

# Teaching and Learning (T&L)

<http://www.und.edu/dept/tl/>

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Licensing requirements for teachers are impacted by changes at the federal and state level. The following program descriptions are subject to change as new rules and regulations are implemented. It is imperative that all prospective and admitted students to teacher education maintain close and regular contact with their faculty advisors in order to ensure efficient progress toward their degrees.

The University of North Dakota has offered teacher education programs since its founding in 1883. The Department of Teaching and Learning is a comprehensive, accredited, undergraduate and graduate department of education. It supports a broad view of education and seeks to serve preservice and inservice teachers and other education personnel with intensive, intellectually challenging, integrated study.

The Department strives to model the kind of educational environment it is promoting in early childhood settings, elementary schools, middle schools and secondary schools. Students are encouraged to assume initiative and independence in their learning while developing personal and professional commitments and competence. To help meet this expectation, programs in the Department provide for personalized learning. The Department is particularly committed to active community participation in the formation of goals and policy at all levels of education, including Native American communities in their efforts to improve education and to classroom teachers committed to continuing their personal and professional learning.

Teacher education programs at the University of North Dakota are approved by the State of North Dakota Education Standards and Practice Board (ESPB) and accredited by the National Council for the Accreditation of Teacher Education (NCATE) and are in compliance with Title II, Higher Education Act reporting procedures. The University is accredited by the North Central Association.

## Degree Programs

The Department offers degree programs at the undergraduate level in the preparation of early childhood, elementary, middle and secondary school teachers. Students studying elementary education are also able to pursue specialized study resulting in a double major in early childhood education or middle level education. Candidates interested in teaching at the secondary level pursue concentrated studies in the disciplines in which they desire to teach in addition to the professional education sequence leading to licensure. The Bachelor of Science in Education or the Bachelor of Science in Arts are all degree options, depending upon the field of study. At the present time, the following licensure areas are available:

Biology  
Chemistry  
English  
Fisheries and Wildlife Biology  
French  
Geography  
Geology/Earth Science  
German  
History  
Mathematics  
Physics  
Science  
Social Studies  
Spanish  
Visual Arts

The appropriate sequences of courses and experiences for these majors are outlined under the specific departments offering the majors. Kindergarten through grade 12 majors are also available in music and physical education.

All teacher licensure programs require program admission. Please refer to the College of Education and Human Development (<http://catalog.und.edu/archives/2013-2014/educationandhumandevlopment>) website for information regarding admission to teacher education, graduation and teacher licensure requirements, and other requirements of teacher education students.

## Student Teaching Requirements

Acceptance for student teaching requires that candidates in all majors, which include Early Childhood Education, Elementary Education, and in Middle Level Education have a minimum cumulative GPA of 3.0 in Teaching and Learning coursework, satisfactorily complete a field experience, present a minimum overall GPA of 2.75 based on at least 76 credit hours of work, and are recommended by the faculty in their area(s) of student teaching.

Admission to student teaching in Secondary Education and K-12 programs (Art, Music, and Physical Education) requires that the candidates have completed or are enrolled in all courses of the major and the professional education programs, have an overall GPA of at least 2.75, have a minimum GPA of 2.75 in the content major completed at the time of application, have a minimum GPA of 3.0 in Teaching and Learning coursework, and are recommended by the Teaching and Learning faculty and the student's adviser(s). In addition, candidates in all majors requiring the Praxis II exam for licensure must take the appropriate exam(s) prior to student teaching.

## Secondary Education

Through a partnership with departments in the College of Arts and Sciences, candidates may seek secondary licensure in several areas. Requirements may vary depending upon the field of study, so candidates are advised to keep in close and regular contact with academic advisers from both Teaching and Learning and their academic discipline. Secondary education degrees are offered in science and social studies. Teacher licensure is also available in a number of disciplines upon completion of a bachelor's degree in a related field in addition to the professional educational course sequence through the Department of Teaching and Learning. The following professional education sequence is required for most areas of licensure:

## Secondary Education Licensure Preparation Sequence

Course Sequence (33 credits minimum):

Pre-admission:

T&L 250	Introduction to Education	3
T&L 319	Inclusive Strategies	3

Admission to Teacher Education is required for enrollment in all of the following courses:

T&L 339	Technology for Teachers	2
T&L 345	Curriculum Development and Instruction	3
T&L 350	Development and Education of the Adolescent	3
T&L 386	Field Experience *	1
T&L 400	Methods and Materials	3
T&L 432	Classroom Management	3
T&L 433	Multicultural Education	3
T&L 486	Field Experience	1-4
T&L 495	Independent Study *	1-2
T&L 487	Student Teaching **	13
T&L 488	Senior Seminar ***	1
T&L 489	Senior Capstone: Responsive Teaching ****	3

Total Credits

37-41

\* Optional

\*\* To be accepted for student teaching, applicants must have a 2.75 GPA in their major and a 2.75 GPA overall in all coursework completed up to the time of application. Majors that require varied professional experiences complete 10 credits of student teaching. Students may enroll in several student teaching experiences to total 16 credits.

\*\*\* Students enrolled in a discipline specific Senior Seminar need not enroll in T&L 488 Senior Seminar.

\*\*\*\* Students enrolled in a discipline outside of the Department of Teaching & Learning AND taking a capstone from another department, need not enroll in T&L 489 Senior Capstone: Responsive Teaching.

B.S. ED. with Major in Elementary Education B.S.ED. with Major in Science  
B.S.ED. with Composite Major in Social Studies

## B.S. ED. with Major in Early Childhood Education

Required 125 credits (36 of which must be numbered 300 or above, and 60 which must be from a 4-year institution). Please see an Early Childhood academic adviser for the most accurate program planning.

