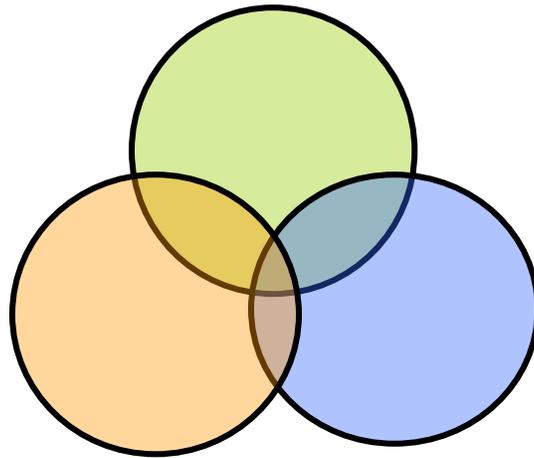


Department of Teaching & Learning

Master Degrees Student Handbook

2007-2008



**University of North Dakota
Grand Forks, ND**

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**UND Department of Teaching & Learning
College of Education and Human Development
231 Centennial Dr. Stop 7189
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It is the policy of the University of North Dakota that no person in the United States shall be discriminated against because of race, religion, age, color, sex, handicap, or national origin, and that equal opportunity and access to facilities shall be available to all. This policy is particularly applicable in the admission of students at colleges, and in their academic pursuits. It is applicable in University-owned or University-approved housing, in food services, extracurricular activities and all other student services. It is a guiding policy in the employment of students either by the University or by outsiders through the University and in the employment of faculty and staff. The Title IX and Section 504 coordinator for UND is Sally J. Page, located in the Affirmative Action Office, 307 Twamley Hall. The mailing address is Box 7097, University Station, Grand Forks, ND 58202; telephone 701-777-4171. Concerns regarding Title IX, Title VI, and Section 504 may be addressed to her or to the Office for Civil Rights, U.S. Department of Education, 1961 Stout Street, Denver, CO 80294.

Programs preparing teacher educators and other school related personnel at the University of North Dakota are in compliance with the reporting requirements of the Title II, Higher Education Act

INTRODUCTION

This handbook was prepared to assist students and faculty as they plan a Master's Degree Program in the Department of Teaching & Learning. It addresses questions most frequently asked by students as they pursue their master's degree. Students are encouraged to become familiar with the contents of this handbook, and then meet with an advisor. The advising relationship is the single most critical element in a graduate program, and this handbook is intended to support this relationship between faculty and students. Graduate programs in education at UND are accredited by the National Council for the Accreditation of Teacher Education (NCATE), and those leading to teacher licensure or endorsement or to an advanced educator credential are approved by the North Dakota Education Standards and Practices Board (ESPB) and the North Dakota Department of Public Instruction (DPI) as appropriate.

The Master's Degree Handbook does not replace nor supplant the UND Academic Catalog or any of the policies of the Graduate School. If there is any apparent conflict between this handbook and the catalog, the policies or procedures of the latter must prevail. Our intention is to amplify elements of Graduate School policy that most frequently apply to Education students and to clarify the policies and procedures of the programs in Education. Whenever possible, the handbook refers the reader to relevant portions of the most recent Academic Catalog.

While the focus of this handbook is on Master's Degrees in Education that are under the auspices of programs within the Department of Teaching and Learning, it should be noted that there are also Master's and Specialist Degrees in Education within the Department of Educational Leadership, and students seeking such degrees should contact Dr. Margaret Healey.

The Department of Teaching and Learning also works cooperatively with the Department of Educational Foundations and Research, and faculty from that department provide course instruction for students in our master's degree programs.

This handbook is designed to answer general questions students may have as they pursue a graduate degree, and the information provided applies in generally to the various degree programs. Specific questions about programs should be addressed by the appropriate Graduate Director.

GRADUATE DIRECTORS

Early Childhood Education	Sue Offutt	(701) 777-6084
Elementary Education	Nadine Tepper	(701) 777-4256
General Studies	Margaret Zidon	(701) 777-3614
Reading Education	Shelby Barrentine	(701) 777-3243
Special Education	Lynne Chalmers	(701) 777-3187
Instructional Design & Technology (IDT)	Rick Van Eck	(701) 777-3574

Part I

FOUNDATIONS OF GRADUATE PROGRAMS IN EDUCATION & DEPARTMENT OF TEACHING & LEARNING

The goals and purposes of the Master's Degree Programs in Education of the Department of Teaching and Learning were developed and framed by the principles of the missions of the College of Education and Human Development and the Department of Teaching and Learning and standards for licensed teachers as outlined by the National Board for Professional teaching Standards. The conceptual framework also reinforces our goals and purpose:

College of Education and Human Development Mission Statement

The College of Education and Human Development (CEHD) strives to fulfill, and is the organizing unit for the University of North Dakota's mission in the areas of education and human services. Our mission is to advance the quality of education for undergraduate and graduate students, as well as practicing professionals concerned with the promotion of healthy lifestyles and lifelong learning and development. We strive to provide creative, dynamic programs that exemplify effective practice and scholarly inquiry, recognizing the interactions of theory, research, and reflective practice. The College engages in the development of theory, practice, and scholarship essential to the advancement of our disciplines. We are committed to the encouragement of interdisciplinary efforts and to increased understanding of our multicultural society. The work of the College extends to include service to the university and community at large through collaboration with schools, families, social services, businesses, policy makers, government, and other constituencies.

