

North Dakota State University

Teacher Education Initial Licensure Program Handbook 2022-23

School of Education
College of Human Sciences and Education

NDSU Teacher Education

Introduction to the Program

The purpose of this handbook is to provide teacher candidates with information about the policies and requirements that pertain to all teaching majors in the School of Education. Most of the policies and requirements are based on North Dakota state law or state and national accreditation standards. All such requirements and candidate expectations are explained in this handbook.

The SOE is a professional school that prepares candidates for a variety of professional roles. As a professional school, the SOE maintains admission, retention (continuation), and graduation (exit) requirements that go beyond general university requirements. This handbook details aspects of the program that are important for candidates to know, such as expected program fees, course descriptions, and student teaching policies.

Program Accreditation

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

Candidate Support

Two committees in Teacher Education serve to support candidates throughout their program: the Teacher Education Council and the Support and Remediation Committee. Both committees are composed of SOE faculty representing various teaching specialties.

The *Teacher Education Council* is the regulating body for initial licensure programs in Teacher Education. Candidates may request an exemption from standards or regulations by petitioning the Council. The burden of proof for demonstrating the appropriateness of such an exemption rests with the candidate. The candidate must submit the following [form](#) stating why the Council should suspend its regulations in favor of 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 the Education Standards and Practices Board (ESPB).

The *Support and Remediation Committee* focuses on improving candidate success. Candidates are referred to the Committee by faculty who have concerns about class performance. Together, the committee and the candidate establish a plan of corrective action.

Clinical Experiences

Teacher candidates complete a minimum of 660 hours of clinical experience before graduation. To reach that goal, most individual courses require at least 10 hours of field experience (e.g., EDUC 321, 322, 451, and 489). Other courses require a varied clinical experience based on the course content (e.g., EDUC/HCE 481 and 482). After candidates complete all coursework and 60 hours of clinical experience, they are placed in a clinical practice setting for at least 600 hours.

During clinical experiences, candidates are evaluated by the clinical educator and provided with formative feedback. What makes these experiences unique is the emphasis on teaching—candidates observe in some experiences and in other experiences, do the work of a teacher, which can mean anything from being in front of the class providing direct instruction, to working with individual students.

Opportunities for 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.

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 or [NDUnited](#).

Other Professional Organizations

Candidates are encouraged to join professional organizations in their teaching specialties. Many have reduced rates for students. Some options are listed below:

- American Association of Family and Consumer Sciences ([AAFCS](#))
- American Association of Physics Teachers ([AAPPT](#))
- Association for Career and Technical Education ([ACTE](#))
- Great Plains Social Studies Council ([GPSSC](#))
- National Art Education Association ([NAEA](#))
- National Association of Agricultural Educators ([NAAE](#))
- National Association for Music Education ([NAfME](#))
- National Association of Biology Teachers ([NABT](#))
- National Council of Teachers of English ([NCTE](#))
- National Council of Teachers of Mathematics ([NCTM](#))
- National Middle Level Science Teachers Association ([NMLSTA](#))
- National Science Teachers Association ([NSTA](#))
- North Dakota Art Education Association ([NDAEA](#))
- Society of Health and Physical Education ([SHAPE](#))

There are also opportunities to join NDSU organizations geared toward various teaching specialties. Some options are [Agricultural Education Society](#) and Aspiring Teachers of Science and Math ([ATOMS](#)).

Respectful Dialog Policy

The Teacher Education program at NDSU expects that all students will engage with each other, program and university faculty and staff, and community partners with respect and courtesy in order to form a foundation of professionalism and ethical behavior. We realize that many individuals have differing opinions and beliefs from which we can all benefit through respectful dialog.

This policy is in line with the following NDSU policies in the [NDSU Policy Manual](#):

NDSU [Policy 100](#): Equal Opportunity and Non-Discrimination Policy

NDSU [Policy 154](#): Freedom of Speech, Expression and Assembly

NDSU [Policy 156](#): Discrimination, Harassment and Retaliation Complaint Procedures

NDSU [Policy 162](#): Sexual and Gender – Based Harassment and Sexual Misconduct Policy

[Title IX Resources](#)

Linguistic Diversity

The Teacher Education program at NDSU values the various languages and dialects of the world. We acknowledge that among English speakers, variations in grammar and word usage are prevalent. We hold all languages and dialects in equal regard. Our program faculty attempt to find the student's meaning though context when reviewing student work. If grammar and formatting must follow specific standards (ex. the language included with the profession when formatting citations to appropriately credit the intellectual property of others), instructors will explain the issue and encourage the student to seek assistance students find resources for success.

Diversity Statement¹

The Teacher Education program at NDSU strives to serve students from diverse backgrounds and perspectives. The goal of our faculty and staff is to meet students' learning needs both in and out of class. We believe that diversity in our program and in the classroom is a resource, strength, and benefit. While we present materials and activities that are respectful of diversity (gender, sexuality, physical ability, age, socioeconomic status, ethnicity, race, and culture), we also recognize that, historically, scientific literature represents a small group of voices. We make attempts to identify more inclusive emerging resources for our students; however, we encourage all students to suggest improvements for our program and curriculum.. While our intention is to avoid scheduling exams or major due dates on religious holidays, we encourage students to speak with their instructors if a conflict occurs. Students will not be penalized for class absences or extended due date accommodations needed because of religious holidays.

NDSU Land Acknowledgement Statement

We collectively acknowledge that we gather at NDSU, a land grant institution, on the traditional lands of the Oceti Sakowin (Dakota, Lakota, Nakoda) and Anishinaabe Peoples in addition to many diverse Indigenous Peoples still connected to these lands. We honor with gratitude Mother Earth and the Indigenous Peoples who have walked with her throughout generations. We will continue to learn how to live in unity with Mother Earth and build strong, mutually beneficial, trusting relationships with Indigenous Peoples of our region.

¹ Statement adapted with permission from the [University of Iowa College of Education](#).

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 a typical list of fees and expenses a teacher candidate can expect; however, this may not be an exhaustive list.

LiveText: the School of Education uses LiveText as our assessment management system. Candidates submit critical assessments for each EDUC course in this system. Additionally, all clinical experiences are made using this system. Clinical educators use the system to evaluate the candidate's dispositions during a clinical experience. All data collected from critical assessments and clinical experiences is used by the School of Education to make program improvements. Estimated cost is \$139* for a 7 year subscription.

