacher licensure through the M.Ed. Teacher

Licensure Option. Please note that additional content coursework may be needed to meet licensure requirements. For additional information see the [Graduate Handbook](#). Contact Stacy.Duffield@ndsu.edu to request a transcript review and learn more about the program.

Program-Related Fees and Expenses

Because teacher licensure is regulated by the state of ND, there are additional fees and expenses related to meeting licensure requirements. In addition, some required experiences involve entities outside of the institution that are provided a stipend for their participation. The following is typical list of fees and expenses a teacher candidate can expect; however, this may not be an exhaustive list.

Praxis Core Academic Skills Exam—this exam is required for admission to the SOE; it includes three exams offered by Educational Testing Services. Estimated cost is \$120*. This estimate does not include optional for-purchase practice materials or exam retakes.

Praxis Content Exam—this exam is required prior to student teaching. Prices for the exams vary by content area, but the average cost is about \$120*. Consult the ETS website for actual costs.

Principles of Learning and Teaching (7-12) Exam—this exam is required prior to student teaching. The current cost is \$146*.

Finger Printing and Background Check—a background check is required prior to approval for student teaching. A typical background check will cost about \$60. Please note that some school districts may require additional background checks; check with the school district prior to your student teaching experience to confirm.

Student Teaching Liability Insurance—all student teachers are required to have liability insurance prior to beginning student teaching. Although there are multiple options available, a common choice is to join the teachers' union in ND. A typical student membership fee is \$50*. Please note that some subject area professional memberships may include liability insurance; check with the subject area advisor for more information.

Student Teaching Course Fee—a fee of \$450 is attached to student teaching. This fee covers the stipend provided to the cooperating teacher and name tag. Please note that if you are student teaching out of area, you will also be assessed the cost of the out-of-area university supervisor. This cost varies and is set by the university supervisor.

Teacher Licensure—Upon successful completion of the teacher preparation program, you will likely wish to apply for licensure. Licensure is granted separately by each state, and costs vary. The typical license begins at \$100*.

Professional Memberships—Your advisor or subject area lead faculty member may recommend membership in the professional organization for your discipline. For example, it is recommended that PE and Health Education majors join SHAPE America (\$59/year*) and NDSHAPE America (\$10/year*). Subject area advisors can provide information.

*Please note that the estimate reflects costs at the time this handbook was published, and prices may change.

SUPPORT AND REMEDIATION COMMITTEE

When issues or concerns arise about a teacher candidate's professional achievements and/or dispositions in the Teacher Education program, those issues or concerns will be addressed by the Support and Remediation Committee. Teacher candidates identified by Teacher Education faculty as needing assistance in academic, personal, or professional domains will be required to attend a review meeting called by the chair of the Support and Remediation Committee. See page 23 for more information.

PETITIONING THE TEACHER EDUCATION COUNCIL

Candidates may request exemption from standards or regulations by petitioning the Teacher Education Council. The burden of proof for demonstrating the appropriateness of such an exemption rests with the candidate.

The authority of the Teacher Education Council is restricted to the policies of the SOE; therefore, the Council cannot exempt students from the standards or regulations of either NDSU or ND ESPB.

Candidates wishing to appeal to the Council must use the following procedure:

- The candidate must submit the following form stating why the Council should suspend its regulations in favor of the candidate. The form can be found here: https://ndstate.co1.qualtrics.com/jfe/form/SV_57rmDBLvMyQMMo5
- The candidate must submit a complete SOE application for admission.

Candidates will be notified through NDSU email of the Council's decision.

DEGREE REQUIREMENTS

Degree requirements for all candidates desiring teacher licensure, secondary and K-12, are described below. The curriculum has three parts: (1) general education requirements, (2) teaching specialty requirements, and (3) professional education requirements.

General Education

General Education requirements are set by NDSU and can be found in the [Undergraduate Bulletin](#). Consult the curriculum guide for required courses in your major, and consult a Teacher Education advisor as early in your program as possible. [Curriculum guides](#) are available through the Registration and Records website.

Teaching Specialty

[Curriculum guides](#) identify required coursework in each of the teaching specialty areas listed on page 3. Candidates must maintain a 2.75 GPA in their teaching specialty in order to be admitted, placed for student teaching and to graduate.

Professional Education

The professional education sequence of at least 30 credits is required of all candidates preparing to teach. Substitution of professional education courses requires submission of course syllabi and consideration by the Teacher Education Council. See the link on page 8 for petitioning the Teacher Education Council. All required 400-level education courses must be taken at NDSU.