Mission Statement: The Department of Teaching and Learning at the University of North Dakota is committed to lighting the path of life's long learning in a global society.

Curriculum Design of Graduate Education Programs in CEHD

The College of Education and Human Development admits to advanced programs students who are self-directed learners, typically with considerable experience in the practice of education. Viewing knowledge as holistic, interconnected, and never fully defined, we encourage students to define their own programs of study within the framework of critical inquiry.

Critical inquiry begins as students, individually or in groups, identify and seek resolution to problems in education. Students engaged in critical inquiry observe and try to understand differences in proposed resolutions to problems; explore problem situations and the consequences of various resolutions; seek further definition of issues through reading, interaction, research, and creative activity; and further professional abilities consistent with their own understandings of directions for policy and practice in education. Foundational studies in education and the study of research methodologies contribute to the student's ability to engage in critical inquiry.

Goals which inform all graduate Education programs of the College advance development of expertise in the following areas:

1. Describing personal and possible educational practice orally and in writing.
2. Assessing the consequences of educational decisions for student and adult learners in schools.
3. Exploring the personal, historical, philosophical, sociological, anthropological, psychological, multicultural, and/or organizational origins of educational practices.
4. Interpreting current research and commentary on educational issues and recognizing sources of discrepancy among them.
5. Developing the habit of seeking and citing evidence in regard to educational decisions.
6. Acquiring knowledge, attitudes, and skills needed to practice in one or more of the areas of professional specialization.
7. Learning through dialogue, literature review, questioning, writing, observing, application of research methodology, and other scholarly means.
8. Distinguishing among educational practices on the basis of their contribution to the vision of teaching and learning espoused by the program. (Academic Calendar 2005-07)

Mission of the Department of Teaching and Learning

The Department of Teaching and Learning organizes programs for preparation and professional development of teachers and teacher educators at the bachelor's, master's, and doctoral levels. We engage in teaching, research, and service which originates in, and informs exemplary practice at all levels of education, from early childhood through higher education. Our name reflects our commitment to the intertwined processes of teaching and learning. We emphasize the personalization of reflective practice within a community supportive of students and faculty. We encourage scholarly inquiry and application which supports development of interdisciplinary perspectives, promotes the cultivation of collaborative activities, especially with our colleagues in the public schools, and other agencies who work with children and their families. We strive to model practices which promote progressive education and affirm diversity. We believe that learning is most powerful when constructed by the learner and integrated with his or her life experiences. And finally, we believe that assessment is integral to the teaching and learning process; it informs, refines and reforms the content of and the processes by which we teach. The beliefs expressed within this mission statement are embedded in a brief summary of the Department's conceptual framework: **The teacher education programs at the University of North Dakota are grounded on constructivist principles. Through our programs, we**

support the development of teachers who are learners, active agents of learning and articulate visionaries.

National Board for Professional Teaching Standards

Since our graduate programs strive to enhance professional development in all educators or persons interested in education, whether or not in K-12 fields, they are also undergirded by five core propositions recognized by the National Board of Professional Teaching Standards as demonstrative of effective teachers who enhance student learning:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

<http://www.nbpts.org/>

Part II

MASTER'S DEGREES IN THE DEPARTMENT OF TEACHING & LEARNING

The M.Ed. and M.S. Degrees

The Master of Education (M.Ed.) Degree is unique to education and represents a continuation of professional education for licensed educators. The Master of Science in Education (M.S.) is open to persons who are both licensed and non-licensed educators who wish to engage in focused studies in education. Differences between the two degrees include the options available (thesis or non-thesis), the students for whom they are available (licensed or non-licensed), the total number of hours required, and the configuration of the Program of Study.

The Master of Education Degree (M.Ed.)

Typically, the Master of Education student is a licensed educator, is eligible for licensure, or is preparing to be a teacher, administrator, or supervisor in an elementary, middle, or secondary school, and must be admitted to Graduate School.

Possible Majors and Contact Persons:

Elementary Education—Nadine Tepper	nadine.tepper@und.edu
Reading Education—Shelby Barrentine	shelby.barrentine@und.edu
Special Education—Lynne Chalmers	lynnechalmers@mail.und.edu
General Studies – Margaret Zidon	margaret.zidon@und.edu

(Students interested in middle school education may earn an M.S. General Studies degree or a M.Ed. degree in Elementary Education with a cognate in middle level education.)

*Note: Students interested in the Elementary Education and M.Ed. Resident Teacher Program should contact Bonni Gourneau for details regarding program application and applicant qualification.

Program Requirements

1. Minimum of 32 semester credits, half of which must be at or above the 500 level;
2. No less than 12 credits, including 2 for the final project, must be in the major;
3. At least 6 credits must be in an area or areas cognate to the major; and
4. 6 credits must be in foundations of education, to include EFR 500 Foundations of Educational Thought.

A typical M.Ed. Program of Study:

Major:		
Coursework		10 credits
Final Project (TL 995 or 997)		2 credits
Cognate		6 credits
Foundations of Education		6 credits
Electives (major, cognate, or foundations)		8 credits
	TOTAL	32 credits

The master of education degree program culminates in a final project, described on page 8.

The M.Ed. is described in the UND [Academic Catalog 2005-07](#).

Beyond these overall requirements, program areas have their own additional requirements and the appropriate advisor should be consulted. Graduate Directors and advisors often have information that outlines more specific requirements of their degree programs. Students seeking a master's of Education degree in general studies should contact their discipline, i.e. biology, history, math, etc.

The Master of Science in Education Degree (M.S.)