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 Subject Assessment 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 [ETS](#) for actual costs. This estimate does not include optional for-purchase practice materials or exam retakes.

Principles of Learning and Teaching (7-12) Exam: this exam is required prior to student teaching. The estimated cost is \$146*. Prices for the exams vary by content area, but the average cost is about \$120*. Consult [ETS](#) for actual costs. This estimate does not include optional for-purchase practice materials or exam retakes.

Finger Printing and Background Check: 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 your 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 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*).

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

Professional Dress

The teacher candidate's appearance and hygiene should exemplify their intent to become a future professional. Most importantly, if they are completing course requirements off campus, they should know and follow the rules/guidelines of the setting (e.g. clinical experience). Attire worn to class as well as belongings (backpacks, notebooks, water bottles, etc.) must be free of tobacco, drug, and/or alcohol references.

When you are teaching and/or assisting with a lesson or completing an observation within a preK-12 setting, you are expected to dress professionally. A polo, quarter-zip/pull-over, or button-down shirt with khakis (shorts or pants), cargo (shorts or pants) or slacks are preferred. Joggers and wind pants are also appropriate when teaching physical education lessons. Teacher candidates should avoid jeans, sweatpants, hooded sweatshirts, t-shirts, leggings/yoga pants and hats (unless teaching outside during colder months). Teacher candidates should also ensure that clothing is free from holes and stains and is not revealing (half-shirts, tank tops, muscle shirts, or too tight). If teacher candidates find it difficult to meet this expectation due to burden of cost, they should speak to their instructor or the program coordinator.

NDSU Teacher Education

Admission and Retention

All students preparing to become teacher candidates make formal application for admission to the SOE. Preparation is viewed as a developmental process; standards set for admission to the SOE serve as a basis for further growth in meeting degree requirements for initial teacher licensure. Students are encouraged to submit an application for admission upon successful completion of EDUC 321. All approved SOE admissions remain valid for five years from the date of approval or until completion of degree requirements, whichever comes first as long as the student has maintained continuous enrollment. [Instructions](#) for admission to the SOE are available online. Admission to the SOE is a prerequisite to enrolling in 400/600-level education courses and for student teaching placement.

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

Admission Requirements (undergraduate students)

Component	Requirement	Comments
EDUC 321: Introduction to Teaching	<ul style="list-style-type: none"> Complete with a grade of “C” or better 	<ul style="list-style-type: none"> Sign and adhere to the Code of Conduct
Application Form	<ul style="list-style-type: none"> Must be signed by advisor 	<ul style="list-style-type: none"> Email the completed form to ndsuet@ndsuet.edu
Professional Education coursework GPA	<ul style="list-style-type: none"> GPA of 2.75 or higher Grade of “C” or better in each course 	<ul style="list-style-type: none"> Courses with prefixes of EDUC and/or H&CE
Cumulative GPA	<ul style="list-style-type: none"> GPA of 2.75 or higher 	<ul style="list-style-type: none"> Alternative GPA calculation is possible if cumulative GPA is at least 2.50 Requires GPA of 2.75 based on coursework from last two semesters or more that add up to at least 30 credit hours
Praxis Core Academic Skills Exam scores	<ul style="list-style-type: none"> Reading: 156 Writing: 160 Math: 150 	<ul style="list-style-type: none"> Register at ets.org Test codes: Reading (5713), Writing (5723), Math (5733) FREE Preparation Materials and Practice Exams available at Khan Academy
OR ACT+ Writing Test Scores	<ul style="list-style-type: none"> Composite: 22 Math: 21 ELA: 21 	
		<ul style="list-style-type: none"> ELA score is a combination of English, Reading and Writing scores An unofficial score report is

<i>Component</i>	<i>Requirement</i>	<i>Comments</i>
		acceptable
20 hours experience working with youth	Required forms: <ul style="list-style-type: none"> ● Youth experience verification form – Student ● Clinical experience verification – Supervisor 	<ul style="list-style-type: none"> ● Hours must be completed within the last 24 months ● Must be completed with youth of ages you'll be licensed to teach
Transcript		<ul style="list-style-type: none"> ● Can be unofficial ● Include transfer credits (unofficial)
Deadlines	<ul style="list-style-type: none"> ● February 15 (fall admittance) ● September 15 (spring admittance) 	<ul style="list-style-type: none"> ● Upon completion of admission evaluation, notification of admission status will be sent via NDSU email

Admission Requirements (graduate students – Teacher Licensure Option)

Additional information and requirements are [here](#). The application system can be accessed from the [Graduate School](#) homepage. Agriculture Education initial licensure and GPIDEA Family and Consumer Sciences initial licensure programs can be found [here](#).

Continuation in the Teacher Education program

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

Throughout the teacher candidate's progress in the 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.

Teacher candidates must maintain a minimum 2.75 cumulative and professional education GPA each semester to maintain full standing in the SOE. Advisors will notify the certification officer of any concerns. Teacher candidates who do not meet the GPA requirement in either of the areas noted above may not enroll in education courses or student teach until the GPA requirement has been met.

Process for Addressing Issues or Concerns with Candidate Performance

The Support and Remediation Committee addresses all issues and concerns. Teacher Education faculty who identify teacher candidates as needing assistance in academic, personal, or professional domains will complete the [Candidate Referral Form](#).

- The Support and Remediation Committee requires an appropriate faculty, advisor, or field experience director]to be present at the meeting to discuss the situation with the teacher candidate. Teacher candidates may also ask an advocate of their choice to attend the meeting 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.
- If a concern is raised about a teacher candidate's actions or dispositions during a clinical experience, the field experience director in consultation with other appropriate persons has the option of immediately withdrawing the candidate from the placement.

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, Disability Services, the Center for Writers, and other tutoring services.

An assistance plan will be required for continuation in the Teacher Education program due to any of the following circumstances:

- Submission of a [Candidate Referral Form](#)
- 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
- Violation of the [Teacher Candidate Conduct Code](#)

Conditions of the assistance plan must be documented and recommendations for the candidate recorded. Successful completion of conditions outlined in the assistance plan must be met for continuance in the Teacher Education program. If the issue or concern is not resolved, the Support and Remediation Committee may recommend to the Teacher Education Council dismissal of the teacher candidate from the Teacher Education program. 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.

