

# North Dakota State University

## Teacher Education Graduate Programs Manual 2022-23

School of Education  
College of Human Sciences and Education

# Introduction

Welcome to the School of Education's master's degree program in Teacher Education. Our program is designed to be flexible enough to meet the unique career requirements of each candidate, while requiring a core curriculum necessary for the development of master educators. The program is designed with the working professional in mind; Teacher Education program coursework is offered through a distance delivery format and outside of K-12 school day hours, making the program accessible to practicing educators. We also welcome candidates who wish to study pedagogy but do not have a K-12 background and plan to teach in community or higher education.

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

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

- Agricultural Education
- Curriculum and Instruction
- English Education
- Extension Education
- Family and Consumer Sciences Education
- History Education
- Mathematics Education
- Music Education
- Science Education
- Social Science Education
- Whole Child Approaches: aligned to Whole School, Whole Community, Whole Child (WSCC) model (*approval pending*)

## Program Outcomes

Our program is aligned with the Five Core Propositions of the [National Board of Professional Teaching Standards](#):

**Proposition #1:** Teachers are committed to students and their learning

**Proposition #2:** Teachers know the subjects they teach and how to teach those subjects to students

**Proposition #3:** Teachers are responsible for managing and monitoring student learning

**Proposition #4:** Teachers think systematically about their practice and learn from experience

**Proposition #5:** Teachers are members of learning communities

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

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

# Admission Policies

Admission to the Teacher Education master's program is a selective process intended to identify applicants who are outstanding. Applications are evaluated by faculty of the Teacher Education program. Application materials are due March 15 for summer and fall admittance and October 15 for spring admittance. Materials submitted after these deadlines may still be processed, but enrollment may not be possible, depending on course availability.

## Admission Requirements

The following minimum qualifications listed below are required of all students seeking an advanced degree. The application system can be accessed from the [Graduate School](#).

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

<i>Component</i>	<i>Requirement</i>	<i>Comments</i>
Statement of Experiences and goals  <i>(Whole Child Option, see below)</i>	Compose a 3-4 page, double-spaced essay that uses the Five Core Propositions of the NBPTS as the framework. <ul style="list-style-type: none"> <li>• Explicitly connect your experiences and career goals to the Five Core Propositions</li> <li>• Explain how NDSU's Teacher Education program will help you achieve your career goals</li> </ul>	<ul style="list-style-type: none"> <li>• The essay should demonstrate graduate level writing quality</li> </ul>
Transcripts		<ul style="list-style-type: none"> <li>• Official transcripts must verify all undergraduate coursework and degrees earned from accredited institutions.</li> </ul>
Post-secondary GPA	Must meet one of the following conditions: <ul style="list-style-type: none"> <li>• Cumulative GPA is 3.0 or higher (4.0 scale)</li> <li>• GPA for the final 30 semester credits of graded undergraduate coursework is 3.25 or higher</li> <li>• GPA for 9 semester credits of graduate coursework must be 3.0 or higher</li> </ul>	
Letters of recommendation	Contact information for three individuals	Individuals will be asked provide letters of recommendation concerning your academic ability and proficiency in areas such as: <ul style="list-style-type: none"> <li>• promise as a graduate student</li> <li>• promise as a scholar</li> <li>• promise as a practicing professional</li> </ul>
Statement of Experiences and goals	Compose a 3-4 page, double-spaced essay that uses the <a href="#">Whole School, Whole</a>	<ul style="list-style-type: none"> <li>• The essay should demonstrate graduate level writing quality</li> </ul>

