



North Dakota Education Standards and Practices Board
Initial Program Report
Preparation of Biology Education Teachers
(05-17)

COVER SHEET
Content Area Teacher

1. Institution's Name: University of North Dakota
2. Date Submitted September 17, 2018
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5. Name of Institution's program: Curriculum and Instruction
6. Grade levels for which candidates are being prepared: Grades 5-12
7. Degree or award level (select one)
 - a. Initial
 - i. ☐ Baccalaureate
 - ii. ☒ Post Baccalaureate
8. Is this program offered at more than one site?
 - a. ☐ Yes
 - b. ☒ No
9. If your answer is yes to the above question, list the sites at which the program is offered:
10. Program report status (check one):
 - a. ☒ Initial Review
 - b. ☐ Continuing Review
 - c. ☐ Focused Visit



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SECTION I: CONTEXTUAL INFORMATION

1. Candidate Information

Directions: Provide three cycles of data on candidates enrolled* in the program and completing** the program, beginning with the most recent academic year for which numbers have been tabulated. Please report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report.		
Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
NA		

* Enrolled candidates are those formally admitted to the program as of the institution's official fall reporting date or as of October 15 of each academic year.

** Program completers are those candidates for whom a degree is conferred within the selected academic year. The academic year begins in the fall and concludes in the spring or summer of the following year depending upon whether candidates are granted degrees in the summer.

2. Curriculum Exhibit (Select 1)

- a. X **Option 1:** Complete the Curriculum Exhibit Form below. Include an electronic link to each syllabus for courses listed under the Teaching Specialty and the Professional Education columns.
- b. **Option 2:** Upload the Program Status Sheet (must include general studies, specialty area, and professional education courses). Include an electronic link to each syllabus for courses listed under the Teaching Specialty and the Professional Education columns.

Curriculum Exhibit Form SFN 14381. Provides the opportunity for institutions to document the entire program including general studies, teaching specialty, and professional education.

- Curriculum exhibit forms are to be prepared for every basic and advanced program being brought forward for either initial or continuing approval by the Education Standards and Practices Board (ESPB).
- A separate sheet is to be completed for **each** program for which approval is requested. If more than one program is offered within an approval category, a separate sheet must be completed for each of those programs. For example, if both instrumental and vocal/choral music majors are



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offered, complete a separate sheet for each. Also, for example, a separate sheet must be completed for each of the science and social science majors.

CURRICULUM EXHIBIT FORM BASIC PROGRAM
EDUCATION STANDARDS AND PRACTICES BOARD
SFN 14381 (05-17)



Institution: University of North Dakota		Major: Curriculum & Instruction
Total credits required for degree: 32		
General Studies	Teaching Specialty	Professional Education
Credits Required: TL 252: Child Development (3 credits) OR TL 350: Development and Education of Adolescents (3 credits) is a pre-requisite for this program.	Credits Required: Major, minor or equivalent from a previously completed Bachelor's degree	Credits Required: 32



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		TL 590 (500): The Professional Teacher (3 credits) EFR 506: Multicultural Education (3 credits) TL 542: Models of Teaching (3 credits) SPED 552: Inclusive Methods (3 credits) TL 590: Educational Technology in Schools (3 credits) TL 590: Specialized Instructional Methods (2 credits) TL 580: Practicum (1 credit) TL 569: Action Research (3 credits) TL 577: Assessment of Learning (3 credits) TL 584: Internship in Education (6 credits) – Student Teaching TL 995: Scholarly Project (2 credits)
Total:	Total: (Minimum 32 hours)	Total: (Minimum 22 hours Including Student Teaching)

ESPB does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age or disability as required by various state and federal laws.



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3. **Descriptive Information about the Program:** Provide a one to two paragraph description to help reviewers understand your program (include information that describes how a student typically moves through the program from entry to exit).

This program is an additional track added to the current Master of Science in Curriculum and Instruction. This track is for individuals who have a bachelor's degree with a major or minor in a licensable content area for secondary education. This track is designed to provide an individual with the pedagogical courses needed for initial licensure. A specialized methods course with a practicum co-requisite will prepare the students for their Internship (student teaching).

This program is online which will allow individuals to complete the program at their pace and location. This degree will support the need to additional teachers in the following content areas: Biology, Chemistry, Composite Science, Earth Science, English, English Language Learners, Foreign Language, Geography, Health, History, Mathematics, Music, Physical Science, Physics, Political Science/Civics, Psychology, Composite Social Studies.

4. **Changes in the Program since the Last Review:** Please describe any changes since the last review and include rationale for those changes. NA
5. **Field & Clinical Experiences:** Briefly describe the required field & clinical experiences that are specific to your program including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

Individuals enrolled in this program will complete 10 hours of field experience in the TL 500: The Professional Teacher; 30 hours of field work in the Practicum course (TL 580) which is a co-requisite to the Specialized Instructional Methods course. The culminating course is TL 584: Student Teaching/Internship is a semester of student teaching (10 weeks).

SECTION II: RESPONSE TO STANDARDS

1. **Areas of Weakness from Prior Review:** How has the program addressed and resolved the weaknesses targeted in the previous program review and not previously resolved? Describe actions taken to address the weakness and provide evidence that the weakness has been resolved. NA



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2. Course/Assessment Matrix:

- Complete the matrix below.
 - List courses that address each of the ESPB standards for your program.
(All courses listed should be linked to an electronic syllabus.)
 - List the assessments that most clearly align with each standard.
(Choose from among those listed in Section IV: Evidence of Meeting the Standard.)
- Provide a short narrative describing how the program addresses the standard.
(For example, identify course objectives, activities and related experiences.)