A 2.75 GPA is required in the professional education block of courses in order for candidates to be placed for student teaching and to graduate. Candidates may only register for *EDUC/HCE 485--Student Teaching Seminar*, *EDUC/HCE 487--Student Teaching*, and *EDUC/hCE 488--Applied Student Teaching* during the student teaching semester. All degree requirements must be completed prior to student teaching.

Professional education courses that are more than five (5) calendar years old at the time of readmission to the SOE cannot be used to satisfy degree requirements and must be repeated.

Retaking Professional Education Coursework

A grade of “C” or better is required for all Professional Education coursework, required and elective. In the event of two *unsuccessful attempts* at a course, a candidate must meet with the Support and Remediation Committee or petition the Teacher Education Council (see page 7 for procedure) for permission to enroll in the course for a third time. An unsuccessful attempt includes both a final grade lower than a “C” and withdrawal.

GRADUATION REQUIREMENTS

In order to complete the program, candidates must meet the following requirements:

- ❖ Maintain the following 2.75 grade point averages: cumulative, teaching specialty, and professional education courses.
- ❖ Satisfactorily complete the capstone.
 - The capstone is based on the Interstate Teacher Assessment and Support Consortium (InTASC) standards. The ten InTASC standards define knowledge, performance measures, and dispositions that new teachers should possess. To be recommended for teacher licensure, candidates must receive a score of at least “Emerging” for each of the four categories in the capstone to exit the Teacher Education program.
- ❖ Take both the Praxis II content and Principles of Teaching and Learning (PLT) exams prior to graduation. It is recommended that these exams are taken prior to student teaching, allowing for a retake during the student teaching semester if needed.

All candidates for a baccalaureate degree must indicate their intent to graduate during registration for their last semester. The application forms are available online at the Registration and Records webpage.

Failure to apply by the third week of the planned semester of graduation may delay the awarding of the degree until the following semester. If a candidate fails to complete the required courses in time for a planned graduation, the candidate must reapply for the next graduation.

PROFESSIONAL EDUCATION COURSES (REQUIRED OF ALL TEACHER CANDIDATES)

Please note that most professional education courses include a field experience. The required hours generally vary from 10-15 hours, with some special methods courses requiring more. Contact your advisor or the course instructor for additional information.

- EDUC 321 Introduction to Teaching** **3 cr.**
Nature and aims of education at middle and high school levels; social, philosophical, historical, curricular, and political foundations in a changing multicultural society; analyze teaching as a career choice, initiate teacher education program exit portfolio.
- EDUC 322 Educational Psychology** **3 cr.**
Strong emphasis on educational research; review of human development; emphasis on developmental domains and span of students from young child through high school learning theories, learning styles, and individual student differences including gender, exceptionalities, culture.
- EDUC 451/651 Instructional Planning, Methods and Assessment** **3 cr.**
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 21st century classroom. Prereq: EDUC 321, EDUC 322, admission to School of Education.
- EDUC/H&CE 481/482/483/681/682/683 Classroom Practice/Methods of Teaching I/II/III** **2 - 3 cr.**
Specialized methods and classroom practices appropriate to the specific subject area. Some subject specialties require more than one methods course. A listing of specific methods courses is shown on the following page. Consult a current curriculum guide in your major for subject area requirements. *Prereq. Educ 321, 322 and admission to School of Education. Suggested prereq. Educ 451 (some majors require completion of Educ 451 prior to enrolling in Educ 481 – check with your advisor)*
- EDUC 486/686 Classroom Management for Diverse Learners** **3 cr.**
Teacher candidates develop a plan to establish an effective management system encompassing the total classroom environment. Prereq: EDUC 321, EDUC 322, admission to School of Education.
- EDUC 489/689 Teaching Students of Diverse Backgrounds** **3 cr.**
This class places emphasis on cultural diversity and teaching diverse students including Native Americans. Strategies for creating learning environments that contribute to positive human relationships, and strategies for teaching and assessing diverse learners are included. Prereq: EDUC 321, EDUC 322 and admission to the School of Education.