I. Essential Studies Graduation Requirements (see University ES listing).

II. EHD General Graduation Requirements (see EHD listing).

A. Students admitted Fall 2008 and after are required to take the following:

### Communications — 9 credits

ENGL 110	College Composition I	3
ENGL 120	College Composition II	3
or ENGL 125	Technical and Business Writing	
COMM 110	Fundamentals of Public Speaking	3
Total Credits		9

### Social Sciences — 9 credits

From 2 departments, including T&L 252 Child Development (required)

### Arts and Humanities — 9 credits

From 2 departments, including FA 150 Introduction to the Fine Arts (required)

### Math, Science, Technology — 9 credits

Must be taken in at least 3 departments, must include 2 science courses with corresponding labs.

III. The following Early Childhood Education curriculum:

T&L 252	Child Development	3
T&L 250	Introduction to Education	3
T&L 310	Introduction to Early Childhood Education	3
T&L 311	Observing and Assessing Children	3
T&L 313	Language Development and Emerging Literacy	3
T&L 315	Education of Exceptional Students	3
T&L 320	Infant and Toddler	3
T&L 322	Administration and Leadership in Early Childhood Education	3
T&L 328	Survey of Children's Literature	3
T&L 333	Methods and Materials: Pre-Kindergarten	3
T&L 335	Understanding Readers and Writers	3
T&L 336	Social and Emotional Development and Guidance of Children	3
T&L 338	Home, School and Community Relations	3
T&L 339	Technology for Teachers	2
T&L 411	Primary Reading and Language Arts	2
T&L 433	Multicultural Education	3
T&L 443	Mathematics for Primary Grades	2

T&L 453	Methods and Materials: Kindergarten	2
T&L 456	Early Childhood Ed Seminar	1
T&L 486	Field Experience	1
T&L 487	Student Teaching	10
TEAM		
T&L 410	Teaching Reading in the Elementary School Classroom (TEAM)	3
T&L 430	Social Studies in the Elementary School (Team)	3
T&L 440	Mathematics in Elementary School (Team)	3
T&L 470	Science in the Elementary School (TEAM)	3
T&L 486	Field Experience	2
T&L 487	Student Teaching	13
T&L 488	Senior Seminar	1
T&L 489	Senior Capstone: Responsive Teaching	3

## B.S. ED. with Major in Elementary Education

Required 125 credits (36 of which must be numbered 300 or above, and 60 which must be from a 4-year institution) including:

I. Essential Studies Requirements (see University ES listing).

II. EHD General Graduation Requirements (see EHD listing).

III. The Following Curriculum:

T&L 252	Child Development	3
or PSYC 250	Developmental Psychology	
FA 150	Introduction to the Fine Arts	3
GEOG 151	Human Geography	3
or GEOG 161	World Regional Geography	
Select one of the following (History):		3
HIST 101	Western Civilization I	
HIST 102	Western Civilization II	
HIST 103	United States to 1877	
HIST 104	United States since 1877	
HIST 220	History of North Dakota	
MATH 103	College Algebra *	3
Total Credits		15

\* A higher level math or qualify score on the math placement test may be substituted.

A. Science Requirement:

Two sciences with corresponding labs

Additionally, students must take a science course in the following four science areas: physical, biological, earth, and space studies. This coursework may be selected from the Essential Studies course list or from T&L 400-level science courses. Note that T&L science courses count as elective courses in the major and cannot be applied towards Essential Studies graduation requirements.

IV. Minor or Specialty Area:

Each student must have a minor or specialty area consisting of 20 credits. Two courses or a maximum of six credits may be transferred from your Essential Studies to your minor or specialty area. Select from: Anthropology, Art, Bilingual Education/ESL, Early Childhood Education, Economics, English, Fine Arts, Foreign Language, Geography, History, Indian Studies, Kindergarten Endorsement, Literacy Education, Mathematics, Middle School, Music, Physical Education, Political Science, Psychology, Science, Social Studies, Sociology, Special Education, Technology Education or Visual Arts.

V. Introductory Courses:

T&L 250	Introduction to Education	3
T&L 315	Education of Exceptional Students	3
Total Credits		6

## VI. Post Admission Courses:

MATH 277	Mathematics for Elementary School Teachers	3
Select one of the following:		3
T&L 328 or T&L 329	Survey of Children's Literature Young Adult Literature	
T&L 335	Understanding Readers and Writers	3
T&L 339	Technology for Teachers	2
ART 460	Methods, Materials and Philosophy: Art in the Elementary Classroom	3
MUSC 442 or MUSC 443	Music for Elementary School Teachers Music Methods and Materials for Elementary School Teachers	3
or MUSC 449	Music Education Special Topics	
KIN 305	Health/Physical Education for Early Childhood and Elementary Education Teachers	3
T&L 432	Classroom Management	3
T&L 433	Multicultural Education	3
T&L 417	Writing & Language Arts Methods	2
Total Credits		28

## VII. Education Methods Courses:

## TEAM (Taken as a block of courses)

T&L 410	Teaching Reading in the Elementary School Classroom (TEAM)	3
T&L 430	Social Studies in the Elementary School (Team)	3
T&L 440	Mathematics in Elementary School (Team)	3
T&L 470	Science in the Elementary School (TEAM)	3
T&L 486	Field Experience	2
Total Credits		14

## VIII. Student Teaching and Related Courses:

T&L 487	Student Teaching	13
T&L 488	Senior Seminar	1
T&L 489	Senior Capstone: Responsive Teaching	3

## English Language Learner or Bilingual Education Endorsement

Students who complete the courses listed below will be eligible for North Dakota endorsement in English Language Learner (ELL) or Bilingual Education. Students must be certified to teach in Elementary, Middle Level or Secondary classrooms.