Exit (Graduation) from the Teacher Education Program

To exit the program, teacher candidates must:

- Retain a cumulative and professional education GPA of 2.75.
- Successfully complete required courses, clinical field experiences, and the student teaching experience.
- Complete the Praxis Subject Assessment Exam and the Principles of Learning and Teaching exam.
 - We recommend that students take the exams prior to student teaching so that they will have time to retake them, if necessary.
- Successfully fulfill the capstone requirement.
 - 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 exit the Teacher Education program, candidates must receive a score of at least “Emerging” for *each* of the four categories (Learner and Learning, Content Knowledge, Instructional Practice and Professional Responsibility)

NDSU Teacher Education

Degree Requirements

All candidates must indicate their intent to graduate during registration for their last semester. The [application forms](#) are available online at Registration and Records. 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 degree requirements in time for a planned graduation, the candidate must reapply for the next graduation.

Degree requirements for all candidates are described below. The curriculum has three areas: general education requirements, teaching specialty requirements, and professional education requirements.

General Education Requirements

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

Teaching Specialty Requirements

[Curriculum guides](#) identify required content/specialty coursework for each teaching specialty.

Professional Education Requirements

The professional education sequence of at least 30 credits is required of all candidates. Substitution of 300-level professional education courses requires submission of course syllabi and consideration by the Teacher Education Council through the [petition process](#). All required 400-level education courses must be taken at NDSU. 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.

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/H&CE 485--Student Teaching Seminar*, *EDUC/H&CE 487--Student Teaching*, and *EDUC/H&CE 488-- Applied Student Teaching* during the student teaching semester. All other degree requirements must be completed prior to student teaching.

Retaking Professional Education Coursework

A grade of “C” or better is required for all professional education coursework, whether required or taken as an elective. In the event of a final grade lower than a C or multiple withdrawals from professional education courses, a candidate must meet with the Support and Remediation Committee for permission to re-enroll in the course(s).

NDSU Teacher Education

Professional Education

Courses

The professional education courses introduce candidates to the theory and practice of learning and teaching and how this practice influences the development of the learner. Each course has an embedded clinical experience (ranging from 10 to 20 hours) to give candidates an opportunity to learn alongside practicing teachers.

Course Descriptions

EDUC 321: Introduction to Teaching (3 credits)

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.

EDUC 322: Educational Psychology (3 credits)

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 416/616: Teacher Education in International Comparative Perspective (2 credits) [Elective]

Exploring teacher education in international contexts by comparing approaches to program development, examining curriculum characteristics, analyzing policies and investigating practices of teaching and learning in different countries.

EDUC 451/651: Instructional Planning, Methods and Assessment (3 credits)

Focus on 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. *Prerequisites: Educ 321, 322 and admission to School of Education*

EDUC/H&CE 481/482/483/681: Classroom Practice/Methods of Teaching (2-3 credits)

Specialized methods and classroom practices appropriate to the specific subject area. *Prerequisites: Educ 321, 322, 451 and admission to School of Education or Educ 321, 322, co-requisite of Educ 451 with permission from advisor and admission to the School of Education*

EDUC 486/686: Classroom Management for Diverse Learners (3 credits)

Teacher candidates develop a plan to establish an effective management system encompassing the total classroom environment. *Prerequisites: Educ 321, 322 and admission to School of Education*

EDUC 489/689: Teaching Students of Diverse Backgrounds (3 credits)

Emphasis on cultural diversity and teaching diverse students including Native Americans and English learners. Strategies for creating learning environments that contribute to positive human relationships, and strategies for teaching and assessing diverse learners are included. *Prerequisites: Educ 321, 322 and admission to School of Education*

EDUC 485/685/H&CE 483: Student Teaching Seminar (1 credit)

Orientation to student teaching. Analysis of professional issues and concerns associated with education. *Prerequisites: Completion of all professional education courses, specialty courses and admission to School of Education; co-requisites: Educ/H&CE 487/687 and Educ/H&CE 488/688*

EDUC/H&CE 487/687: Student Teaching (9 credits)

Supervised teaching in an approved and accredited school. *Prerequisites: Completion of all professional education courses, specialty courses and admission to School of Education; co-requisites: Educ/H&CE 485/685/H&CE 483/683 and Educ/H&CE 488/688*

EDUC/H&CE 488/688: Applied Student Teaching (3 credits)

Guided student teaching experience including application of lesson planning, capstone, professional goal setting, and supervised teaching in an approved and accredited school. *Prerequisites: Completion of all professional education courses, specialty courses and admission to School of Education; co-requisites: Educ/H&CE 485/685/H&CE 483/683 and Educ/H&CE 487/687*

Additional Teacher Licensure Option Professional Education Courses (graduate students only)

EDUC 661: Introduction to Special Education (3 credits)

Develop skills and knowledge for recognizing and effectively teaching students with various disabilities in the K-12 setting. Examines relevant laws, educational service delivery models, curricular planning approaches, and instructional adaptations.

EDUC 724: Advanced Educational Psychology (3 credits)

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

Special Methods Courses

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.

<i>Content Area</i>	<i>Methods Course(s)</i>	<i>Semester Offered</i>
Agricultural Education	H&CE 232	Spring
	H&CE 467/667	Fall
	H&CE 480/680	Spring
	H&CE 481/681	Fall
Art	EDUC 481/681: Art	Spring
	EDUC 482/682: Art	Fall
Business	H&CE 232	Spring
	H&CE 467/667	Fall
	EDUC 481/681: Business	Spring (even years)
Biological Science Chemistry Comprehensive Science Earth Science Physics	EDUC 481/681: Science	Spring
	EDUC 482/682: Science	Fall
English	EDUC 481/681: English	Spring
	EDUC 482/682: English	Fall
Family & Consumer Sciences	H&CE 232	Spring
	H&CE 467/667	Fall
	H&CE 468	Spring
	H&CE 469	Spring
	H&CE 482/682	Fall
French Spanish	EDUC 481/681: Languages	Spring (even years)
Health	EDUC 481/681: Health	Fall
Mathematics	EDUC 481/681: Math	Spring
Instrumental Music Vocal Music	MUS 481	Fall
	MUS 482	Fall
	MUS 483	Spring
Physical Education	EDUC 481/681: PE	Fall
Social Science History	EDUC 481/681: Social Science	Fall, Spring

NDSU Teacher Education

Student Teaching Policies

The Teacher Education program is responsible for candidates to appropriate clinical practice (student teaching) sites and retains absolute rights regarding assignments to cooperating teachers and school districts. Prior to enrollment in student teaching courses, candidates must have completed or be enrolled in all of the required professional education courses and all specialty courses. Candidates may not be placed in the high school from which they graduated.