The Master of Science in Education is available to licensed educators and non-licensed individuals who are interested in the field of education. It is available in both thesis and non-thesis options. Graduate students should seek advice from graduate directors or advisors regarding the options available.

Possible Majors and Contact Persons

Early Childhood Education—Sue Offutt
Elementary Education—Nadine Tepper
General Studies—Margaret Zidon
Reading Education—Shelby Barrentine
Special Education—Lynne Chalmers
Instructional Design & Technology—Rich Van Eck

Program Requirements

1. Minimum credit hours:
 - Thesis option--30 credit hours
 - Non-thesis option--32 credit hours
2. At least half of all credits must be comprised of coursework at or above the 500 level.
3. A practicum maybe required of 1 to 4 credits. The practicum is usually in a pre K-12th grade setting. Part of the practicum requirement is observing and discussing issues of diversity (Ethnicity and students with special needs) and individual instruction.
4. Program of study may include a major only, a major and a minor, or a major and a cognate.
 - Thesis option--major must be no less than 20 credit hours
 - Non-thesis option--major must be no less than 22 credit hours
5. Minor or a cognate--no less than 9 credit hours
 - Minor--concentrated study in a specifically titled supporting field approved by a member of the Graduate Faculty in the minor area. Only courses listed in the graduate section of the Academic Catalog may be used for the major or minor.
 - Cognate--a selection of courses intended to offer support for the major. All UND courses numbered 300 or above and listed in the Academic Catalog may be applied to the cognate.
6. Culminating Project
 - Thesis option--4-9 credit hours (Academic Catalog 2005-07, p. 199-200) devoted to research for a final paper. Note: All Master's Programs in the Department of Teaching and Learning devote 4-6 credit hours to the thesis.
 - Non-thesis option--completion of a 2 credit final project, described on page 8.

Specific Program Area Requirements for the M.S. Degree

1. **Elementary Education, Reading Education, and Special Education** programs follow two general tracks:

Track I--for licensed and non-licensed persons who wish to conduct research. This track requires a minimum of 5 credits of scholarly tools and allows a maximum of 2 credits of readings. The purpose of the scholarly tool is to aid graduate students to read, understand and conduct research. This program culminates in a thesis.

Track II--for non-licensed persons who wish to pursue graduate study in education. It requires at least 6 credit hours in foundations of education instead of scholarly tools. It requires no thesis, and culminates in a final project.

2. **The Early Childhood Education** program has both a thesis and non-thesis option and is available to both licensed educators and non-licensed persons. It may include a minor or a cognate. If a cognate is selected, 9 credit hours must be taken outside of education. Practicum is required.

3. **The General Studies** program is designed for students in two tracks:

Track I: For the licensed secondary teacher who would like to major in the study of education and minor in another academic discipline (usually his or her teaching area, although many students complete cognates in areas such as middle level education, educational technology, and higher education). Six credit hours in foundations of education, 6 in scholarly tools, and 6 in curriculum must be included in coursework for the major. Graduate students in the Middle School Teacher Resident Program follow this track with a cognate in middle level education.

A typical program of study includes:

Foundations	6 credits
Curriculum	6 credits
Scholarly Tools	6 credits
Elective	3 credits
Final Project (TL 995 or 997)	2 credits
Cognate or Minor	<u>9 credits</u>
Total	32 credits

Track II: For someone who is not a licensed educator but who wishes to pursue the study of education as a social institution in a program that does not require or lead to licensure. Students in this category have included librarians, physical therapists, coordinators of outreach programs, and college administrators and instructors. Nine credit hours in foundations of education and three in curriculum must be a part of the coursework for the major.

To be eligible for the Master of Science in Education: General Studies, a student must have either teacher licensure (Track I) or 12 undergraduate credits in education and 8 in social sciences or humanities (Track II).

Students should consult advisors or Program Coordinators of specific programs in which they are interested, as these contact people often have handouts or brochures that more fully outline the specific requirements for their program areas.

The Culminating Projects for Master's Degrees in Education

Thesis Option

The thesis option is available only in the Master of Science in Education Degree programs. The Academic Catalog 2005-07 notes that 4-9 credit hours of major coursework is devoted to the thesis; however, all of the programs in the Department of Teaching and Learning designate 4-6 credit hours toward this scholarly activity. A minimum of 5 credit hours must also be taken in scholarly tools to aid in the research process for the thesis (Academic Catalog 2005-07).

The permanent advisor for a thesis option program must be an associate member of the Graduate Faculty. After the selection of a permanent advisor, the student and advisor select two additional qualified committee members who are members of the Graduate Faculty. One of the committee members must be from the same faculty as the advisor; the other committee member is chosen from the faculty in which the student is pursuing a minor. The advisor and two committee members will be the student's committee, and this group will assist the student in his or her academic journey.

The Graduate School publishes a thesis/dissertation manual. One free copy is provided by the Graduate School to M.S. students in a thesis option degree program. It is referenced as:

Style and Policy Manual for Theses and Dissertations. Grand Forks, ND: Graduate School, University of North Dakota, 1996.

Guidelines of the Graduate School must be followed in the preparation of a thesis. Matters of style not addressed by the Graduate School are left to the program area faculty, who establish the policy for preparation of independent studies.

All of the programs in the Department use the following style manual as their basic supplemental guide:

American Psychological Association (2001). Publication Manual of the American Psychological Association. (5th edition). Washington, DC: American Psychological Association. <http://apastyle.apa.org/>

There is no uniform or right way to organize a research paper. However, there are conventions. These conventions vary from one program area to another and among various faculty within individual program areas. The advisor and, where applicable, the committee assist the student in developing the organization of the research paper.