T&L 415	Language and Literacy Development of English Language Learners	3
T&L 433	Multicultural Education	3
T&L 486	Field Experience	1-4
ENGL 209	Introduction to Linguistics	3
ENGL 309	Modern Grammar	3
ENGL 370	Language and Culture	3
ENGL 418	Second Language Acquisition	3
ENGL 419	Teaching English as a Second Language	3

The bilingual education endorsement requires proficiency in the language of instruction.  
These requirements may be impacted by change at the federal and state level.

## B.S.ED. with Double Major in Elementary Education and a Major in Early Childhood

Required 125 credits (36 of which must be numbered 300 or above and 60 of which must be from a 4-year institution) including:

I. Essential Studies Graduation Requirements (see University ES listing).

II. EHD General Graduation Requirements (see EHD listing).

III. Elementary Education Curriculum as listed above.

IV. The following Early Childhood Education Curriculum:

T&L 250	Introduction to Education	3
T&L 286	Field Experience	1
T&L 310	Introduction to Early Childhood Education	3
T&L 311	Observing and Assessing Children	3
T&L 313	Language Development and Emerging Literacy	3
T&L 320	Infant and Toddler	3
T&L 322	Administration and Leadership in Early Childhood Education	3
T&L 333	Methods and Materials: Pre-Kindergarten	3
T&L 336	Social and Emotional Development and Guidance of Children	3
T&L 338	Home, School and Community Relations	3
T&L 443	Mathematics for Primary Grades	2
T&L 453	Methods and Materials: Kindergarten	2
T&L 456	Early Childhood Ed Seminar	1
T&L 486	Field Experience	1
T&L 487	Student Teaching	13
T&L 489	Senior Capstone: Responsive Teaching	3

One elective course which deals with communication with adults, to be selected with adviser approval.

Total credits 37-39.

These requirements may be impacted by change at the federal and state level.

## Kindergarten Endorsement

Undergraduate students who wish a Kindergarten Endorsement but do not wish to complete the double major in elementary and early childhood education must take the following courses as part of 15 hours of required kindergarten coursework. In addition, they are required to student teach in a kindergarten classroom.

T&L 310	Introduction to Early Childhood Education	3
T&L 311	Observing and Assessing Children	3
T&L 313	Language Development and Emerging Literacy	3
T&L 338	Home, School and Community Relations	3
T&L 453	Methods and Materials: Kindergarten	2
T&L 486	Field Experience	1-4
T&L 487	Student Teaching	4-16

These requirements may be impacted by change at the federal and state level.

## Middle Level Education

## B.S.ED. with a Double Major in Elementary and a Major in Middle Level Education

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Graduation Requirements (see University ES listing).

The Integrated Studies Program is recommended.

II. EHD General Graduation Requirements (see EHD listing).

III. Elementary Education Curriculum (see Elementary Education listing).

IV. The Following Middle Level Education (Grades 5-8) Curriculum:

T&L 339	Technology for Teachers	2
T&L 341	Foundations of Middle Level Education	2
T&L 350	Development and Education of the Adolescent	3
T&L 409	Reading in the Content Areas	3
T&L 465	Middle Level Curriculum and Methods	5
T&L 486	Field Experience	1-4
T&L 489	Senior Capstone: Responsive Teaching	3

V. Subject Matter Areas of Concentration

Students completing a double major in Elementary and Middle Level Education must take coursework in two content areas in addition to the Elementary and Middle Level major programs of study. These programs must be planned carefully between the student and the advisor in both programs of study to ensure that the requirements for teaching in the subject areas have been met. Examples of content areas include but are not limited to: English, mathematics, science, social studies, health, and technology education.

These requirements may be impacted by changes at the federal and state level.

Middle level advisers have lists of courses that may be recommended or required in certain areas.

In this combined major program, courses in Middle Level Education fulfill elective requirements in Elementary Education.

## B.S. ED. with Major in Middle Level Education

Required 125 credits (36 of which must be numbered 300 or above, and 60 of which must be from a 4-year institution) including:

I. Essential Studies Graduation Requirements (see University ES listing).

The Integrated Studies Program is recommended.

II. EHD General Graduation Requirements (see EHD listing).

III. The following Middle Level Education (Grades 5-8) Curriculum:

T&L 250	Introduction to Education	3
T&L 315	Education of Exceptional Students	3
or T&L 319	Inclusive Strategies	
T&L 339	Technology for Teachers	2

Admission to teacher education is required for enrollment in all of the following courses:

T&L 341	Foundations of Middle Level Education	2
T&L 350	Development and Education of the Adolescent	3
T&L 409	Reading in the Content Areas	3
T&L 432	Classroom Management	2-3
T&L 433	Multicultural Education	3
T&L 465	Middle Level Curriculum and Methods	5
T&L 486	Field Experience	1-4

A minimum of two methods courses in each area of concentration (see below) from the secondary education program and corequisite field experience (8)

T&L 487	Student Teaching	13
T&L 488	Senior Seminar	1
T&L 489	Senior Capstone: Responsive Teaching	3

IV. Subject Matter Areas of Concentration: English, Mathematics, Science, Social Studies, Arts, Foreign Languages, Health, Industrial Technology.

Requires 24 credits in each area of concentration: see the middle level adviser for required coursework.

In order to be considered a highly qualified teacher at the Middle Level, candidates must take coursework in two content areas in addition to the Middle Level major program of study. This program must be planned carefully between the student and the middle school advisor to ensure that the requirements for teaching in the subject areas have been met. Examples of content areas include but are not limited to: English, mathematics, science, social studies, health, and technology education.