EDUC 485/685/H&CE 483 Student Teaching Seminar (co- requisite Educ 487 & 488) **1 cr.**
Orientation to student teaching. Analysis of professional issues and concerns associated with education. *Prereq. Completion of professional education courses, specialty courses and admission to School of Education.*

EDUC/H&CE 487/687 Student Teaching (co- requisite Educ 485 & 488) **9 cr.**
Supervised teaching in an approved and accredited school. The course will include an on-campus seminar (Educ 485). Agricultural Education and Family and Consumer Science majors must take H&CE 483 (Student Teaching Seminar) concurrently with H&CE 487 (Student Teaching). *Prereq. completion of professional education courses, specialty courses and admission to School of Education.*

EDUC/H&CE 488/688 Applied Student Teaching (co- requisite Educ 485 & 487) **3 cr.**
Guided student teaching experience including application of lesson planning, capstone, professional goal setting, and supervised teaching in an approved and accredited school. *Prereq. completion of professional education courses, specialty courses and admission to SOE.*

SPECIAL METHODS COURSE OFFERINGS

State program approval standards in North Dakota require special methods course(s) in the teaching field. In general, these courses are offered only once a year or during alternating years and must be completed prior to student teaching. Some teaching specialties require more than one methods course. Methods courses are currently offered according to the following schedule but may be adjusted; consult with your advisor.

Content Area	Course Requirements	Semester Offered
Agricultural Education	H&CE 232	Fall
	H&CE 444	Fall
	H&CE 480	Spring
	H&CE 481	Fall (Prior to Student Teaching)
Art	EDUC 481	Spring
	EDUC 482	Fall
Biological Science	EDUC 481 - Sciences	Spring
Chemistry	EDUC 481 - Sciences	Spring
Comprehensive Science	EDUC 481 - Sciences	Spring
Earth Science	EDUC 481 - Sciences	Spring
Physics	EDUC 481 - Sciences	Spring
English	EDUC 481 - English	Spring
	EDUC 482 - English	Fall
French		See advisor (classes are available at MSUM or Concordia through Tri-College)
Spanish		See advisor (classes are available at MSUM or Concordia through Tri-College)
History	EDUC 481 - Social Sciences	Fall
Social Sciences	EDUC 481 - Social Sciences	Fall
Family & Consumer Science Education	H&CE 232	Fall
	H&CE 467	Fall
	H&CE 468	Spring
	H&CE 469	Spring
	H&CE 482	Fall
Mathematics	EDUC 481 - Math	Spring
Music	EDUC 481 - Instrumental Music	Fall
	EDUC 482 - Choral Music	Fall

	EDUC 483 – Elementary Music	Spring
Physical Education	EDUC 481 – Elem/Sec PE	Fall
Health Education	EDUC 481 – Sec Health	Fall

OPPORTUNITIES FOR STUDENT INVOLVEMENT

Many opportunities are available for teacher education candidates to become involved in professional activities. Student organizations provide opportunities for candidates to develop leadership skills and to gain additional insight into the profession of teaching. Service on the various advisory committees provides additional opportunities for candidate involvement.

NDSU Student North Dakota United

Candidates in Teacher Education are encouraged to join the NDSU Student North Dakota United (NDSU SNDU), which is affiliated with North Dakota United (NDU) and the National Education Association (NEA). Members receive a number of benefits including workshops, publications, and liability insurance. Candidates interested in membership details should contact the SNDU advisor in 210 FLC.

Other Professional Organizations

Candidates are encouraged to join professional organizations in their teaching specialties. Many have special rates for students; check with education advisors or the SOE office.

- American Association of Family and Consumer Sciences (AAFCS)
- Association for Middle Level Education (AMLE)
- American Association of Physics Teachers (AAPT)
- National Council of Teachers of English (NCTE)
- National Council of Teachers of Mathematics (NCTM)
- National Association of Biology Teachers (NABT)
- National Middle Level Science Teachers Association (NMLSTA)
- National Science Teachers Association (NSTA)
- Society of Health and Physical Education (SHAPE)
- Postsecondary Agricultural Students Collegiate FFA (an NDSU organization)
- National Association for Music Education (NAME)

STUDENT TEACHING POLICIES

Prior to enrollment in student teaching, candidates must have completed or be enrolled in all of the required professional education courses and all specialty courses. All student teachers must meet the following requirements before they will be placed for student teaching:

1. Meet all requirements of and be admitted to the SOE one full semester prior to student teaching.
2. Attend the student teacher meeting (date announced each semester).
3. Have a 2.75 cumulative GPA and a 2.75 GPA in both teaching specialty and professional education courses. (For out-of-area placement guidelines see #12 below)
4. Complete the Principles of Learning and Teaching (7-12) exam and the relevant subject area Praxis exam. Register at <https://www.ets.org/>
5. Show evidence of securing a minimum of personal liability insurance commensurate with that available through student membership in the Student North Dakota United (SNDU). This requirement may be satisfied either by joining the SNDU or by purchasing private liability insurance.
6. Complete fingerprinting and background check. The ND ESPB requires all student teachers to be fingerprinted and to undergo a full background check.
7. Complete the Student Teacher Application Information Form and checklist, indicating that all requirements relative to student teaching have been met. Submit materials to the Teacher Education office by announced deadline.
8. Plan to not participate in any extracurricular activities on campus or employment that detracts from a full-time student teaching experience.
9. Arrange coursework to allow for full attention on student teaching. Candidates may not be registered for coursework other than EDUC 485/H&CE 483, EDUC/H&CE 487 and EDUC/H&CE 488 during the student teaching semester, unless approved by the Director of Student Teaching.
10. A course fee will be applied to EDUC/H&CE 487 (student teaching). The course fee is \$250 and will be used to cover costs associated with cooperating teacher supervision.
11. Disclose high school from which candidate graduated. Candidates may not be placed in the high school from which they graduated.

12. A candidate who meets the following criteria and who takes specific action may be granted a student teaching placement out of the NDSU service area, which is generally considered to be more than 60 miles from Fargo. The criteria are:
- ✓ Have a minimum GPA of 3.0 in teaching specialty courses, a minimum GPA of 3.25 in professional education courses, a minimum cumulative GPA of 3.0, and demonstrate potential for success.
 - ✓ Have a strong record of performance in pre-student teaching field experience.
 - ✓ Have appropriate career-related reasons for out-of-area placement.
 - ✓ Complete an application form and secure signatures from your advisor, Director of Field Experiences, and the Teacher Education Council chair.
 - ✓ A fee is paid by the candidate for the university supervisor contracted by NDSU (\$400-\$900). All candidates who are placed beyond a 60-mile radius of NDSU are required to pay a minimum of \$400 supervisory fee. All fees must be paid prior to the first day of student teaching.
 - ✓ A possible fee to be paid by the student teacher if the state/district mandates a payment to the cooperating teacher of more than the NDSU maximum rate of \$400.
 - ✓ Fees for out-of-area student teaching are designed to defray the unusual expenses that NDSU incurs in facilitating the student teaching placement. The candidate is responsible to contact the Director of Field Experiences for specific fee information.

Student Teaching Performance

The SOE at NDSU is responsible for the governance of the Teacher Education program, including student teaching, and serves to admit and retain candidates in the Teacher Education program. The Teacher Education program is responsible for assigning candidates to appropriate student teaching sites and retains absolute rights regarding assignments to cooperating teachers and school districts. EDUC/H&CE 487 is taken on a pass/fail basis. Satisfactory performance for this 9-credit portion of student teaching is reflected in achievement of the course objectives and completing the outlined expectations (See the Student Teaching Handbook for more information). Based on evidence provided by the student teacher, cooperating teacher, and university supervisor, the Director of Field Experiences determines satisfactory completion.

EDUC/H&CE 488 is graded on a letter scale. This three-credit portion is graded by the university supervisor based on performance on the capstone, lesson plans, and student teaching (a detailed syllabus will be provided).

The Director of Field Experiences may, if needed, remove a student teacher from a particular student teaching assignment. Candidates are reminded that student teaching and its related activities are a full-time experience, consisting of a minimum of 15 weeks' obligation. Should a student teacher's performance be deemed unsatisfactory, the following procedures shall apply:

1. The Teacher Education Council and/or the Teacher Education program faculty retain the right to remove a student teacher from the assignment due to teaching performance or Code of Conduct violations.

2. Should the student teacher lack sufficient teaching skills to receive a passing grade as determined by the cooperating teacher and university supervisor, the candidate will be informed in writing by the cooperating teacher(s) and university supervisor(s) of the areas of concern. Every reasonable effort will be made to inform the candidate of this prior to the official drop date of the semester.
 3. Before a final decision is made, the candidate will have seven (7) calendar days to respond in writing to the reports of the cooperating teacher(s) and university supervisor(s). The candidate will then be informed by the Teacher Education Program Coordinator or the Director of Field Experiences of the program's decision. Such a decision might include, but is not limited to, the following:
 - the student teacher will be encouraged to drop or withdraw from student teaching,
 - the student teacher will be encouraged to extend student teaching beyond the normal completion date,
 - the student teacher may be assigned a grade of "F".
 4. If a candidate wishes to repeat student teaching after dropping, withdrawing, or failing due to unsatisfactory student teaching performance, the candidate must meet with the Teacher Education Program Coordinator, the Director of Field Experiences, and the university supervisor, who may outline an individual program of study designed to remedy the previously demonstrated weakness(es). The length of time allowed for the completion of the designated remedial program and re-application for student teaching will be left to the discretion of the aforementioned parties. Such a program may include, but is not limited to, the following:
 - personal/career counseling
 - workshops, course work, or directed independent study.
- Successful completion of the entire remedial program is a prerequisite to re-enrolling in student teaching.
5. The candidate has the right to appeal the decision within seven (7) calendar days of receipt of the written decision of the Teacher Education Program Coordinator or Director of Field Experiences. Such an appeal should be filed in writing and include any data the candidate believes pertinent to the case. The Council's decision on the appeal will be made by a majority vote.