The Graduate School periodically offers a workshop on the preparation of theses and dissertations. It is recommended that all students preparing to engage in a formal research project attend one of these workshops.

The Final Project (non-thesis option):

The Master of Education and Master of Science in Education (non-thesis option) programs culminate in a final project either T&L 995 final project (2 cr.) or T&L 997 Independent Study (2 cr.) instead of a thesis. The Independent Study (T&L 997) requirement may be met by completing a project that demonstrates critical analysis of a topic in a scholarly way that integrates information and experiences gained during the program of study. Options for the

Independent Study may include a research study, program/curriculum evaluation, a literature review, curriculum development, a handbook, or a reflective narrative. The form in which the Independent Study is presented may be a written paper, a reflective portfolio, a multimedia presentation, or a combination of any of the above. The student should discuss possible options with the permanent advisor early in the program.

The Department of Teaching and Learning through the Graduate School has approval to accept the final project as T&L 995 final project work of scholarship in lieu of the T&L 997 Independent Study and Comprehensive Examinations formerly used in non-thesis option programs. The project is a rigorous, scholarly endeavor, designed to meet the unique needs of individual students and programs. Students register for T&L 995 final project, which is the course of record for the final project.

Students along with their advisors may still opt for the combination of a 2 credit Independent Study and Comprehensive exams as their choice for a final project. (Academic Catalog 2005-07.)

Whichever option is selected (T&L 995 or 997), the advisor directs and reviews the project with the student. The advisor and student often choose another faculty member or an appropriate audience to join in a final review of the project.

Note with regard to all thesis and non-thesis options: The proposed outline of the thesis or final project must be approved by the Graduate School before the student begins substantial work. The instructions and form to be used for this purpose are in Appendix B. If the thesis or final project involves human subjects, the student must seek and receive approval from the Institutional Review Board before beginning to collect data. A final report of the successful completion of either the thesis or the final project is filed with the Graduate School. See Appendix D for copies of these report forms.

Advisor and Committee Selection

Students admitted to a graduate program on an approved (see p. 190 of Academic Catalog), provisional, or qualified basis initially are assigned a temporary advisor. This assignment is made on the basis of prior contact, mutual academic interests, or current faculty availability. The advisor assists the student in initial course selection and in learning about the resources of the university.

The student should choose a permanent advisor before completion of 12 credits of coursework toward the degree. The person selected must be qualified to advise the student in the program and be an associate member or full member of the Graduate Faculty. The student is encouraged to consider selection of an advisor whose expertise best supports academic interests, whose working style complements the student's, and who relates easily and well to the student. Because the advisor assumes an important role in assisting the student in completing a thesis or final project (T&L 995 or 997), the advisor should be a person with whom the student can

discuss his or her ideas and writing. Choice of an advisor is communicated to the Graduate Director of the appropriate degree program, who recommends the appointment to the Dean of the Graduate School.

See the Introduction, page 1, for a complete listing of Graduate Directors for each degree program. Brief descriptions of research interests of faculty begin on page 16. These descriptions may aid in the selection of permanent advisors and appropriate committee members. The Academic Catalog 2005-07, contains a complete listing of the Graduate Faculty qualified to serve as advisors for the Master's Degree programs and as Committee Members.

Sequence of Master's Program Process

The previous pages have outlined general information on the Master's programs in Education in the Department of Teaching and Learning. The following outlines the usual sequence of steps taken throughout the process of any of these Master's programs.

1. Application for admission is made to the Graduate School. (Admission forms are available at www.und.nodak.edu/dept/grad/admissns.html) Admission requirements and procedures are listed in the UND Academic Catalog 2005-07. Before applying, students are encouraged to confer with Department faculty about which program best meets their needs.
2. Notification of admission status occurs after the completed admissions file has been reviewed by the faculty of the program in which the student wishes to study and a recommendation made to the Dean of the Graduate School. Official notification of admission comes from the Dean of the Graduate School.
3. A temporary advisor is assigned at the time of admission. The student works with the temporary advisor on initial registration and program planning. If admission is deferred, qualified, or provisional, the temporary advisor helps the student to seek full status. (See the UND Academic Catalog 2005-07 p. 190)
4. Early in the program, the student meets with the Graduate Program Director to select a permanent advisor. The Program Director provides written notification of this selection to the Graduate School.

Program Directors are as follows:

Early Childhood Education	Sue Offut
Elementary Education	Nadine Tepper
General Studies	Margaret Zidon
Reading Education	Shelby Barrentine
Special Education	Lynne Chalmers
Instructional Design & Technology	Rick Van Eck

5. A Program of Study is developed by the student and the permanent advisor. If the student is following the thesis option (available in the M.S. degree only), the Program of Study is approved by a three member Faculty Advisory committee and the Dean of the Graduate School. If a minor is chosen, one committee member must represent the minor field. If the non-thesis option is selected, the Program of Study is approved by the advisor, the Program Coordinator, and the Dean of the Graduate School. If a minor is chosen, the coordinator of the minor field also must sign the Program of Study. General guidelines follow. See Appendix A for more guidelines.