\*These requirements may be impacted by changes at the federal and state level.

## B.S.ED. with Major in Science

Required 146 credits (36 of which must be numbered 300 or above and 60 of which must be from a 4-year institution) including:

I. Essential Studies Graduation Requirements (see University ES listing).

II. EHD General Graduation Requirements (see EHD listing).

III. The following Science Curriculum:

A. Minimum of 24 semester hours in ONE of the four science areas (biology, chemistry, physics or earth science) through completion of a minor (24)

B. Minimum of 12 semester hours in your choice of each of two other areas as follows, plus a minimum of four semester hours in the fourth area (28)

Course List

### Physics

PHYS 211 & PHYS 211L	College Physics I and	4
PHYS 212 & PHYS 212L	College Physics II and	4
PHYS 253 & PHYS 253L or PHYS 213 & PHYS 213L or PHYS 251 & PHYS 251L	University Physics III and (requires dept. approval to waive Calculus III) College Physics III and University Physics I and	4
PHYS 252 & PHYS 252L	University Physics II and	4
PHYS 253 & PHYS 253L	University Physics III and (requires departmental approval)	4

### Chemistry

CHEM 121 & 121L	General Chemistry I and General Chemistry I Laboratory	4
CHEM 122 & 122L	General Chemistry II and General Chemistry II Laboratory	4
CHEM 333 & 333L	Analytical Chemistry and Analytical Chemistry Laboratory	4

### Earth Science

PHYS 110 & 110L	Introductory Astronomy and Introductory Astronomy Lab	4
GEOL 101 & 101L or GEOL 102 & 102L & GEOG 121 & GEOG 121L or GEOG 134 & 134L	Introduction to Geology and Introduction to Geology Laboratory The Earth Through Time and The Earth Through Time Laboratory and Global Physical Environment and Global Physical Environment Laboratory Introduction to Global Climate and Introduction to Global Climate Laboratory	4

### Biology

BIOL 150 & 150L	General Biology I and General Biology I Laboratory	4
BIOL 151 & 151L	General Biology II and General Biology II Laboratory	4



BIOL 312 & BIOL 315 or BIOL 332 & 332L or BIOL 336	Evolution and Genetics General Ecology and Gen Ecology Lab Systematic Botany	4-6
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**Math (Minimum 8 credits)**

MATH 165	Calculus I	4
MATH 166	Calculus II	4
Select one of the following:		3-4
MATH 321	Applied Statistical Methods	
PSYC 241	Introduction to Statistics	
ECON 210	Introduction to Business and Economic Statistics	

IV. In addition to the Secondary Education Licensure Preparation, B.S.Ed. Science Students must take T&L 401 School Safety Science (1 cr).

## B.S.ED. with Composite Major in Social Studies

Required 125 credits (36 of which must be numbered 300 or above and 60 of which must be from a 4-year institution) including:

I. Essential Studies Graduation Requirements (see University ES listing).

II. EHD General Graduation Requirements (see EHD listing).

III. The Following Curriculum:

## Course List

HIST 101	Western Civilization I	3
HIST 102	Western Civilization II	3
HIST 103	United States to 1877	3
HIST 104	United States since 1877	3
HIST 220	History of North Dakota	3
HIST elective 300 level or above		3
POLS 115	American Government I	3
POLS 116	State and Local Government	3
POLS 220	International Politics	3
Select one of the following:		3
POLS 305	American Constitution-Governmental Powers	
POLS 306	American Constitution-Civil Liberties	
POLS 308	Intergovernmental Relations	
POLS 318	American Political Thought	
POLS 328	Legislative Processes	
POLS 329	Presidential Institutions and Management	
GEOG 161	World Regional Geography	3
GEOG 262	Geography of North America I	3
GEOG 419	Methods and Materials of Teaching Middle and Secondary School in Geographic Education	3
Select one of the following:		3
GEOG 271	The Power of Maps	
GEOG 377	Quantitative Applications in Geography	
GEOG 471	Cartography and Visualization	
GEOG 474	Introduction to Geographic Information Systems (GIS)	
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
ECON 303	Money and Banking	3
Select one of the following:		3
ECON 210	Introduction to Business and Economic Statistics	
ECON 330	Business and Economic History	
Electives *		
Select one of the following teaching areas:		6
PSYC 111	Introduction to Psychology	
PSYC 360	Introduction to Personality	

SOC 110	Introduction to Sociology	
Select one of the following:		3-4
SOC 306	Social Change	
SOC 335	The Family	
SOC 340	Sociology of Gender and Sex Roles	
SOC 361	Social Psychology	
Select one of the following:		3
ANTH 100	Introduction to Anthropology	
ANTH 171	Introduction to Cultural Anthropology	
ANTH 172	Introduction to Archaeology	
ANTH 200	World Prehistory	
Anth elective 300 level and above		3
Total Credits		69-70

## Footnotes

Note: To teach any one of the electives in North Dakota requires 6 credits in the subject.

## Minor in Early Childhood Education

21 credits including:

T&L 310	Introduction to Early Childhood Education	3
T&L 311	Observing and Assessing Children	3
T&L 313	Language Development and Emerging Literacy	3
T&L 320	Infant and Toddler	3
T&L 333	Methods and Materials: Pre-Kindergarten	3
T&L 338	Home, School and Community Relations	3
T&L 453	Methods and Materials: Kindergarten	2
T&L 486	Field Experience	1
Total Credits		21

## Minor in Middle Level Education (23 credits)

The Middle Level minor is open to students majoring in a field which leads to teacher licensure at the elementary or secondary level.