Admission to Student Teaching

To be approved for student teaching, teacher candidates must:

- Be admitted to the School of Education at least one semester prior to the student teaching semester.
- Retain a 2.75 cumulative and professional education GPA.
- Have successfully completed (or currently enrolled in) all professional education and specialty courses. Not more than one course may be taken during the student teaching semester.
- Complete the Praxis Subject Assessment Exam and the Principles of Learning and Teaching (7-12) exam. Register at www.ets.org
- Complete a background check. Education Standards and Practices Board (ESPB) requires all student teachers to be fingerprinted and undergo a full background check.
- Secure personal liability insurance commensurate with that available through student membership in the Student North Dakota United ([SNDU](#)) organization. This requirement may be satisfied by joining SNDU or another professional organization that offers personal liability insurance or by purchasing personal liability insurance from a private insurer.
- Complete and submit the Student Teacher application form by the announced deadline.

Student Teaching outside of the FM area

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 positive record of performance in all course-embedded clinical experiences.
- Have appropriate career-related reasons for out-of-area placement.
- Complete an application form and secure signatures from your advisor and the director of field experiences
- Pay a fee for the university supervisor contracted by NDSU (\$400-\$900). Fees for out of area student teaching are designed to defray the unusual expenses that NDSU incurs in facilitating the student teaching placement. All candidates who are placed beyond a 60-mile radius of NDSU are required to pay a minimum of \$400 supervisory fee. The candidate is responsible to contact the director of field experiences for specific fee information. All fees must be paid prior to the first day of student teaching. Exemptions exist for students in Agricultural Education and FACS.

Student Teaching Performance

Student teaching and its related activities are a full-time experience, consisting of a minimum of 15 weeks obligation. The Teacher Education Council retains the right to remove a student teacher from the assignment due to violations of the [Teacher Candidate Conduct Code](#).

If a student teacher is showing *unsatisfactory progress or performance* as a teacher, the following steps must take place.

1. Any concerns regarding student progress should be brought to the university supervisor as soon as possible. The cooperating teacher, university supervisor, and student teacher should meet to discuss the concerns and issues involved with the student teacher's lack of proficiency.
2. In cooperation, a plan of action/remediation plan will be documented and implemented. The plan will include specific areas for improvement and a timeline (date) to show improvement. The student teacher, cooperating teacher, university supervisor, and director of field experiences will retain a copy of the plan.
3. When the final deadline has come, the cooperating teacher, university supervisor and student teacher must meet to discuss and review progress made during the remediation period.
4. If satisfactory progress has NOT been made in the prescribed timeline, a decision must be made regarding the continuation of the student teaching experience. Refer to the following steps for further action.
 - a. Should the student teacher lack sufficient teaching skills to receive a passing grade as determined by the cooperating teacher and university supervisor, the student 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 student of this prior to the official drop date of the semester.
 - b. 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).
 - c. The Teacher Education program coordinator and/or the director of field experiences will review all materials as required in #2, #4a and #4b above to make a decision. The student teacher will then be informed of the decision. Such a decision might include, but is not limited to, the following:
 - The student teacher may be encouraged to drop or withdraw from student teaching,
 - The student teacher may be required to extend student teaching beyond the normal completion date,
 - The student teacher may be assigned a grade of "F".
 - d. The candidate has the right to appeal the decision within seven (7) calendar days of receipt of the written decision. Such an appeal should be filed in writing and include any data the candidate believes pertinent to the case. The Teacher Education Council will review the appeal. The Council's decision on the appeal will be made by a majority vote.
5. If the candidate wishes to repeat student teaching after dropping, withdrawing, or failing due to unsatisfactory student teaching performance, the candidate must meet with the Support and Remediation committee, the director of field experiences, and the university supervisor, who will 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 groups. Such a program may include, but is not limited to, the following:
 - a. Personal/career counseling
 - b. Workshops, course work, or directed independent study
6. Successful completion of the entire remedial program is a prerequisite to re-enrolling in a student teaching experience.

teaching

NDSU Teacher Education

Teacher Licensure Option (Graduate Students)

This program is designed for individuals who have a bachelor's degree in a teachable major such as math, English and science and are seeking initial licensure in that major. Candidates will complete at least 30 credits of professional education coursework. Additionally, some candidates may some candidates might be required to complete content area coursework to meet state program approval standards.

Admission Requirements (graduate students – Teacher Licensure Option)

The application system can be accessed from the [Graduate School](#) homepage.

<i>Component</i>	<i>Requirement</i>		<i>Comments</i>
Statement of Purpose	Compose a 400-500 word essay that describes: <ul style="list-style-type: none"> • your reasons for applying to the Teacher Licensure program • how your 20 hours working with youth supports your decision to apply to the Teacher Licensure program. 		
Praxis Core Academic Skills Exam scores	Reading: 156 Writing: 160 Math: 150	or The 3 scores must add up to 466 with no single score more than 7 points below passing	<ul style="list-style-type: none"> • Register at ets.org • Test codes: Reading (5713), Writing (5723), Math (5733) • When registering select NDSU as a score recipient
20 hours experience working with youth	Required forms: <ul style="list-style-type: none"> • Clinical experience verification – Student • Clinical experience verification – Supervisor 		<ul style="list-style-type: none"> • Hours must be completed within the last 24 months • Must be completed with youth of ages you'll be licensed to teach
Letters of recommendation			<ul style="list-style-type: none"> • Form will be emailed to recommender
Transcripts			<ul style="list-style-type: none"> • Must submit official transcripts from each institution attended
Content Area Courses			<ul style="list-style-type: none"> • Your advisor (or a content expert) will review your transcripts to determine if additional content coursework is needed to meet ND ESPB licensing requirements.
Deadlines	<ul style="list-style-type: none"> • March 15 (summer/fall admittance) • October 15 (spring admittance) 		

Alternative Routes to Initial Licensure

NDSU offers alternative routes to licensure through the following programs.