General Guidelines for a Program of Study

- a) At least one-half of the credits for a degree must be in courses numbered 500 or higher.
- b) Only those UND courses listed in the Academic Catalog are eligible for use in the major and minor areas of a program.
- c) All UND courses numbered 300 or higher may be applied to a cognate.
- d) The amount of transfer credits that will be accepted toward the master's degree is one-fourth (usually 8-9 semester credits) of the credit hours required for the degree.
- e) Courses that were not part of a prerequisite graduate degree program may not be over seven years old or must be revalidated in order to be used in a program. Courses more than seven years old taken at other institutions may not be transferred into a program. Permission from the Graduate Dean must be obtained before revalidation of a course is undertaken.
- f) Workshop, conference, institute, or other types of short-term credits can be applied to a program of study only if the credits have been pre-approved by the Graduate School for application towards a master's degree.
- g) An evaluation of transfer credits will be made by the Graduate School. Transfer credits, even in prerequisite degree programs, are not automatically part of a program.
- h) Courses taken in another completed masters program at UND cannot count toward the new master program. You can not count a completed program for both degrees.

Overall instructions and a sample of the form to be used in filing a Program of Study are in Appendix A. See also the information on program requirements in the descriptions of the

available Master's degree programs in education, outlined earlier.

6. The topic for the thesis or final project report (non-thesis option) is approved by the Faculty Advisory Committee or advisor, depending on the degree sought, and filed with the Graduate School prior to the semester in which the student expects to graduate. See Appendix B for sample forms.
7. The student is advanced to candidacy for the degree by the Graduate School. **NOTE: All graduate students must have completed all requirements for advancement to candidacy prior to the semester in which they plan to graduate.**
8. The student applies for graduation at the beginning of the last semester of work and before the deadline listed in the Academic Calendar in the UND Academic Catalog and the semester schedule. The student must be enrolled during this semester and found eligible to graduate by the Graduate School.
9. The thesis student presents a draft of the thesis to the Faculty Advisory Committee for approval. The committee then signs the "Preliminary Approval of Thesis and Dissertation" form. (See Appendix C for a sample form.) A more complete timetable for thesis and dissertation related activities is given in the Graduate School publication, Instructions for the Preparation of Theses and Dissertations. After the final approval of the thesis by the committee, the advisor files a final report with Graduate School. See Appendix D for a sample form.
10. Students in the non-thesis master's programs complete a final project (T&L 995 or 997) which is presented to the advisor who submits a final report to the Graduate School. See Appendix D for a sample form.
11. When all requirements are met, the degree is awarded!

Part III

INFORMATION FOR ALL GRADUATE STUDENTS

Where to Go for Help

If a student has not yet applied or been admitted to the Graduate School, the Teaching & Learning Department office may be of assistance in identifying procedures to follow or putting the student in touch with graduate program directors.

Career placement information should be obtained through Career Services in McCannel Hall. Career Services will assist in creating a placement file and has extensive job listings.

Scholarships, Fellowships, and Assistantships

Several scholarships as well as fellowships, teaching assistantships, and research assistantships are available to education graduate students. The Academic Catalog provides a detailed list of the following awards and appointments available to students in education:

- Chester Fritz Scholarships
- Neil C. Macdonald Memorial Scholarships
- Cultural Diversity Tuition Assistance
- Board of Higher Education Scholarships (tuition waivers)
- Alumni Prizes
- Graduate Teaching Assistantships and summer tuition waivers
- Graduate Research Assistantships
- Graduate Service Assistantships
- Patricia Roberts Harris Fellowships

Faculty nominates students for scholarships; therefore, interested students should contact the EHD Associate Dean for Teacher Education, Barbara Combs for information.

Students interested in a graduate assistantship in the College should complete an EHD assistantship application as well as indicating desire for assistantship consideration with application to the Graduate School. Inquiries may be addressed to Dan Rice, EHD Dean.

In addition to those listed in the Academic Catalog, the following funding opportunities are available to education graduate students.

Vito Perrone Scholarship

The scholarship honors the former Dean of the Center for Teaching and Learning. The scholarship is awarded to serious students of educational scholarship and practice who have the potential for becoming outstanding educational leaders, are of good character, have above average grades, and intend a professional career in education. Financial need may be considered as a tie-breaking factor in selection of the recipient. An award is made to a graduate and an undergraduate student in alternate years.

Service Opportunities and Special Resources

The College of Education and Human Development includes students in its governance structure. Graduate students serve on the Graduate Curriculum committee. Graduate students also serve on appeals committees considering due process for other graduate students and are frequently appointed to faculty search committees and task forces.

Publications of the College give students a chance to write for publication and to read about common interests. The College's journal is Teaching and Learning: The Journal of Natural Inquiry. Margaret Zidon, editor, seek manuscripts that explore personal experiences with teaching and learning. Look also for publications of the North Dakota Study Group and of the Bureau for Educational Services and Applied Research (BESAR). <http://www.und.edu/dept/ehd/journal/submissions.html>

A learning and research tool unique to UND is the Prospect Archives, a longitudinal collection of children's work put together at the Prospect School in Vermont. Sue Offutt can introduce you to the collection.

Internships involve students in activities as diverse as co-teaching a college or K-12 class, coordinating a curriculum project for a school district, conducting field-based research, tutoring children in English as a second language, or supervising undergraduate students involved in field experiences or student teaching. Internships are required in some programs and are strongly recommended for all students as a means of broadening experience and building a background for future leadership roles.

Introduction to Graduate Faculty in Department of Teaching & Learning

Katherine Anderson

My research interests involve qualitative studies that investigate educational outcomes for students with emotional or behavioral disorders. Particularly, I am interested in the effects of canine companionship through the incorporation of dogs into school settings or through service learning projects. Additionally, I teach Assessment Strategies and Behavior Management.