The following Middle Level Education (Grades 5-8) Curriculum is required:

T&L 315	Education of Exceptional Students	3
T&L 339	Technology for Teachers	2
T&L 341	Foundations of Middle Level Education	2
T&L 350	Development and Education of the Adolescent	3
T&L 409	Reading in the Content Areas	3
T&L 433	Multicultural Education	3
T&L 465	Middle Level Curriculum and Methods	5
T&L 486	Field Experience	1-4
T&L 489	Senior Capstone: Responsive Teaching	3
Total Credits		25-28

Students completing the Middle Level minor with a major in Elementary Education have exceeded the endorsement requirement for a highly qualified teacher (grade 7 or 8). Although, Elementary Education majors with a Middle Level minor will need to complete a major equivalence in a core academic subject. Students are encouraged to meet with the middle school adviser to ensure that the requirements for teaching in the middle school have been met.

Students completing the Middle School minor with a major in a Secondary Education academic area will be considered highly qualified in that core content area.

\* These requirements may be impacted by changes at the federal and state level.

## Minor in Literacy Education (20 credits)

The Literacy Education minor is open to students majoring in a field which leads to teacher certification at the early childhood, elementary, middle or secondary level. Students must be admitted to the Teacher Education program. Students from related disciplines such as Communication Science and Disorders may also be admitted. The program consists of 20 credits, which includes required and elective courses.

Students who complete the Literacy Education minor are eligible to apply for the North Dakota Reading Credential, which enables teachers to work as reading specialists at one of the following levels in North Dakota: K-6 (Elem or Elem/ECE double majors), 5-8 (Elem and Secondary with MLE minor or MLE major), 7-12 (Generalist Credential for English, Social Studies or Science majors). NOTE: in North Dakota there is no Early Childhood Reading Credential. The coursework meets the requirements for the North Dakota Reading Credential.

Note: All courses completed for the minor must be taken in addition to those taken for the major. It is recommended that all students pursuing this minor complete T&L 335 Understanding Readers and Writers early in the course sequence as it is a prerequisite for more advanced reading courses.

Required Courses for the Elementary Education Major and Early Childhood/Elementary Education Double Major:

T&L 319	Inclusive Strategies (Fall & Spring)	3
T&L 409	Reading in the Content Areas (Spring)	3
T&L 413	Assessing and Correcting Reading Difficulties (Summer)	2
T&L 414	Corrective Reading Practicum (Summer)	2
T&L 415	Language and Literacy Development of English Language Learners (Spring)	3
Select three of the following: *		7
T&L 313	Language Development and Emerging Literacy (Fall)	
T&L 411	Primary Reading and Language Arts (Fall & Spring - Elementary only)	
T&L 416	Adolescent Literacy Development (Fall)	
T&L 486	Field Experience (in Literacy or ESL)	
T&L 329	Young Adult Literature	
or ENGL 359	Young Adult Literature	
Total Credits		20

\* cannot double count courses taken for your major

Required Courses for the Middle Level Major, Elementary Education/Middle Level Double Major and Secondary Education Major:

T&L 319	Inclusive Strategies (Fall & Spring) *	3
T&L 335	Understanding Readers and Writers (Fall & Spring - not for Elementary)	3
T&L 409	Reading in the Content Areas (Spring)	3
T&L 413	Assessing and Correcting Reading Difficulties (Summer)	2
T&L 414	Corrective Reading Practicum (Summer)	2
T&L 415	Language and Literacy Development of English Language Learners (Spring)	3
T&L 416	Adolescent Literacy Development (Fall - not for Secondary Engl)	3
T&L 417	Writing & Language Arts Methods (Fall, Spring) *	2
Select up to three of the following: **		2-7
T&L 313	Language Development and Emerging Literacy (Fall)	
T&L 411	Primary Reading and Language Arts (Fall, Spring)	
T&L 486	Field Experience (in Literacy or ESL)	
T&L 329	Young Adult Literature	

or ENGL 359 Young Adult Literature

Total Credits

23-28

\* May not count towards minor if taken for major.

\*\* Cannot double count courses taken for your major.

## Minor in Special Education (20 credits)

The following courses are required for a minor and should come before any subsequent courses:

T&L 315	Education of Exceptional Students	3
T&L 319	Inclusive Strategies	3
T&L 423	Assessment Program Planning/Special Needs Students	3

For the minor, a minimum of 11 credits may be taken from several groups of courses which are described on the Special Education website available at [www.und.edu/dept/tl/specedu/](http://www.und.edu/dept/tl/specedu/). In order to obtain teaching credentials in special education, students will need to complete additional coursework. Detailed descriptions of all programs and courses leading to the credentials, including prerequisites and course sequences are available on the Special Education website.

## Courses

### T&L 250. Introduction to Education. 3 Credits.

This course is designed for students exploring the profession of teaching in early childhood, elementary, middle, or secondary schools. It is an introduction to the study of education that explores the foundations of education, how learners differ, and the social and political contexts of schools. Students complete a classroom field experience, explore related literature, and participate in role-playing, simulations, and peer-teaching. This course also introduces students to both the INTASC Principles, which guide our preparation of teachers, and to the Senior Capstone Experience. Prerequisite is 30 completed credits. F,S.

### T&L 252. Child Development. 3 Credits.

Study of the growth and developmental process through adolescence. A basis for understanding basic needs of the normal child and means of meeting them in the child's home and community environment. F,S.

### T&L 286. Field Experience. 1 Credit.

Supervised tutorial or apprentice teaching experience in an early childhood, K-12 classroom, university or community setting approved by the program area. S/U grading. Prerequisite: Consent of instructor. F,S.

### T&L 310. Introduction to Early Childhood Education. 3 Credits.

An overview of the early childhood education field, including an introduction to its historical roots; current theories, program models and issues; curriculum development; and typical and atypical development of young children. There will be a minimum of six hours of observation and/or activities in the field. F,S.