GPIDEA: Family and Consumer Sciences Education

This program is designed for individuals who have a bachelor's degree in a family and consumer sciences related area and are seeking initial certification/licensure in family and consumer sciences. A minimum of 39 graduate credits in Education are required, as well as content courses to meet state licensure requirements. The program includes 2 credit hours of practicum and 9 credit hours of student teaching (depending on state licensure requirements). In addition to NDSU, the following institutions participate in the program: Oklahoma State University, Central Washington University, South Dakota State University, Texas Tech University and University of Nebraska-Lincoln. Students may be admitted to the program at any one of the participating universities. 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. For more information on this program, contact Dr. Mari Borr at mari.borr@ndsu.edu and visit [GPIDEA Family and Consumer Sciences Education](#).

DSU/NDSU Collaborative Agriculture Initial Licensure Program

Candidates will follow a strict plan of study that involves diversified coursework in core agriculture Collaborative Degree content classes, as well as education courses. Candidates apply to the DSU/NDSU Ag Education program during the spring of their junior year. Candidates will be expected to meet with faculty at both universities for advising appointments. Upon completion of their undergraduate degrees, NDSU faculty will assume the role of advisor to the students.

After admission to the program, candidates will continue to take undergraduate agriculture courses at DSU and begin taking 600 level education courses via distance from NDSU. Candidates will be expected to complete their undergraduate degree requirements by the end of their 4th year. Their 5th year would be entirely dedicated to 600 level coursework in preparation for student teaching during the spring of their 5th year. In order to remain in the program, candidates' GPA must remain above 3.00. For more information on this program, contact Dr. Adam Marx at adam.marx@ndsu.edu

NDSU Teacher Education

Teacher Education Directory

Teacher Education is made up of core faculty, associate faculty, and support staff. All work together to deliver the program. The directory below lists names, contact information and roles within Teacher Education. Use this as a resource when you have a question about anything Teacher Education!

<i>Name</i>	<i>Specialty</i>	<i>Office</i>	<i>Phone</i>	<i>Email</i>
Dr. Baggett	Social Sciences History	422R Minard	231.8299	Ashley.baggett@ndsu.edu
Dr. Borr	Family & Consumer Sciences	155F EML	231.7968	Mari.borr@ndsu.edu
Dr. Hoffman	Licensure	216D FLC	231.7127	Jeanette.hoffman@ndsu.edu
Dr. Linker	Physical Education	1E BBFH	231.8676	Jenny.linker@ndsu.edu
Dr. Marx	Agricultural Education	155C EML	231.7439	adam.marx@ndsu.edu
Dr. Moe	Music	117B Music Ed	231.6165	Charlette.moe@ndsu.edu
Dr. Napoleon	Social Sciences	155D EML	231.7684	Larry.napoleon@ndsu.edu
Dr. Nyachwaya	Sciences	155B EML	231.8538	James.nyachwaya@ndsu.edu
Dr. Olfert	Music	227 Music Ed	231.7266	Warren.olfert@ndsu.edu
Dr. O'Shea	Social Emotional Learning/ Reading Instruction Practices	155L EML	231.1882	Amber.oshea@ndsu.edu
Dr. Overton	Director of Clinical Experiences	155E EML	231.7203	Kimberly.overton@ndsu.edu
Mr. Pieterick	Health	1H BBFH	231.9613	Justin.pieterick@ndsu.edu
Ms. Pull	English	6 Library	231.7928	Mary.pull@ndsu.edu
Dr. Salajan	Comparative and International Education	210A FLC	231.5674	Florin.salajan@ndsu.edu
Dr. Shume	Sciences	155H EML	231.8748	Teresa.shume@ndsu.edu
Mr. Syvertson	Art	Renaissance Hall	231.8360	eric.j.syvertson@ndsu.edu
Dr. Thiel	Agricultural Education	155K EML	231.5839	Brooke.thiel@ndsu.edu
Dr. Wageman	Languages	155G EML	231.7108	Justin.wageman@ndsu.edu
Dr. Weber	Music	218 Music Ed	231.8497	m.weber@ndsu.edu
Marie Champagne	Class permissions	155 EML	231.7101	Marie.champagne@ndsu.edu

NDSU Teacher Education

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Health Education and Physical Education

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Health Education and Physical Education

Location: Bentson-Bunker Fieldhouse 1 (Lower-Level; Southwest Corner)

Websites:

[Health, Nutrition and Exercise Sciences Department](#)

[Health Education](#)

[Physical Education](#)

Blackboard Site: Blackboard > Community > Health/Physical Education Majors

Mission

The mission of both the Health Education and Physical Education Programs is to develop professionals who are critical thinkers, creative planners, effective practitioners and advocates for the field and professions.

Program Goal

The goal of both the Health Education and Physical Education Programs is to provide opportunities for each candidate to develop and demonstrate the essential knowledge, skills, and dispositions appropriate to their field of specialization. The HE/PE faculty and advisors are committed to fostering caring and trusting relationships between and among faculty, advisors, and students in order to achieve this goal and enhance the overall student-experience.

Faculty

<i>Name</i>	<i>Specialty</i>	<i>Office</i>	<i>Phone</i>	<i>Email</i>
Dr. Jenny Linker	Program Coordinator PE Methods	1 BBFH	231.8676	jenny.linker@ndsu.edu
Dr. Joe Deutsch	PE Methods		231.5687	joe.deutsch@ndsu.edu
Dr. Brandon Foye	PE Methods/Coaching	1 BBFH	231.6338	brandon.foye@ndsu.edu
Mr. Justin Pieterick	HE/PE Methods	1 BBFH	231.9613	justin.pieterick@ndsu.edu
Dr. Strand	PE Methods/Coaching		231.9718	bradford.strand@ndsu.edu
Mr. Robert Dirk	HSE Student Advisor		231.9848	robert.a.dirk@ndsu.edu

Curriculum and Admission

Curriculum

The physical education curriculum includes two options: 1) Teacher Licensure and 2) Coaching and Physical Activity Leadership (CPAL). Coursework and requirements are listed below. The Health Education option includes only teacher licensure.

Admission

Admission to the Teacher Licensure option in PE or the HE program will follow the SOE Teacher Education Application processes described earlier in this handbook (followed by all teacher licensure content areas). Admission into the PE CPAL option requires a cumulative GPA of 2.75 and a grade of “B” or better in HNES 255. Students with a minimum GPA of 2.5 may be admitted on “Conditional Status” and may continue to take coursework. Students must earn a minimum semester GPA of 2.75 when on Conditional Status.” If a 2.75 semester GPA is not earned while on “Conditional Status,” the candidate will be referred to the SRC and may be removed from the program.