Mary Baker

My research interests involve both quantitative and qualitative studies related to mathematics education and the use of technology in elementary and middle school classrooms. I am particularly interested in alternative teaching strategies that emphasize the importance of hands-on, minds-on learning. I teach undergraduate and graduate courses in mathematics education.

Shelby Barrentine

My research interests are focused on qualitative investigations of instruction and assessment related to reading and writing. I am particularly interested in describing literacy practices that are language, literature, and process based, and advance pluralistic views of society and emanate from child-centered views of teaching.

Lynne Chalmers

My interests are in the area of inclusion of special needs students into general education classrooms. More specifically the areas that I am currently focusing on include classroom modifications, the transition of students from special education classrooms to general education classrooms, and the attitude and characteristics of general education teachers who work well with included students.

Kari Chiasson

My research interests are qualitative studies related to young children with disabilities and their families, inclusive practices in early childhood education and early intervention for young children with autism. I am particularly interested in a collaborative effort to integrate special education content and practice into early childhood education courses.

Barbara Combs

As a teacher educator and qualitative researcher, I have two strands of scholarly interest. The first involves the preparation and development of P-12 teachers. The second centers on the reading and writing assessment and instruction of struggling learners. Additionally, I teach courses in the area of literacy learning and teaching.

Michael Gallo

My research interests involve qualitative studies related to how college students with ADHD view their P-12 educational experiences and what they view as strengths and vulnerabilities brought to their post-secondary educational experience. Of particular interest is how higher education can meet the educational needs of students with ADHD and related disabilities. In addition another interest is qualitative research of the relationship of oral storytelling to the development of culture, intelligence, morals, and values.

Bonni Gourneau

My research interests involve the study of people. I am interested in qualitative studies that focus on how people interact with others and the work around them. Such topics include teacher/parent/student relationships, bullying, classroom management, and first year teachers.

Mark Guy

I am interested in how learners of all ages make sense of our natural world and how conceptual development can be facilitated by various learning settings and experiences. I am also interested in the complex social, cultural, and individual interactions that occur naturally in elementary science classrooms.

Lars Helgeson

My research interests are in diabetes education among Native Americans, developing science education curriculum and activities, teaching about the brain in education and school science safety.

Jodi Bergland Holen

I teach Foundations of Educational Thought in the summer. As well, I have taught Classroom Management, Introduction to Elementary and Secondary Teaching, Models of Teaching 542, and Music for Elementary Teachers. My research interests include: philanthropy in higher education, creativity and intellectual freedom, risk taking in the college classroom, and the philosophical underpinnings of teacher preparation courses especially in terms of the work of John Dewey, Maxine Greene, Paulo Freire and Henry Giroux. I am also interested in the processes of education with regards to core values and spiral learning.

Woei Hung

Currently I am an associate professor at the University of North Dakota. My research areas include problem- based learning, problem solving, types and difficulty levels of problems, systems thinking and modeling, and concept mapping and formation. I received the 2006 Junior

Faculty Mentee Award from the Interdisciplinary Journal of Problem-Based Learning for my 3C3R PBL Problem Design Model paper and 2007 Outstanding Publication Award from AERA Division I for my co-authored paper *Learning to troubleshoot: A new theory based design architecture*.

Gail Ingwalson

My interests and area of research pertain to middle school education, in particular, to promote and enhance middle grades education by offering a program of study that specializes in the preparation of teachers who understand and have a passion for education early adolescent students. Due to the unique needs and characteristics of middle school children, it is critical to provide a strong knowledge base regarding the middle school philosophy and curriculum to preservice and inservice teachers.

Patti Mahar

As a member of the Special Education faculty, I teach courses in teaching students with disabilities, developmental cognitive disorders methods, and transitioning students with disabilities. My interests are in the area of inclusion of students diagnosed with disabilities into the general population and working with families that have children diagnosed with disabilities.

Glenn Olsen

My research interests in the P-12 settings include conflict resolution and mediation, males/fathers in the schools, and teasing, bullying and school violence. My research interests include the case study method in higher education, multicultural issues in higher education, and cooperative learning in higher education.

Myrna Olson

My current position is as a Professor in Higher Education and Special Education and I teach in both programs. My advisement load is primarily with doctoral students, although I sit on a number of master's thesis committees as well. Recent research interests have focused on strategies for supporting faculty and graduate teaching assistants in their role as college teachers. Areas in which I have published and maintain interest in are: discipline, development of self esteem, stress management, crisis survival, teaching of Braille reading, teaching strategies with students having visual impairments and students showing giftedness in general education classrooms, strategies for addressing the emotional needs of gay/lesbian students and staff in school settings, strengths of single parent families and the use of pet therapy in classrooms for students with severe emotional and behavioral problems.

Grace Onchwari

My research interests focus on diversity and pedagogy. I am interested in ways of enhancing learning of children from different cultural backgrounds and how to enhance teacher pedagogy of those teachers working with students from different cultural backgrounds.

Donna Pearson

Incorporating both quantitative and qualitative research methods, the axis of my research interest is teacher education. This includes civic education, professional development, and international/comparative education.

Kathy Smart

My research interests are focused on learning space design and planning, higher education administration, interface design, application and assessment of technology in teaching and learning including policy development.

Nadine Tepper

My research interests are in American Indian Education and diversity. My interests in diversity include: culture, racism, children with special needs, parenting styles, culturally responsive teaching, and partnerships with schools on American Indian Reservations and Tribal Colleges.