### T&L 311. Observing and Assessing Children. 3 Credits.

This course acquaints the student with a variety of ways of observing, recording, and analyzing the behavior and development of children. Assessment of children will be analyzed by looking at a variety of assessment activities that can be done with children. There will be a minimum of eight hours of field experience. Prerequisites: Admission to Teacher Education Program and TL 310. F,S.

### T&L 313. Language Development and Emerging Literacy. 3 Credits.

This course examines both typical and atypical development of language and thought in children ages birth-8. Children's emergent literacy is studied within the context of language development. There will be a minimum of eight hours of field experience. Prerequisite: Admission to the Teacher Education program. F.

### T&L 315. Education of Exceptional Students. 3 Credits.

An orientation course, especially for classroom teachers, stressing the identification, characteristics and educational problems of exceptional children. A field exercise is part of this course. F,S.

### T&L 319. Inclusive Strategies. 3 Credits.

An introductory course dealing with the etiology of conditions and the characteristics affecting individuals with emotional disturbance, learning disabilities, and cognitive/developmental disabilities within the general education classroom. Instructional approaches and service delivery models within the general education classroom will also be explored. F,S.

**T&L 320. Infant and Toddler. 3 Credits.**

This course is a study of the child's growth and development from birth to 36 months. It will give the student a basis for understanding normal developmental needs of children and means of meeting them in the children's home and community environments. Prerequisite: TL 252 or PSYC 250 or permission of instructor. S,SS.

**T&L 322. Administration and Leadership in Early Childhood Education. 3 Credits.**

An investigation of patterns of administration, curriculum organization, spatial resources, and staffing in early childhood settings, serving children 0-8 years old. Topics include federal and state laws and emerging trends in preschool and primary education in the state, region, and nation. Sixteen (16) hours of field experience. Prerequisite: Admission to the Teacher Education program. S.

**T&L 328. Survey of Children's Literature. 3 Credits.**

Students survey the broad range of literature written for children. Emphasis is placed on gaining familiarity with the multicultural aspects of literature, understanding the distinguishing characteristics of genre, developing visual literacy with respect to illustration, and acquiring the ability to evaluate literature, as well as its use, with an understanding of children's developmental needs. Prerequisite: Admission to the Teacher Education program. F,S.

**T&L 329. Young Adult Literature. 3 Credits.**

Discussion and critical evaluation of contemporary literature, both adolescent and adult, which is of interest to young adults, with an emphasis on fiction, drama, poetry, essays, and biographies. On demand.

**T&L 333. Methods and Materials: Pre-Kindergarten. 3 Credits.**

Exploration of curriculum, methods and materials for use in pre-kindergarten educational settings. Includes selection of materials, creative environments, and planning for the individual needs of children within a group setting. Prerequisite: TL 310 and admission to the Teacher Education program. Corequisite: TL 486. F,SS.

**T&L 335. Understanding Readers and Writers. 3 Credits.**

This foundational course explores the developmental nature of literacy learning, the reading and writing processes, and the conditions for successful literacy learning. Holistic methods for assessing literacy are studied to understand individual language learners. Prerequisite: Admission to the Teacher Education program. F,S.

**T&L 336. Social and Emotional Development and Guidance of Children. 3 Credits.**

This course examines both typical and atypical social and emotional development in children ages 0-8 as a basis for understanding and working with children in educational settings. The course will also focus on child guidance and behavior issues affecting classroom climate. S,SS.

**T&L 338. Home, School and Community Relations. 3 Credits.**

The course is an exploration of home school relations. The content will include history, parental involvement in schools, parent-teacher conferences, home visits, parent programs, and resources for parents. F,SS.

**T&L 339. Technology for Teachers. 2 Credits.**

Students will demonstrate a sound understanding of technology concepts and operations that not only support classroom curriculum but provide an avenue for continuing professional development. Students will learn to apply technology to facilitate a variety of effective assessment and evaluation strategies. The class will help students understand the social, ethical, legal and human issues that surround the use of technology in PK-12 schools. Prerequisite: Admission to the Teacher Education program. F,S,SS.

**T&L 341. Foundations of Middle Level Education. 2 Credits.**

This course promotes understanding the needs of early adolescent students and of the interdisciplinary, collaborative teaching approaches associated with the middle school philosophy. The course addresses the components of organization. Prerequisite: Admission to the Teacher Education program. F.

**T&L 345. Curriculum Development and Instruction. 3 Credits.**

A general curriculum development and instruction course designed for the undergraduate pre-service secondary teacher across all disciplines. It introduces and provides practice in planning, multiple instructional strategies, and methods of formal and informal assessment. It considers the impact of historical foundations, teaching philosophy, discipline standards, knowledge of diverse learners and special needs, and technology on curriculum development. Prerequisites: Admission to Teacher Education Program and TL 250. F,S.

**T&L 350. Development and Education of the Adolescent. 3 Credits.**

A comprehensive examination of the characteristics and behavior of the adolescent student with implications for curriculum and instruction in the junior/middle and high schools. Topics covered will be transition from childhood to adolescence, including cognitive development, self-concept, physiological changes, social needs and values, and values and attitudes of adolescents. This course will provide an understanding of the wide range of differences in developmental patterns of children and the influences of economic, sociological and psychological factors in development. Prerequisites: Admission to Teacher Education Program and TL 250. F,S.

**T&L 370. Differentiated Instruction. 3 Credits.**

An introduction to the principles of differentiation including responsive instructional and assessment strategies, learner preferences, and the dynamics of a differentiated learning environment. Managing and organizing a differentiated approach to teaching is also presented. S.