<i>Component</i>	<i>Requirement</i>	<i>Comments</i>
<i>Whole Child Option</i>	<p><a href="#">Community, Whole Child components</a> as the framework.</p> <ul style="list-style-type: none"> <li>● Explicitly connect your experiences and career goals to the Components</li> <li>● Explain how NDSU's Teacher Education master's program with a focus in Whole Child Approaches will help you achieve your career goals</li> </ul>	
Applicants whose first language is not English	<p>Must demonstrate English language proficiency by one of three means (<a href="#">list of countries exempt from this requirement</a>)</p> <ul style="list-style-type: none"> <li>● TOEFL score of 570</li> <li>● CBTOEF score of 230</li> <li>● IELTS score of 6.5</li> </ul>	<ul style="list-style-type: none"> <li>● The test date must be within two years of the date of the application to the master's program</li> </ul>
Deadlines	<ul style="list-style-type: none"> <li>● March 15 (summer/fall admittance)</li> <li>● October 15 (spring admittance)</li> </ul>	<p>Note: The School of Education reserves the right to obtain additional information about the applicant's professional competence from qualified professionals.</p>

### **Code of Student Conduct**

North Dakota State University students have an opportunity to gain the most from their education when every member of the NDSU community takes responsibility to observe and help maintain a code of personal conduct that contributes to the education effectiveness of the University. The Code of Student Conduct is derived from three core values that support an educationally purposeful environment:

- Respect for the NDSU community
- Respect for the protection and rights of others
- Respect for individuals in the conduct resolution process

The intent of this [Code](#) is to foster educational development of personal accountability and commitment to the community.

### **Continuation in the Teacher Education program**

*Continuation in the program is based upon consistently acceptable performance.*

You are responsible for maintaining satisfactory academic standing and progress towards your degree. All graduate students must maintain a minimum cumulative 3.00 GPA.

### **Exit (graduation) from the Teacher Education program**

To exit the program, candidates must:

- Successfully complete all coursework
- Demonstrate proficiency in all NBPTS Core Propositions or WSCC Model Components
- Successfully defend the research project or final practicum.

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

In addition to successful completion of all course work, candidates must demonstrate *proficiency in each of the five NBPTS Propositions* (as articulated in the program outcomes) before they are eligible for graduation. Candidates will give a formal presentation to their committee during the semester of program completion. It is the candidate's responsibility to determine what qualifies as evidence for each of the outcomes and to document growth in each of those areas.

Candidates must complete a *final project*, either action research, practicum or thesis. The final project must be approved by the candidate's committee prior to initiation of the project. The committee will work with the candidate to determine the requirements of the project and the criteria for successful completion through a proposal process. An oral presentation of the action research report, practicum or thesis, a defense of the project, and a discussion of the candidate's mastery of the Five Core Propositions or WSCC Components is required. For additional information about the proposal and project, see [Degree Options](#) of this manual.

# Program of Study

Upon admission to the Teacher Education graduate program, each candidate will meet with an assigned advisor to identify additional faculty members for the formation of a committee. After the committee has been formed, the candidate and advisor will design a program of study. Each program of study must include 33-36 credits in three areas: core education courses, a statistics course, elective courses, and a final project (action research or thesis). Exact course requirements are determined by a candidate's committee and degree option; however, each degree requires a final project, either an action research project, practicum or thesis.

All programs except the Whole Child Option are based on the [NBPTS Five Core Propositions](#). Each of the four core courses addresses one of the propositions, with proposition #5 (Learning Communities) interwoven throughout the program.

## Course Descriptions

### *Core Courses*

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

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

#### EDUC 751: Students and Their Learning (3 credits)

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

#### EDU 752: Curriculum Design and Delivery (3 credits)

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

#### EDUC 753: Managing and Monitoring Learning (3 credits)

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

### *General Elective Courses*

In addition to the four core courses, a candidate's program of study will include 18 credits of elective courses. These courses are selected by the candidate and approved by the committee. Depending on the degree, candidates may choose either content specific or education courses. If deemed appropriate, a committee may accept other courses. Courses that may be relevant to individual career goals are listed in the [University Bulletin](#) (Note: All course work to be applied to a candidate's program of study must have committee approval)

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. *Please note that this class requires 10 hours in the field.*

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

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

EDUC 710: Philosophy of Education (2 credits)

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

EDUC 712: Social, Cultural and Political Dimensions of Schools (3 credits)

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

EDUC 714: History of American Education (2 credits)

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

EDUC 722: Instructional Systems, Media, Materials (2 credits)

Preparation of instructional systems in support of a variety of teaching techniques and alternative media approaches.