Anne Walker

My research interests are in the sociocultural aspects of literacy education and second language acquisition. I am particularly interested in preparing teachers to work with culturally and linguistically diverse learners. My work has lately expanded to international education and how to better train ESL/EFL and reading teachers around the world.

Richard Van Eck

I am a recognized expert in the use of stimulations and games for learning. I have developed several serious games, written book chapters and articles, and am a frequent invited speaker in this area. My other research interests include gender and technology, intelligent tutoring systems, cognitive load, and authoring tools.

Margaret Zidon

My research interests involve qualitative studies related to student experience of curriculum and instruction. I focus on teacher action research and portfolio assessment.

Appendix: PROGRAM FORMS AND INFORMATION

All forms are available online under “Graduate Forms” on the UND Website
www.und.edu/dept/grad/

University of North Dakota Graduate School

414 Twamley - P.O. Box 8178 - Grand Forks, ND 58202-8178
Phone (701) 777-2784; 1-800-CALL-UND (ext 2784); Fax (701) 777-3619

PROGRAM OF STUDY INSTRUCTIONS

THESE ARE GENERAL GUIDELINES APPLICABLE TO ALL PROGRAMS. ADDITIONAL REQUIREMENTS MAY APPLY TO YOUR SPECIFIC DEGREE PROGRAM. CHECK WITH YOUR MAJOR DEPARTMENT.

1. A Faculty Advisory Committee (thesis & dissertation) or Advisor (independent study) must be appointed by the Graduate Dean before you file your program of study in the Graduate Office. Complete the form "Request for New Advisor or Committee Appointment". Have your advisor and committee sign this form and also the Graduate Director of your department and submit it to the Graduate School. If your program of study includes a minor, a committee member from the minor department must be part of your committee. For the independent study option, the signature of the Graduate Director of the minor department is required on the program of study.
2. The student is advised to submit a program of study in their second semester they are in the program or as soon as possible. Review the Graduate Catalog for requirements regarding your degree and your major. Then meet with your Advisor to develop the proposed program.
3. Keep the following points in mind when formulating your program:
 - At least one-half of the credits for your degree must be in courses numbered 500 or higher.
 - Only those UND courses listed in the Graduate Catalog are eligible for use in the major and minor areas on your program. A graduate minor must be titled and consist of at least 9 credits. Only courses approved for graduate credit are eligible. The minor will be listed on the student's transcript.
 - All UND courses numbered 300 and higher listed in the Undergraduate or Graduate Catalog may be applied to the **cognate** part of a program. When a graduate student elects to use 300 or 400 level courses for graduate credit, it is understood that the student will be required to do additional work, over and above that typically required of undergraduates. Usually, such work is of an independent nature.
 - The Graduate School will make an evaluation of transfer credits when your program of study is submitted. Please check with your Advisor for eligibility of these courses to be applied to your degree. Transfer courses must be listed on your program exactly as they appear on your transcript with the exception that quarter credits be converted into semester credits. If you have not yet completed the transfer credits on your program, list next to the course which institution they will be taken from.
 - Do not list more than the maximum number of acceptable transfer credits on your program. Up to 8 credits of *eligible* transfer work is acceptable with a grade of B or better. (See: "Transfer of Graduate Credits" in the Graduate Catalog.)
 - No more than nine non-degree credits may be applied to your degree.
 - Graduate courses more than seven years old are considered obsolete and may not be used on a program of study. However, UND courses may be revalidated by submitting a plan of study for approval by the Dean of the Graduate School. If you plan to revalidate any UND courses, the revalidation plan must be submitted and approved before the revalidation process is undertaken.
 - If you plan to conduct research on human subjects, you must first receive approval from the Institutional Review Board. You are not allowed to conduct research until you receive this approval. Forms and information are available at the Research and Program Development office (Twamley Hall, Room 101; 777-4278). Keep in mind that you must complete the appropriate training to do human subjects research. The Office of Research and Program Development posts a website with the necessary training module: www.und.edu/dept/orpd. Research involving

animals, recombinant DNA, radiation, and bio-hazardous agents also require special approval. Please consult with your advisor regarding approval of such research. Your topic proposal of your research (independent study, thesis, etc.) will not be approved without the appropriate committee's approval.

4. Type your program on the appropriate form and use the following organization:
 - Supply a title for each group of courses. Group courses into the appropriate major, minor, cognate, foundations, etc. in accord with the degree requirements stated in the Graduate Catalog. Leave some space between these areas to allow for any future minor revisions.
 - Be sure you have included at least the minimum number of required credits in the total program, the major, the minor, the cognate, and the foundations areas.
 - Please list the credit amounts in the appropriate column for each course listed.
5. Sign the program and then secure the necessary signatures, Advisor and Graduate Director (non-thesis), and Advisory Committee (thesis and dissertation). Submit your program to the Graduate School for the Dean's approval. A copy will be sent to the advisor and student when approved by the Graduate School.
6. For changes to an approved program of study, your advisor must send a memo (or e-mail) to the Graduate School or you may complete the form (program of study change) and have your advisor sign it.