The individuals who apply for the Master of Science in Curriculum and Instruction and are seeking the initial licensure track will have completed a major or minor in their content area. Applicants must pass the PRAXIS Core examination prior to being admitted and must take the PRAXIS Subject Assessment – Principles of Learning and Teaching examination and PRAXIS Subject Content examination prior to TL 584: Student Teaching/Internship.

The following pages address how the program meets ESPB pedagogy standards . We have used the Biology Program Approval page as a representative page for all content areas that may seek licensure through the Master's degree in Curriculum & Instruction licensure track. The coursework that addresses standards pertaining to pedagogy, curriculum, assessment, learning environment, professional practice, and technology are listed and the syllabi are attached.

Since several of the courses are still under development (e.g., specialized methods courses and courses that don't have a permanent course number), an overview or sample is provided. For the specialized methods course, three sample syllabi are included (i.e., English, science and mathematics). A "Module Development Guide" is attached and is providing a reference as the other methods courses are developed.

The following syllabi are attached:

TL 252: Child Development; TL 350: Development & Education of Adolescents; TL 500 (currently offered as TL 590): The Professional Teacher; EFR 506: Multicultural Education; TL 542: Models of Teaching; SPED 552: Inclusive Methods; TL 590: Educational Technology in Schools; TL 569: Action Research; TL 577: Assessment of Learning; and TL 590: Specialized Instructional Methods (3 examples provided).

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SECTION III: ADDRESSING THE STANDARDS

State Standard	Course Prefix and Title (with electronic links to syllabi)	Assessment (from among those listed under Section IV: Evidence of Meeting the Standard)
<p>13010.1 Biology The biology program requires study of zoology, botany, anatomy/morphology, physiology, genetics, ecology/environment, microbiology, cell biology /biochemistry, and evolution. This study includes:</p> <ol style="list-style-type: none"> 1. Laboratory and field experiences using a variety of living materials and instrumentation. 2. Identification of biological phenomena. 3. Characteristics of living organisms and their relationship with their physical and biotic environment. 4. Interaction of biology and technology with the ethical and human implications. 5. General chemistry I and II with labs (eight semester hours minimum). 6. Physics and earth science (four semester hours each). 7. Study of mathematics through the pre-calculus level (college algebra and above) and statistics. 	<p>This degree doesn't not address content area standards.</p>	

Narrative:

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13010.2 Nature of Science The program requires study of the history and philosophy of science as well as the interrelationships among the sciences.		
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Narrative:

13010.3 Inquiry The program requires study of the processes of science common to all scientific fields.		
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Narrative:

13010.4 Context of Science The program requires the study of the effect of social and technological context on the study of science and on the application and valuing of scientific knowledge. The program prepares candidates to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding. The program provides the candidate with an understanding of the relationship of science to industry, business, government, and multicultural aspects of a variety of communities.		
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Narrative:

13010.5 Skills of Teaching The program requires the candidate to demonstrate proficiency in methods of teaching science.	TL 5XX: Specialized Instructional Methods (examples attached) TL 584: Internship in Education	Teacher Work Sample Lesson Plan Student Teacher Observation Tool (STOT)
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Narrative:

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13010.6 Curriculum The program provides candidates with information necessary to identify, evaluate, and apply a coherent, focused science curriculum that is consistent with state and national standards for science education and appropriate for addressing the needs, abilities and interests of students.	TL 500: The Professional Teacher TL 542: Models of Teaching TL 584: Internship in Education	PRAXIS Teacher Work Sample Lesson Plan
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Narrative:

13010.7 Assessment The program prepares candidates to use a variety of performance assessment strategies to evaluate the intellectual, social, and personal development of the learner in all aspects of science.	TL 577: Assessment of Learning TL 584: Internship in Education	Lesson Plan Teacher Work Sample PRAXIS STOT
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Narrative:

13010.8 Environment for Learning The program prepares candidates to design and manage safe and supportive learning environments in the classroom, laboratory, and field. The program reflects high expectations for the success of all students.	TL 500: The Professional Teacher TL 542: Models of Teaching SPED 552: Inclusive Methods EFR 506: Multicultural Education TL 584: Internship in Education	Disposition Reports	
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Narrative:

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13010.9 Professional Practice The program prepares candidates to participate in the professional community, improving practice through their personal actions, education, and development. The program uses varied performance assessments of candidate's understanding and ability to apply that knowledge.	TL 500: The Professional Teacher TL 577: Assessment of Learning SPED 552: Inclusive Methods EFR 506: Multicultural Education TL 584: Internship in Education	Disposition Reports STOT	
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Narrative:

13010.10 Technology The program requires the study of current, appropriate instructional technologies. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.	TL 590: Educational Technology in Schools TL 584: Internship in Education	Teacher Work Sample Lesson Plan
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Narrative

ESPB Requirements for Secondary Education:

4 semester hours in secondary methods and specialized content methods –
TL 542 (3 credits) & TL 590 (2 credits)

22 hours of professional education, to include:

Ed Foundations (TL 500)

Ed Psychology (TL 500)

Child Development (TL 252, TL 350)



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Teaching and Learning Theory (TL 500, TL 542, TL 577)

Diagnosis and Assessment (TL 577)

Inclusive Education (SPED 552)

Educational Technology (TL 590)

Classroom and Behavioral Management (TL 500, TL 584, SPED 552)

Human Relations (EFR 506)

Multicultural Education (EFR 506)