EDUC 724: Advanced Educational Psychology (3 credits)

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

EDUC 732: Curriculum, Instruction, and Learning Theory (3 credits)

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

EDUC 790: Family and Community Engagement (3 credits)

Provides an introduction to the Whole School, Whole Community, Whole Child model with a primary focus on fostering family and community engagement.

EDUC 790: Academic Social and Emotional School Climates (3 credits)

Key components of trauma in schools. This includes brain development and the context of complex social conditions such as poverty, instability, and fear.

EDUC 851 Adult Learning (3 credits)

Contextual influences and theoretical perspectives specific to adult learning. Theories of adult growth and development. Physical and cognitive changes throughout adulthood and other factors that have implications for the learning and teaching of adults.

H&CE 743: Experiential and Learner Centered Instruction (3 credits)

Theory and practice in facilitating learning from experiences in formal and non-formal settings. Special focus is given to experiential learning in classroom/laboratory settings/non-formal settings, guided



inquiry, internships/externships/work-based learning, service learning, project-based learning, problem-based learning, and outdoor/adventure learning.

*Statistics Elective Courses*

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

EDUC 702 Statistics in Educational Research (3 credits)

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

STATS 725 Applied Statistics (3 credits)


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

# Committee Structure and Function

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

Faculty members within the Teacher Education program will serve as content area members for the tracks of *Curriculum and Instruction*, *Agriculture Education*, *Extension Education* and *Family and Consumer Science Education and Whole Child Option*. A third member will be selected by the candidate and advisor. The third member could be either a faculty member from outside the candidate's program or a qualified off-campus expert in the field. If this committee member is not a full or affiliate member of the graduate faculty, the approval of the Dean of the Graduate School is required. Approval by the Dean requires a memo from the program/department head explaining the qualifications of the person to be on the committee and the person's curriculum vitae.

Changes to the committee may be made with the [Request for Change](#) form, later as advisable and necessary, but must be approved by the student, advisor, the program/department head and the graduate Dean.



Teacher Education offers two degree options, each with a different type of final project. Candidates who choose the MEd degree option will complete an action research project, whereas candidates who choose the MS degree option will complete a thesis.

**Action Research Option (requires enrollment in EDUC 794)**

The action research option focuses on improving professional practice and allows the candidate to find a solution to a classroom issue or to seek to understand his or her practice better. This option requires candidates to meet with committee members to determine the focus and scope of a relevant research study. The candidate must submit a formal proposal for approval by the committee before beginning the project. Candidates must obtain approval from the [Institutional Research Board](#) (IRB), conduct the study in a classroom environment and write a research report.

The final report should include the following sections:

1. Introduction
  - a. Significance
  - b. Statement of the Problem
  - c. Research Question(s)
2. Literature Review
3. Methodology
4. Results
5. Conclusions
6. References
7. Appendix

At least two weeks prior to the *final defense* meeting, candidates must file the [Notification of Scheduled Examination](#) form with the Graduate School. If the Notification of Scheduled Examination is not submitted at least two weeks prior to the exam, *the exam cannot move forward*. Exams conducted without filing the notification will be considered invalid and must be rescheduled and retaken.

The final report in a near final form should be given to the committee members no fewer than seven (7) days prior to the examination. If this 7-day stipulation cannot be met, the candidate must either secure the concurrence of all committee members or reschedule the examination.

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

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

At the conclusion of the examination, the committee shall record, in writing, approval or disapproval. The [Report of Final Exam](#) must be filed with the Graduate School within 14 days of the exam.