**T&L 386. Field Experience. 1 Credit.**

Supervised tutorial or apprentice teaching, experience in an early childhood, K-12 classroom, university or community setting approved by the program area. Optional. Prerequisites: Admission to Teacher Education Program and TL 250. F,S.

**T&L 390. Special Topics. 1-3 Credits.**

May be repeated. Prerequisite: Admission to the Teacher Education Program.

**T&L 400. Methods and Materials. 3 Credits.**

Various teaching methods and strategies and the materials used in teaching in a subject area. (Some Methods and Materials courses carry an academic department prefix and number. The number of methods courses required by a department may vary. Consult with an adviser.) Some offered F only; some F,S. See adviser. Prerequisites: TL 250 and TL 345, and admission to the Teacher Education program. Corequisites: TL 486. F,S.

**T&L 401. School Safety Science. 1 Credit.**

Prepares students to plan for and communicate about a wide variety of classroom and laboratory safety issues. Health and safety issues are examined for the classroom teacher and the students in all science courses, including electrical safety, biological safety, chemical use, storage and disposal, legal issues, liability reduction and cost control are also addressed in detail. Prerequisites: Admission to Teacher Education Program. Corequisite: TL 400. F.

**T&L 409. Reading in the Content Areas. 3 Credits.**

This course emphasizes instructional strategies for reading and writing, as well as the use of varied texts, in the content area classroom. Prerequisite: Admission to the Teacher Education program. S.

**T&L 410. Teaching Reading in the Elementary School Classroom (TEAM). 1-16 Credits.**

A study of methods for teaching and assessing reading in the elementary school classroom with an emphasis on planning instruction that is child-centered, process-oriented and literature-based. Prerequisite: Admission to the Teacher Education program; see department for approval. F,S.

**T&L 411. Primary Reading and Language Arts. 2 Credits.**

This course explores a wide variety of developmentally-appropriate instructional practices for teaching primary level children multiple ways of communicating and experiencing language. This course emphasizes integrating reading, writing, speaking and listening as forms of creative and personal expression. Effective methods of teaching children to decode and encode print are studied. Prerequisites: TL 335 and admission to the Teacher Education program. Corequisites: TL 400. F,S.

**T&L 413. Assessing and Correcting Reading Difficulties. 2 Credits.**

The focus of this course and practicum is to learn about current approaches to assessment and methods to assist students who are having difficulty with reading and writing. Observations, running records, interviews, and other evaluation procedures are used to learn about reader and writers, and these assessments are used to plan for instruction. Prerequisites: TL 335 and admission to the Teacher Education program. Corequisites: TL 414. SS.

**T&L 414. Corrective Reading Practicum. 2 Credits.**

Applying the knowledge and skills learned in TL 413, students in this practicum assess, plan for and teach children who are having difficulty with reading and/or writing. Prerequisites: TL 335 and admission to the Teacher Education program. Corequisites: TL 413. SS.

**T&L 415. Language and Literacy Development of English Language Learners. 3 Credits.**

This course includes study of various approaches to ELL/bilingual education, methods of instruction, assessment of English language proficiency and classroom learning, and teaching academic content to ELLs in the general education classroom. Prerequisite: Admission to the Teacher Education program or permission of instructor. S.

**T&L 416. Adolescent Literacy Development. 3 Credits.**

A study of adolescent literacy development with emphasis on instructional strategies and practices for reading and responding to texts, helping struggling readers, and engagement in literacy. Prerequisite: Admission to the Teacher Education program or permission of instructor. F.

**T&L 417. Writing & Language Arts Methods. 2 Credits.**

A study of methods for teaching writing and language arts to children in grades K-6. Emphasis is placed on process-oriented writing approaches; spelling and grammar; ways of using language for creative, personal, and content area expression. Prerequisites: Admission to Teacher Education Program and TL 335 and TL 328. F,S.

**T&L 422. Development of the Gifted and Talented. 2 Credits.**

Research and theory for understanding the development needs of the more able child in early childhood and in educational experiences. S.

**T&L 423. Assessment Program Planning/Special Needs Students. 3 Credits.**

A study of the principles and practices of: (1) obtaining diagnostic information on school-related problems of a student; (2) assimilating this information and prescribing appropriate alterations based on continuous measurement data. Prerequisites: TL 315 and TL 319. F,S.

**T&L 424. Methods & Materials & Phil: Art Elem Classroom. 1-4 Credits.****T&L 428. Assistive Technology. 1 Credit.**

An overview of the various forms of technology (e.g., communication boards, switches, software) that may be used to assist students with disabilities. F,SS.

**T&L 430. Social Studies in the Elementary School (Team). 3 Credits.**

To understand and analyze the different modes of teaching social studies, to gain the competencies necessary for organizing a unit in the social studies, to gain an understanding of the values and multiple perspectives inherent within the various teaching strategies, to develop a preferred perspective on the ideal nature of Social Studies education. Prerequisite: Admission to the Teacher Education program; see department for approval. F,S.

**T&L 432. Classroom Management. 2-3 Credits.**

The purpose of this class is to study factors that influence classroom behavior and examine a variety of techniques that can be used in planning for positive classroom management. This course views classroom management from a humanistic position but does not assume a single method as the "best" approach. Students are expected to develop their own eclectic style during the course of this class. Prerequisite: Admission to the Teacher Education program. F,S,SS.

**T&L 433. Multicultural Education. 3 Credits.**

This class takes an anthropological view of multicultural education. It will help students better understand students in culturally diverse classrooms as well as preparing them to teach about cultural diversity. This class examines several cultures but is particularly interested in Native Americans of North Dakota. Prerequisite: Admission to the Teacher Education program. F,S,SS.