Payment of Cooperating Teacher Stipend

It is the responsibility of NDSU to pay the stipend for one full-time cooperating teacher for each candidate. Student teachers who are placed at an out-of-area site at their own request will be required to pay for the additional cost of university supervision. In addition, candidates wishing to participate in more than one student teaching experience will be required to pay the stipend of both the cooperating teacher and the university supervisor for the additional experience. This includes candidates participating in a student teaching experience abroad in addition to their experience in the United States.

EVALUATION WITHIN THE TEACHER EDUCATION PROGRAM

The Teacher Education program at NDSU and the graduates of the program are evaluated and assessed in a variety of ways including, but not limited to, capstone assessments, course evaluations, and student teacher evaluations. The purpose is continuous improvement of the program in order to prepare the best teachers possible. Evaluation and assessment are carried on throughout the program. Candidates are encouraged to provide feedback at any time to the Teacher Education office.

APPLYING FOR LICENSURE

The recommendation for initial teacher licensure is made by the Licensure Officer upon satisfactory completion of all requirements including student teaching, an exit portfolio, and completion of Praxis II content and PLT 7-12. The program at NDSU meets North Dakota licensure requirements under a partnership agreement with the ND ESPB.

In many states, eligibility for a teacher licensure is dependent upon holding a license from the state in which the teacher education program was completed. Test scores will also be required in most states for licensure.

Minnesota Licensure

Because of the location of NDSU, the SOE maintains awareness of licensing requirements for MN and supports candidates in understanding and completing licensure requirements. For information about requirements for applicants prepared out of state, please see:

<https://education.mn.gov/MDE/index.html>

DIRECTORY OF TEACHER EDUCATION FACULTY AND STAFF

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Teacher Education Associate Faculty and Content Advisors:

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Martin, Bill	Math	Minard 408 E32	231-7765	William.Martin@ndsu.edu
Marx, Adam	Agriculture Education	210H FLC	231-7439	Adam.Marx@ndsu.edu
Moe, Charlette	Music	117B Music Ed	231-6165	Charlette.Moe@ndsu.edu
Nyachwaya, James	Science	155B EML	231-8538	James.Nyachwaya@ndsu.edu
Olfert, Warren	Music	227 Music Ed	231-7266	Warren.Olfert@ndsu.edu
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Pull, Mary	English	6 Library	231-7928	Mary.Pull@ndsu.edu
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Appendix A: Admission and Retention Policy

Admission to the School of Education

To be admitted to the School of Education, teacher candidates must meet the following criteria:

1. Submit a complete application form and corresponding materials. All required signatures, transcripts, and curriculum guide must be included.
2. Attain a minimum cumulative, specialty and professional education grade point average (GPA) of 2.75 (or alternative GPA*).
3. Pass all three sections of the Praxis Core Academic Skills exam **or** meet the requirements for the composite score.
4. Successfully complete a minimum of 20 hours of experience working with youth within the last 24 months and not as part of a course.
5. Provide a letter of recommendation (Note: it is recommended that you use the template provided). The letter should speak to the applicant's ability to work with youth and/or teaching skills. The criteria on which applicants will be recommended are the following:
 - Responsibility
 - Interest and attitudes toward teaching
 - Oral and written communication skills
 - Knowledge of education or ability to teach
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Teacher candidates submit application materials to the Certification Officer (210 FLC) or to the Teacher Education office (155 EML). **Applications are due by September 15th (Fall) or February 15th (Spring).**

Upon completion of admission evaluation, applicants will be notified through NDSU email of their status. Applicants who are not admitted may not register for education courses numbered 400 or above.

Requests for deviations from this admission policy must be addressed to the Teacher Education Council as outlined in the *Teacher Education Handbook*.