Sequencing of Courses

Students should work with their advisor to develop a plan for degree completion. Current curriculum guides and suggested [four-year plans](#) for each major as well as the double-major (HE and PE), can be found via NDSU's Office of Registration and Records.

Transfer Students

It is required that transfer students meet with an HE/PE academic advisor to discuss appropriate sequencing of courses. Without proper sequencing, additional time may be needed to complete the major. To make the program as effective as possible, transfer students will work closely with their advisor to establish an appropriate plan of study.

Unmet Prerequisites

If you have not completed the prerequisite for a particular course, you may write a letter to the HE/PE Program Coordinator ([Dr. Jenny Linker](#)) requesting admission into said course.

The **letter** should include the following items:

- Introduction (background information, transfer details, previous majors, GPA)
- Statement of request and reason for making the request
- Semester by semester plan to complete the program's course requirements
- Conclusion

Program Expectations

All pre-health and pre-physical education program majors will abide by the HE/PE expectations outlined below as well as those set forth in the Teacher Education handbook above.

In-Class Assignments/Teaching

When planning lessons/practices, you may find activities on the Internet, in textbooks, from class, or in the field. It is great to use these activities (no need to reinvent the wheel); however, please give credit where credit is due. Also, throughout your course work, you will see many activities demonstrated. In order for everyone in the class to get the most out of their education, please do not duplicate any activities that you have already seen demonstrated in class unless there are **MAJOR** modifications. If you are questioning a possible duplication of an activity, please see your instructor before you continue!

Professional Dress

The candidate's appearance and hygiene should exemplify their intent to become a future professional. Most importantly, if the pre-professional is completing their course requirements off campus, they should know and follow the rules/guidelines of the setting (e.g., field experience). Attire worn to class as well as belongings (backpacks, notebooks, water bottles, etc.) must be free of tobacco, drug, and/or alcohol references.

Candidates will have numerous opportunities to teach their peers, K-12 students, and other community members throughout the program. It is expected that you are professionally dressed when you are teaching/coaching, assisting with a lesson/practice, or completing an observation within a field experience setting. A polo, quarter-zip/pull-over, or button-down shirt with khakis (shorts or pants), cargo (shorts or pants) or slacks are preferred. Joggers and wind pants are also appropriate when teaching physically active lessons/practice sessions. Candidates should avoid jeans, sweatpants, hooded sweatshirts, t-shirts, leggings/yoga pants and hats (unless teaching outside during colder months). Candidates should also ensure that clothing is free from holes and stains and is not revealing (half-shirts, tank tops, muscle shirts, or too tight). Footwear should be appropriate for the level of activity. If candidates find it difficult to meet this expectation due to the burden of cost, they should speak to their instructor or the program coordinator.

Program Overview and Requirements - Teacher Licensure (PE/HE)

Required Courses and Grades		
Physical Education (K-12)	Health Education (7-12)	Notes
HDFS 230** or Psych 250**	PSYC 210**	* must earn a grade of “B” or higher in these courses.
HNES 110*	PSYC 212**	
HNES 154*	HNES 110*	**Considered core course for progression only; students must earn a grade of a “C” or higher.
HNES 211*	HNES 217*	
HNES 217*	HNES 200* or HNES 250**	
HNES 254*	HNES 341*	
HNES 255*	HNES 345*	
HNES 256*	EDUC 481 HE**	# Students may earn a “C” in only one of these three courses.
HNES 301*#		
HNES 336*#		
HNES 350*		
HNES 353*		
HNES 367*#		
HNES 461*		
EDUC 451 PE*		
EDUC 481 PE**		

Program Overview and Requirements - Coaching and Physical Activity Leadership (CPAL)

Required Courses and Grades		
Required Courses	Program Electives (Choose Four)	Notes
HDFS 230 or Psych 250	COMM 114	* must earn a grade of “B” or higher in this course.
HDFS 330	COMM 212	
HDFS 340	EDUC 322	A GPA of 2.75 or better is required to exit from the program. Courses taken <i>Pass/Fail</i> will not be used to satisfy any requirements other than total credits.
HNES 100, 111, or 217	EDUC 451	
HNES 110	EDUC 489	
HNES 190	HDFS 341	
HNES 211	HNES 303	
HNES 226	HNES 304	
HNES 250	HNES 323	
HNES 255	HNES 353	
HNES 301	HNES 414	
HNES 336	HNES 473	
HNES 349	SOC 214	
HNES 367	SOC 235	
HNES 388		
HNES 426		
HNES 431		
HNES 436		
HNES 485		
PSYC 111		
PSYC 340		

Professional Disposition

Throughout the program it is important to understand and exemplify a professional disposition that includes valuing learning and acquiring knowledge, diversity, collaboration, professionalism, and integrity. HE/PE faculty will encourage and foster these values throughout the health and physical education programs. The following rubric describes the levels of expectation in each of these areas (modified from Wayda, V. & Lund, J. (2005) Assessing dispositions. *JOPERD*. 76, 34-41).