### **Practicum Option (requires enrollment in EDUC 794)**

#### *Whole Child Approaches*

This option requires a practicum experience with a portfolio/capstone requirement that is WSCC competency based. Potential projects may be:

- integrating WSCC components into existing curriculum (or creating a logic model or something)
- creating parent communication for classroom/school around components (more than just newsletter/website post, etc)
- leading school-wide MTSS/wellness committee
- creating a program for students around one (more) component(s)
- investigate a problem of practice related to WSCC
- creating/incorporating employee wellness program

**Do we have any guidelines/info for other programs of study (C&I, etc) that could be inserted here?**

### **Thesis Option (requires enrollment in EDUC 798)**

For the thesis option, candidates must identify the problem or topic they plan to study, obtain approval from the [Institutional Research Board](#) (IRB), conduct research based on their problem or topic. This option requires a candidate to submit a formal proposal for approval by the committee before beginning the project. The proposal must include a detailed plan and focused literature review.

The final report should include the following sections:

1. Introduction
  - a. Significance
  - b. Statement of the Problem
  - c. Research Question(s)
2. Need of the Research
3. Literature Review
4. Scope and Study and Limitations
5. Methodology
6. Data Collection and Analysis
7. Summary and Conclusion
8. Scope for Further Research
9. References
10. Appendix

At least two weeks prior to the *final defense* meeting, candidates must file the [Notification of Scheduled Examination](#) form with the Graduate School. If the Notification of Scheduled Examination is not submitted at least two weeks prior to the exam, *the exam cannot move forward*. Exams conducted without filing the notification will be considered invalid and must be rescheduled and retaken.

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- Determination by the committee of pass or fail

At the conclusion of the examination, the committee shall record, in writing, approval or disapproval. The [Report of Final Exam](#) must be filed with the Graduate School within 14 days of the exam.

# Research Timeline

The following checklist provides a suggested timeline for completing your research project. This timeline should be discussed with your advisor and any changes/enhancements made as is appropriate.

## Phase One: Pre-proposal

Identify an issue that needs addressing in your classroom.

- Maintain a journal record of your classroom interactions; identify one issue to address in your study.
- Compose a description of the issue/problem (problem statement).
- Draft your research questions.
- Define and explore the issue by conducting a thorough review of relevant literature.
- Revisit your problem statement and research questions, and revise as needed.
- Determine the methodology that will best answer your questions.

## Phase Two: Proposal

Draft a formal proposal and submit to your advisor.

- Work with your advisor to revise as necessary.
- After your proposal is approved by your advisor, schedule a meeting with your committee members. Submit your proposal to them 7-10 days before the meeting.
- Revise your proposal according to your committee members' suggestions.
- You **MUST** secure [IRB](#) approval for your study **BEFORE** you begin the research phase of the study.

## Phase Three: Research

Conduct your research, maintaining your research journal. Consult with your advisor during the data analysis phase.

## Phase Four: Defense

Write your final report by revising your proposal and adding your results and conclusions.

- Submit your paper to your advisor and revise accordingly.
- Schedule a meeting with your committee to defend your research. Submit your paper to them 7-10 days before the meeting.
- At least two weeks prior to the *final defense* meeting, file the [Notification of Scheduled Examination](#) form with the Graduate School.
- After your defense, revise your paper to incorporate the suggestions made by your committee members.
- Schedule an appointment with the [Center for Writers](#) to polish your writing and refer to the Graduate School [Guidelines for the Preparation of Dissertations, Theses, and Papers](#) for formatting requirements.
- Submit the revised draft to your advisor for final approval.
- Follow the [Pathway to Degree Completion](#) for submission of your paper to the Graduate School. Read and follow the instructions very carefully.

NDSU off  
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# NDSU Services

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[One Stop](#) provides a variety of services, including financial aid, scholarships, tuition, bill payments, registration, and student records maintenance in a convenient, online location, as well as an on-campus location in the Memorial Union where helpful, full-time staff are available to assist students in person, by phone, or by email. 701.231.6200 or [ndsu.onestop@ndsu.edu](mailto:ndsu.onestop@ndsu.edu)

[NDSU Libraries](#) serve the information needs of NDSU students, faculty, and staff. Librarians are available to provide services for specific academic disciplines. Find the Subject Librarian for your department by calling the Reference Desk at 701.231.8886.