*Alternate GPA Calculation: Applicants must have a minimum cumulative GPA of 2.5 to be considered for use of the alternative calculation. The alternative calculation is based upon the last two semesters of course work or a minimum of 30 semesters completed. A cumulative 2.75 GPA is required from those semesters' courses or 30 credits to meet the GPA admission requirement. This calculation is used only for cumulative GPA.

Continuation in the School of Education

Throughout the teacher candidate's progress in the Teacher Education program, faculty, cooperating teachers, and university supervisors will assess the teacher candidate's writing and speaking skills, as well as professional knowledge and dispositions in both courses and clinical experiences, and make recommendations regarding continuation in the program.

Continuation in the Teacher Education program is based upon consistently acceptable performance.

Teacher candidates must maintain a minimum 2.75 cumulative, specialty, and professional education GPA each semester to maintain full standing in the SOE. The Licensure Officer may do official GPA checks on a semester basis. Advisors will be notified of these reports. Advisors will notify the Certification Officer of concerns they identify. Teacher Candidates who do not meet the GPA requirement in any of the three areas may not enroll in education courses or student teach until the GPA requirement has been met. Letters of warning will be sent via NDSU email to teacher candidates failing to meet the GPA requirement.

Assistance Plans: The purpose of an assistance plan is to address areas of concern for teacher candidates having difficulty maintaining retention expectations in the Teacher Education program. Assistance plans may draw upon services offered through NDSU to address areas of concern such as Counseling and Disability Services, the Center for Writers, and other tutoring services. Teacher candidate assistance plans, disposition forms, recommendations, and academic warning letters are treated as a part of a teacher candidate's permanent Teacher Education file.

Process for Addressing Issues or Concerns with Candidate Performance: When issues or concerns arise about a teacher candidate's professional achievements and/or dispositions in the Teacher Education program, those issues or concerns will be addressed by the Support and Remediation Committee.

- Teacher candidates identified by Teacher Education faculty as needing assistance in academic, personal, or professional domains will be required to attend a review meeting called by the chair of the Support and Remediation Committee. Teacher candidates may also ask an advocate of their choice to attend and speak on their behalf. The purpose of the meeting will be to share concerns, gather additional information if needed, and to develop an assistance plan that includes a timeline for satisfactory completion. This meeting will be documented and the form will be signed by the chair of the Support and Remediation Committee, the teacher candidate's adviser, and the teacher candidate.
- The Support and Remediation Committee, appropriate faculty, adviser, or field coordinator is required to discuss the situation with the teacher candidate. Outcomes of the meeting must be documented and recommendations for the candidate recorded. This documentation will be placed in the teacher candidate's permanent Teacher Education file. If a concern is raised about a teacher candidate's actions or dispositions during a clinical experience, the field coordinator in consultation with

other appropriate persons has the option of immediately withdrawing the candidate from the placement.

If the issue or concern is not resolved, the Support and Remediation Committee may recommend dismissal of the teacher candidate from the Teacher Education program to the Teacher Education Council.

Successful completion of conditions outlined in a “Teacher Candidate Assistance Plan” will be required for continuation in the Teacher Education program due to any of the following circumstances:

- Earning a grade of less than “C” in any education course
- Withdrawal from the same education class more than once
- Withdrawal from two different education courses
- Failure to meet GPA requirements
- Submission by cooperating teachers or faculty of two “Disposition Referrals” for inappropriate dispositions
- Violation of the “Teacher Candidate Conduct Code”

Admission to Student Teaching

To be approved for student teaching, teacher candidates must:

- Be admitted to the SOE at least one semester prior to the student teaching semester.
- Retain a 2.75 cumulative, specialty, and professional education GPA.
- Have successfully completed all education course requirements.
- Attend the Student Teaching meeting (announced each semester).
- Complete the Student Teacher Application and submit all required paper work by the deadline announced at the student teacher meeting.

Teacher candidates will be notified of their SOE’s decision for approval by the Director of Field Experiences.

Additional policies regarding student teaching can be found in the *Student Teaching Handbook* and the *Teacher Education Handbook*.

Program Completion

To meet program requirements, teacher candidates must:

- Retain a cumulative, specialty and professional education GPA of 2.75.
- Successfully complete all degree and program requirements.
- Successfully complete required clinical and student teaching experiences.
- Successfully fulfill the Capstone graduation requirement for Teacher Education.
- Complete the Praxis II content and Principles of Learning and Teaching exams.
- Submit all paper work and fees for application of licensure.