**T&L 440. Mathematics in Elementary School (Team). 3 Credits.**

Students explore how to facilitate the learning of mathematics in a constructivist environment through the use of investigations, manipulatives, technology, and holistic forms of assessment. Current trends in teaching mathematics are emphasized, with particular attention to documents created by the National Council of Teachers of Mathematics. Prerequisite: Admission to the Teacher Education program; see department for approval. F,S.

**T&L 443. Mathematics for Primary Grades. 2 Credits.**

Math for Primary Grades focuses on curriculum and methods for teaching mathematics in kindergarten through the third grade. Students actively engage in projects and activities that help them develop a conceptual understanding of teaching mathematics in a cooperative and constructivist environment where children view themselves as mathematicians. Emphasis is placed on the use of manipulative, problem solving activities and children's literature in the planning and organizing of developmentally appropriate classroom activities and lessons. Prerequisite: Admission to the Teacher Education program. F,S.

**T&L 444. Math for Intermediate Grades. 2 Credits.**

Math for Intermediate Grades is an elective course that focuses on curriculum and methods for teaching mathematics in grades four through six. The course focuses on teaching mathematics and understanding in a cooperative environment and involves participants in projects and activities that develop conceptual understanding. F.

**T&L 453. Methods and Materials: Kindergarten. 2 Credits.**

Exploration of curriculum, methods, and materials for use in kindergarten settings. Prerequisites: Admission to Teacher Education Program and TL 310. F,S,SS.

**T&L 456. Early Childhood Ed Seminar. 1 Credit.**

This seminar continues the exploration of curriculum, methods, and materials issues as they are presented in the particulars of the student teaching experience. Prerequisites: TL 333 and admission to Teacher Education Program. Corequisite: TL 487. F,S.

**T&L 465. Middle Level Curriculum and Methods. 5 Credits.**

This methods course takes a hands-on approach to increasing understanding and application of the various methods and strategies for teaching early adolescent students. This course addresses techniques, strategies, materials, and a content area knowledge base necessary for promoting student learning and success in a middle school setting. Prerequisite: TL 341. Corequisite: TL 486. S.

**T&L 470. Science in the Elementary School (TEAM). 3 Credits.**

A survey of teaching strategies, materials, and resources appropriate for promoting science inquiry in elementary classrooms. Prerequisite: Admission to the Teacher Education program; see department for approval. F,S.

**T&L 471. Physical Science in the Elementary School. 1-4 Credits.**

Hands-on approach to learning basic physical science topics such as electricity, sound, light, and force. Effective teaching strategies are also emphasized. F,S.

**T&L 472. Teaching Life Science in the Elementary School. 2 Credits.**

Hands-on approach to learning basic biology topics such as cells, plants, animals, and ecosystems. Effective teaching strategies are also emphasized. F,S.

**T&L 473. Earth and Space Science. 1-4 Credits.**

Hands-on approach to learning basic earth and space science topics such as erosion, plate tectonics, water quality, pollution, astronomy, planets, and the solar system. Effective teaching strategies are emphasized. SS.

**T&L 486. Field Experience. 1-4 Credits.**

Supervised tutorial or apprentice teaching experience in an early childhood, K-12 classroom, university, or community setting approved by the program area. Prerequisite: Admission to the Teacher Education program. F,S.

**T&L 487. Student Teaching. 4-16 Credits.**

Provides student with the opportunity to assume the role of a classroom teacher in an educational setting under the supervision of a cooperating teacher and a University faculty member. Prerequisites: Permission of program, senior standing only. Corequisite: PXW 491. Prerequisite or corequisite: TL 488. F,S.

**T&L 488. Senior Seminar. 1 Credit.**

A discussion of problems, professional obligations, and careers in teaching. To be taken concurrently with or the semester prior to student teaching. Prerequisite: TL 488 to be taken concurrently with or the semester prior to student teaching.

**T&L 489. Senior Capstone: Responsive Teaching. 3 Credits.**

Course is taken with student teaching. Teacher candidates engage in written communication and critical thinking in the context of student teaching. Course engagements require candidates to develop and implement curriculum and assessment; analyze and reflect on assessment results to respond to learners' needs; and synthesize professional artifacts to demonstrate ability to plan, implement, assess and reflect on teaching and learning. Corequisite: Acceptance into Student Teaching. F,S.

**T&L 493. Workshop. 1-4 Credits.**

Special problems in Special Education; consideration of special problems of concern to the Special Education teacher and other educators. F,S.

**T&L 495. Independent Study. 1-4 Credits.**

This course is designed for the interested student's pursuit of an area of study not offered through regular courses. In addition, students can continue to pursue subject matter covered in courses in greater depth.



**T&L 498. Special Projects. 1-8 Credits.**

Course number reserved for committee approved proposals, independent study, special colloquia, or experimental courses.

How to Find Accredited Online Teaching Degree Programs. It's important to choose a degree program that will qualify you for licensure as a teacher or administrator following graduation. You may want to focus on regional accreditation from one of the seven main accrediting bodies in the United States. What is the benefit of regional accreditation for an education program? School districts are likely to hire you from a college or university that meets stringent guidelines. Find the best online degree programs in a variety of subjects and degree levels, including online associate's, bachelor's, or master's degrees. Online degrees are the new face of higher education, providing students with the flexibility to choose the best program for them regardless of their location or professional obligations. Web-based programs increase access to colleges and universities for working professionals, busy adults, and prospective students who are limited by their geographic locations. AIU Degree Programs - Online degrees Programs are available in variety of subjects from hundreds of schools and Colleges. Browse Distance Learning Degree Programs. Contact Us. Orientation. We provide orientation programs to help students become a part of the campus community. Click here for more orientation details. Academics.