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TOPIC PROPOSAL

Name _____ STUDENT ID # _____
Address _____ Phone _____
_____ E-Mail _____
_____ Expected Graduation Date _____

Independent Study Thesis Dissertation Project Design Scholarly Project

Proposed Title: _____

The research involves Human Subjects: Yes No
If yes, IRB (*Institutional Review Board*) approval date: _____ Project #: _____

The research involves Animal Subjects: Yes No
If yes, IACUC (*Institutional Animal Care & Use Committee*) approval date: _____ Project #: _____

The research involves the use of recombinant DNA or biohazardous material research: Yes No
If yes, IBC (*Institutional Biosafety Committee*) approval date: _____ Yes No

The research involves the use of radiation & hazardous materials: Yes No
If yes, RSHMC – *Radiation Safety & Hazardous Materials/name of authorized faculty*: _____

If you have questions on the above requirements, please contact the appropriate committee:
IRB – human subject research – Office of Research & Program Development at (701) 777-4278 or www.und.edu/dept/orpd/
IACUC – animal research – Center for Biomedical Research (701) 777-4493
IBC – DNA or biohazardous material research – Office of Research & Program Development at (701) 777-4278 or www.und.edu/dept/orpd/
RSHMC – radiation & hazardous material research – Safety & Environmental Health Office at (701) 777-3341 or 3216

_____	Date	_____	Date
Advisor or Chair		Committee Member	
_____	Date	_____	Date
Committee Member		Committee Member	
_____	Date	_____	Date
Dean of the Graduate School		Member-at-Large	

Non-thesis students need only their advisor's signature; all other students need the signatures of their entire committee.

In *narrative style*, describe the nature of the problem/study, the procedure or methodology to be followed, and the anticipated results (please keep the proposal to one page in length):

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**PRELIMINARY APPROVAL and NOTICE OF DEFENSE
OF THESIS OR DISSERTATION**

The student and his/her committee are jointly responsible for seeing to it that the thesis or dissertation follows a correct form of scholarly style and usage as outlined in the Style and Policy available from the Graduate School. In fulfillment of this responsibility, each member of a candidate’s advisory committee must have made his/her criticisms and have seen and approved the changes the student has made to remove the criticisms. Such approval is tentative acceptance of the content, organization, form of expression, style and usage. The approval shall be executed on the **Preliminary Approval** form and the original copy must be filed in the Graduate School by the deadline specified in the Graduate Catalog. The signed approval is a commitment that the members of the committee will require no major changes of the content, organization, or style after the final copy has been prepared.

Note: A student will not be permitted to graduate unless this completed form is received at the Graduate School by the deadline specified in the Graduate School Academic Calendar. It is the student’s responsibility to obtain the committee’s approval on this form and file the original with the Graduate School.

Master’s students: Preliminary Approval and Notice of Thesis defense is due **one week** prior to defense.
Doctoral students: Preliminary Approval and Notice of Doctoral defense is due **two weeks** prior to defense.
(Doctoral defenses are published in the University Newsletter.)

Final Deadline for Preliminary Approval is listed in the Time Schedule of Classes each semester.

Student’s Name _____ Empl ID # _____
Graduate Program _____ E-Mail _____
Degree Sought _____ Phone # _____

Exact title of thesis or dissertation:

The advisory committee assigned the responsibility of supervising the graduate work of the above-named student has examined and hereby approves the title and the preliminary draft of the thesis or dissertation.

_____ Committee Chair person	_____ Date	_____ Committee Member	_____ Date
_____ Committee Member	_____ Date	_____ Member at Large (dissertation)	_____ Date
_____ Committee Member	_____ Date		

NOTICE OF DEFENSE Thesis Dissertation **or** The Notice of Defense will be submitted at a later date
(Note: The notice of defense may be filled in below in lieu of the Notice of Defense form)
Date: _____ Time: _____
Building: _____ Room: _____

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FINAL REPORT ON CANDIDATE
 Thesis, Dissertation, Research Report, or Professional Exhibition Option

Name of Candidate: _____ EMPL ID# _____
 Address _____ Graduate Program _____
 _____ Degree Sought _____

This degree requires the presentation of a thesis, dissertation, research report, or a professional exhibition and catalog (Master of Fine Arts) and a final examination. After the examination, the Advisory committee should complete Part I of the Final Report and return the original to the Graduate School by the Final Report deadline announced in the Graduate Catalog.

Part I. Report on Examination (To be completed by the Advisory or Advisory Committee)

The **exact** title of the Thesis, Dissertation, Research Report, or Professional Exhibition (Attach copy of exhibition catalog):

The final defense or examination for the degree indicated for the above-named student was held on:

_____ at _____ in _____
Date Time Building or Room

The signatures of the Advisory Committee indicate the result of the examination below:

Satisfactory

Unsatisfactory

Committee Chairperson	Date	Committee Chairperson	Date
Committee Member	Date	Committee Member	Date
Committee Member	Date	Committee Member	Date
Committee Member	Date	Committee Member	Date
Member at Large (dissertation)	Date	Member at Large (dissertation)	Date

NOTE TO COMMITTEE CHAIR: SUBMIT THE GRADE FOR THESIS, DISSERTATION, OR RESEARCH ON THE FORM TITLED "REMOVAL OF IN PROGRESS GRADE". IF THEY HAVE REGISTRATION IN PREVIOUS SEMESTERS. IF THEY ARE ENROLLED FOR THE CURRENT SEMESTER, INPUT THE GRADE ON PEOPLESOF.

PART II. REPORT ON DEGREE REQUIREMENTS (To be completed by the Graduate School)

1. The candidate has completed degree examination requirements.
2. The Graduate Dean has approved the thesis, dissertation, or research report.
3. The candidate's Program of Study has been completed.
4. The candidate's cumulative grade point average is: _____
5. The Graduate School authorizes award of the degree. Date: _____