HE/PE Professional Disposition Rubric

Values Learning and Knowledge			
In-Class Participation			
Unsatisfactory	Partially Proficient	Proficient	Advanced
Inattentive in class. May fall asleep, text, or attend to other materials not related to class. Rarely participates in class discussions. May distract others in the class with behaviors or talking.	Is attentive to what is happening in class. Attention is focused on class-related materials and activities. Responds appropriately when called on. Does not distract others in the classroom.	Actively engaged and interested in class activities. Volunteers to respond to questions. Participates in discussions. Stays focused. Has done necessary preparation for class.	Shows initiative in class activities. Applies knowledge to other situations and makes connections with previous learning. Asks questions showing intellectual interest. Seeks to extend understanding through higher-level thinking.
Class Preparation			
Unsatisfactory	Partially Proficient	Proficient	Advanced
Work completed with little attention to quality. May be sloppy and/or contain errors. Emphasis is on getting work done rather than learning. Assignments are sometimes late or missing. Uses current knowledge rather than additional resources to complete work. Procrastinates.	Assignments completed correctly with accuracy. Work shows basic grasp of the assignment's intent. Meets assignment deadlines adequately. Makes use of resources provided to complete work.	Work is completed with attention to detail, is sequential, and is logical. Shows evidence of thoughtful analysis of the assignment. Work shows that adequate time and planning were allocated. Seeks new resources and additional information to complete work.	Work is of exceptional quality. Shows a desire to pursue the intended learning at a deep level. Work shows evidence of personal reflection and revision. Uses an array of quality resources to add to the scope and depth of project.
Seeks Support			
Does not seek assistance from instructors and advisors when academic progress is not proficient for a given period of time within a course or the program in general; does not confirm or attend meetings initiated by support individuals to discuss progress	Does not seek assistance from instructors and advisors when academic progress is not proficient for a given period of time within a course or the program in general; attends meetings initiated by support individuals to discuss progress	Seeks assistance from instructors and advisors when academic progress is not proficient for a given period of time within a course or the program in general; initiates meetings with advisor to discuss progress	Seeks assistance from instructors, advisors, and other campus supports when academic progress is not proficient for a given period of time within a course or during the program in general; initiates meetings with support individuals to discuss progress
Values Diversity			
Relationship with Others			
Unsatisfactory	Partially Proficient	Proficient	Advanced
Usually works only with those of similar ability, race, gender, sexual orientation, or ethnicity. Rarely interacts with others, especially those different than self. Main concern appears to be for self, with little concern for others. Does not listen well. Makes derogatory comments towards others.	Accepts others despite differences in ability, race, gender, sexual orientation, or ethnicity. Interacts with others in a polite, courteous, and professional manner. Shows awareness of others' needs. Listens to others and understands them.	Willingly works with others from different ability, race, gender, sexual orientation, or ethnic groups. Welcomes feedback and interaction with others. Shows genuine concern for others and their needs. Listens carefully to others and respects their views.	Actively seeks opportunity to work with those of different ability, race, gender, sexual orientation, or ethnicity. Actively seeks interaction and feedback from a variety of other people. Has compassion for others, putting their needs ahead of their own. Listens actively and values the opinions of others.

Values Collaboration			
Group Work			
Unsatisfactory	Partially Proficient	Proficient	Advanced
Puts forth minimal effort and fails to do a fair share of the work. Attendance at group meetings is uneven or absent. Shows little regard for other people or their ideas. May actually be a roadblock for getting a project completed. Does not relate well with others.	Does a fair share of the work. Accepts responsibility. Attends group meetings. Accepts ideas of others. Relates adequately with others and performs basic group responsibilities.	Contributes ideas and efforts to the group. Comes to meetings prepared and on time. Incorporates ideas of others into the group's activities. Relates well to others and promotes group success.	Promotes group goals by contributing above and beyond expectations. Comes early to help facilitate group meetings and is well prepared. Encourages the use of ideas from all. Does everything possible to ensure success for the group.
Values Professionalism			
Professional Development and Involvement			
Unsatisfactory	Partially Proficient	Proficient	Advanced
Unaware of professional organizations and/or professional publications. Shows little or no interest in professional activities or events. Attends only when mandatory. Little interest in growing professionally.	Aware of professional organizations and/or professional publications. Occasionally participates in professional activities. Sees the importance of professional growth.	References or makes use of professional organizations or publications. Willingly participates in professional activities or events. Belongs to professional organization(s). Values professional growth.	Actively involved with professional organizations. Seeks opportunities to be involved in professional activities. Takes leadership role in professional organization(s). Makes professional growth a high priority.
Respect for Site Rules, Policies, and Norms			
Unsatisfactory	Partially Proficient	Proficient	Advanced
Unaware of site rules and policies. Sometimes disregards known policies or restrictions. Wants exceptions to be made for them, or tries to get around established rules of behavior, dress, hygiene, etc.	Aware of site rules and policies. Usually follows them without being reminded by others. Accepts reminders for breaches of rules or policies, and does not attempt to circumvent them in their patterns of behavior, dress, etc.	Knows site rules and policies. Follows them consistently. Understands the purpose of regulations and respects their intent. Accepts responsibility for personally following them in their patterns of dress, behavior, etc.	Follows site rules and policies and encourages others to respect them. Shows exemplary patterns of behavior with respect to rules and policies dealing with dress, behavior, or other aspects of site operation.
Values Personal Integrity			
Emotional Control/Responsibility			
Unsatisfactory	Partially Proficient	Proficient	Advanced
Emotions not under control. May lose temper and show outbursts of anger. Is disrespectful of peers and others. Does not take personal responsibility for their emotions and behaviors. Blames others or outside circumstances for loss of emotional control.	Maintains basic control of emotions. May show emotional reaction, but does not lose temper or control. Is able to listen to the perspectives of others. Is responsible for their emotions and behaviors.	Displays steady emotional temperament, even in potentially volatile situations. Is receptive to viewpoints of others and to their suggestions. Holds self accountable for their emotions and behaviors. Displays a sense of humor and/or willingness to get along with others.	Always maintains composure regardless of circumstances. Respects the viewpoints of others and treats them with dignity even when not in agreement with them. Can be accountable and responsible for their actions.

Good Standing and Dispositional and/or Academic Concerns

Good Standing

HE/PE candidates in good standing have:

- Satisfactory dispositions (Proficient or Advanced in all categories of the *HE/PE Professional Disposition* rubric)
- A cumulative grade-point average of 2.75 or higher
- Earned required grades in all courses taken as indicated on the curriculum guide

Dispositional and/or Academic Concerns

If there are concerns about a candidate's disposition/professionalism and/or academic performance, the instructor, advisor, or program coordinator may have a *Documented Conversation* with the teacher candidate to define the concerning behavior, better understand why it is occurring, and work collaboratively with the teacher candidate to develop appropriate strategies to address it (see form template at the end of the section). A signed copy of the *Documented Conversation* will be given to the student and filed with the HE/PE Program Coordinator.

Teacher candidates with multiple or repeated *Documented Conversations* **OR** highly concerning behavior (e.g., disrespectful language towards others, cheating,) may be referred to the School of Education Teacher Education Support and Remediation Committee (SRC) (see page 2 of this handbook).

If a HE/PE teacher candidate is referred to the SRC by an Education faculty member, all HE/PE *Documented Conversations* will be forwarded to the SRC for consideration.

Additional Learning Opportunities and Professional Experiences

HE/PE candidates will have the opportunity to engage in a variety of professional development and enrichment opportunities throughout the program. These include (but are not limited to) being a member of NDSU's HE/PE Club, attending field trips, attending and presenting at conferences, and engaging in undergraduate research. Program faculty highly recommend that candidates engage in these opportunities whenever possible in order to enhance professional growth, network with other professionals, and increase marketability. Additionally, all HE/PE candidates should become members of HE/PE professional organizations (e.g., [NDSHAPE](#) , [SHAPE America](#), [NDHSCA](#))

Tutoring, coaching, and other volunteer/paid opportunities will be communicated via email through the Health and Physical Education Blackboard Community website.