[NDSU Bookstore's](#) primary mission is to enhance the educational mission of the University Community with services, books, supplies and other related materials. 701.231.7761

[IT Help Desk](#) is your first stop for help. 701.231.8685 (option 1) or [ndsu.helpdesk@ndsu.edu](mailto:ndsu.helpdesk@ndsu.edu)

[Disability Services](#)' mission is to collaborate with the NDSU community to facilitate equal access in academic pursuits, promote self-advocacy, and foster inclusion for students with disabilities. 701.231.8463 or [ndsu.disability.services@ndsu.edu](mailto:ndsu.disability.services@ndsu.edu)

[Center for Writers](#) provides free writing support to NDSU students, faculty, and staff. A key component of our work is assisting writers in one-on-one sessions. 701.231.7927 or [ndsu.crw@ndsu.edu](mailto:ndsu.crw@ndsu.edu)

# Teacher Education Directory

Teacher Education is made up of core faculty, associate faculty, and support staff. All work together to deliver the program. For more information about the graduate program, prospective applicants may contact any of the core faculty\* in the School of Education. 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	Program Coordinator, Social Sciences, History	422 Minard	231.8299	<a href="mailto:Ashley.baggett@ndsu.edu">Ashley.baggett@ndsu.edu</a>
Dr. Borr*	Family & Consumer Sciences	155F EML	231.7968	<a href="mailto:Mari.borr@ndsu.edu">Mari.borr@ndsu.edu</a>
Dr. Hoffman*		216D FLC	231.7127	<a href="mailto:Jeanette.hoffman@ndsu.edu">Jeanette.hoffman@ndsu.edu</a>
Dr. Linker	Physical Education	1E BBFH	231.9613	<a href="mailto:Jenny.linker@ndsu.edu">Jenny.linker@ndsu.edu</a>
Dr. Marx*	Agricultural Education	155C EML	231.7439	<a href="mailto:adam.marx@ndsu.edu">adam.marx@ndsu.edu</a>
Dr. Moe	Music	117B Music Ed	231.6165	<a href="mailto:Charlette.moe@ndsu.edu">Charlette.moe@ndsu.edu</a>
Dr. Napoleon*	Social Sciences	155D EML	231.7684	<a href="mailto:Larry.napoleon@ndsu.edu">Larry.napoleon@ndsu.edu</a>
Dr. Nyachwaya*	Sciences	155B EML	231.8538	<a href="mailto:James.nyachwaya@ndsu.edu">James.nyachwaya@ndsu.edu</a>
Dr. Olfert	Music	227 Music Ed	231.7266	<a href="mailto:Warren.olfert@ndsu.edu">Warren.olfert@ndsu.edu</a>
Dr. O'Shea*		155L EML	231.	<a href="mailto:Amber.oshea@ndsu.edu">Amber.oshea@ndsu.edu</a>
Dr. Overton*	Director of Clinical Experiences	155E EML	231.7203	<a href="mailto:Kimberly.overton@ndsu.edu">Kimberly.overton@ndsu.edu</a>
Dr. Salajan*		210A FLC	231.5674	<a href="mailto:Florin.salajan@ndsu.edu">Florin.salajan@ndsu.edu</a>
Dr. Shume*	Sciences	155H EML	231.8748	<a href="mailto:Teresa.shume@ndsu.edu">Teresa.shume@ndsu.edu</a>
Dr. Thiel*	Agricultural Education	155I EML	231.5839	<a href="mailto:Brooke.thiel@ndsu.edu">Brooke.thiel@ndsu.edu</a>
Dr. Wageman*	Languages	155K EML	231.7108	<a href="mailto:Justin.wageman@ndsu.edu">Justin.wageman@ndsu.edu</a>
Dr. Weber	Music	218 Music Ed	231.8497	<a href="mailto:m.weber@ndsu.edu">m.weber@ndsu.edu</a>
Marie Champagne	Class permissions	155b EML	231.7101	<a href="mailto:Marie.champagne@ndsu.edu">Marie.champagne@ndsu.edu</a>