NDSU School of Education

Application for Admission

Physical Education - Coaching and Physical Activity Leadership (CPAL) Option

Applicant: Please fill in and download the information below (including your digital signature). Once signed, secure your advisor's signature. Submit the application to jenny.linker@ndsu.edu. Please do not handwrite.

Application questions can be referred to your advisor.

First Name _____ Middle Initial _____ Last Name _____

Student ID _____ E-Mail Address _____

Current Mailing Address _____

City _____ State _____ Zip _____ Phone _____

Minor _____ Additional Major _____

Advisor's Name _____

To be Admitted:

- A grade of "B" or better must be earned in HNES 255
- A 2.75 cumulative GPA is required
- Students with a cumulative GPA greater than 2.5 but less than 2.75 will be admitted on "Conditional Status." Students must earn a 2.75 semester GPA or higher when on Conditional Status.
- An application may be submitted at any time of the year.

Applicant Signature _____ Advisor Signature _____

Date _____ Date _____

For Office Use Only below this line:

Cumulative GPA _____ Transfer GPA _____ Grade of "B" or Better in HNES 255 _____

Credits _____ H.P. _____ Credits: _____ H.P. _____ Status: Full Conditional

HE/PE Documented Conversation

Student Name: _____ Date: _____

Course or Program: _____

Semester: _____

Area(s) of Concern:

Understanding of Why Behavior May be Occurring:

Appropriate Strategies to Address:

Additional Comments (optional):

Student

Signature: _____ Date: _____

Student's signature indicates that the issues/concerns have been discussed. This does not necessarily indicate that the student completely agrees with the concerns brought forth.

Instructor/Advisor Program Coordinator

Name: _____ Signature: _____ Date: _____

HE/PE Program Coordinator

Name: _____ Signature: _____ Date: _____

NDSU School of Education

Application for Admission

Family and Consumer Sciences - Training and Development Pathway

Applicant: Please fill in and download the information below (including your digital signature). Once signed, email to your advisor for their signature. Advisors should then submit it to ndsuet.education@ndsuet.edu or Marie Champagne (marie.champagne@ndsuet.edu), along with your completed application materials. **Please do not hand write.**

Application questions can be referred to your advisor: Dr. Mari Borr mari.borr@ndsuet.edu

First Name _____ Middle Initial _____ Last Name _____

EMPL ID _____ E-Mail Address _____

Current Mailing Address _____

City _____ State _____ Zip _____ Phone _____

Teaching Specialty _____ Additional Major _____

Minor _____ Advisor's Name _____

Please indicate which identifier should be used on your NDSU nametag: Mr. ____ Ms. ____ Mrs. ____ or Mx. ____

_____ *Submit a draft plan of study for Training and Development Degree*

_____ *Submit Field Experience Verification form and Supervisor form*

_____ *Minimum 2.50 GPA*

_____ *Complete EDUC 322 and HCE 232*

Applicant: Your signature affirms that the above information is complete and accurate and that you understand the statement above.

Applicant Signature _____ Advisor Signature _____

Date _____ Date _____

For Office Use Only below this line:

Cumulative GPA _____ Transfer GPA _____ Education GPA _____ Youth Hours _____

Credits _____ H.P. _____ Credits _____ H.P. _____ Credits _____ H.P. _____

School of Education
 North Dakota State University
 Family and Consumer Sciences Training and Development Pathway
 Field Experience Verification form

A requirement for admission to School of education is to successfully complete **a minimum of 20 hours of experience working with children, youth or adults**, either as a volunteer in a school, Extension programming, youth programming, or other formal or non-formal programming. If hours were completed under the supervision of another higher education institution, provide documentation of those hours.

It is the responsibility of the student to complete this form. The supervising person at each field experience site must complete an evaluation form to be turned in with application materials. This form must be included with all other application materials.

Directions: Please fill in and download the information below about each field experience in which you participated. Please do not hand write. Add extra pages if necessary.

Email to either Marie Champagne (marie.champagne@ndsu.edu) or Jeanette Hoffman (jeanette.hoffman@ndsu.edu).

Name _____

Location Description of Participants	Hours in field	Dates in field	Supervisor (include name, address and phone number)	Description of field experience

School of Education
 North Dakota State University
 Family and Consumer Sciences Training and Development Pathway
 Field Experience Verification form

Program candidate _____ Date _____

Form completed by _____ Title _____

Description of student's position _____

Dates of field experience _____

The Teacher Education program at North Dakota State University requires students to participate in field experiences working with children, youth or other audiences in educational settings. This instrument is intended to document that participation and identify strengths/needs for improvement of the candidate. Please fill in and download the information below (including your digital signature). Please do not hand write. Submit either electronically to: nds.education@nds.edu or by mail. **Mail to: Jeanette Hoffman – Certification Officer, PO Box 6050, Dept. 2625, Fargo ND 58108-6050**

Directions: Circle the number located to the right of each statement that best describes the candidate based on your experience working with the student in the field experience.

Key: 3 = exceeds expectations
 2 = meets expectations
 1 = needs development
 0 = unable to judge

To what degree has the candidate demonstrated the following behaviors?	3	2	1	0
1. Related and interacted well with learners.	3	2	1	0
2. Dressed appropriately and neatly.	3	2	1	0
3. Exhibited professional behaviors, i.e. punctual, responsible, and use of appropriate language.	3	2	1	0
4. Able to communicate (written, oral, non-verbal communication)	3	2	1	0
5. Exhibited enthusiasm for working with learners and teaching.	3	2	1	0
6. Interacts well with colleagues/others.	3	2	1	0
7. Reliable/dependable.	3	2	1	0
8. Receptive and responded well to feedback/supervision.	3	2	1	0
9. Showed an interest in the experience.	3	2	1	0
10. Demonstrated professional ethics and demeanor.	3	2	1	0
11. How do you rate this candidate as a prospective educator?	3	2	1	0
12. What is your professional opinion regarding the candidate?				

- ___ The candidate shows the ability to be an educator.
- ___ Undecided. Insufficient information of the candidate to form an opinion.
- ___ I have some reservations/concerns about the candidate, and recommend close monitoring of student's progress. (Describe your concerns)

Provide additional comments/suggestions on the back of this form.

Signature

Date