

**Program Report for the
Preparation of Geography Teachers**

Education Standards and Practices Board

C O V E R S H E E T

Institution: University of North Dakota **State:** ND

Date Submitted _____

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Program documented in this report:

Name of Institution's program: Geography Teacher Education

Grade levels for which candidates are being prepared: 9-12

Degree or award level _____

Is this program offered at more than one site? ☐ **Yes** ☒ **No**

If yes, list sites at which the program is offered: _____

Title of the state license for which candidates are prepared
Geography

Program report status:

☒ **Initial review**

☐ **Rejoinder**

☐ **Response to national recognition with conditions**

State licensure requirement for national recognition:

ESPB requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Does your institution require such a test? Test information and data must be reported in Section II

☒ **Yes** ☐ **No**

REPORT

I. Contextual Information – Provides the opportunity for institutions to present general information to help reviewers understand the program.

Candidate Information

Directions: Provide three years 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: Geography		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
2004-05	1	0
2005-06	1	0
2006-07	1	0

SOCIAL STUDIES

I. Contextual Information & Program Response To ESPB Standards

Program: Geography Education

*The social studies program usually follows one of two patterns: (1) **the subject major pattern emphasizes one or more areas of the social studies, supplemented by work in cognate areas**, or (2) **the composite major pattern embraces a broad base of social studies including history, political science and civics, economics, geography, and sociology or psychology or cultural anthropology or global studies**. Programs must meet the appropriate section of each content standard (i.e. Standard 15020.1 History) and also Standards 2 through 6 (i.e. 15020.2 – 15020.6)*

*Social studies programs will meet the minimum semester hour requirements defined by ESPB. Secondary teachers with majors in history, **geography**, civics and government, economics, or composite social studies will be licensed to teach in each specific social studies discipline in which the individual has a minimum number of semester hours aligned with the ND standards for the area: history 18 SH (a minimum of 6 SH of U.S. and 6 SH of non-U.S. history), geography 12 SH, civics and government 12 SH, and economics 12 SH, or a minimum of 6 SH aligned with the ND standards for any other specific social studies discipline.*

Descriptive Information About the Program (In a paragraph or two, describe the program-this is your chance to put your best programmatic foot forward.)

The UND Geography Department has been providing near continuous offerings of geographic education courses, a geography minor, and a geography major with teaching certificate for teacher candidates from well before the Second World War. Recognizing the paucity of employment opportunities in North Dakota and many other parts of the United States for a person who solely holds a teaching certificate for geography, the department has worked since the late 1990s with the UND T&L Department to insure that social studies education majors can meet the requirements for licensure to teach geography courses as a cognate. Following the implementation of NCLB's composite social studies education major in the early part of the 21st century, the UND Geography Department has available a choice of two courses in geographic education and numerous topical, regional, and techniques courses which can be used by the pre-service teachers to attain the necessary 12 credits in geography for that part of the composite degree.

However, the specific geographic education track within the UND Geography Department is a 36-credit program that has been designed so that the teacher candidate can enter the profession of applied geography in case that person discovers teaching in pre-collegiate settings is not the correct career for that individual. Consequently, there is a stronger than usual relationship between the courses and skill set for this institution's geography majors with applied geography than one might have expected for a person pursuing a geographic education track. Six of the nine core courses for the geographic education track are the exact same six required courses for either the environmental science or community and urban development tracks of the UND Geography Department. Those courses include three 100-level general education type classes in geography spanning physical geography, human geography, and regional geography plus three upper-level geospatial technology courses. The other three core courses for the geographic education major include a 200-level geospatial technology class, a 300-level course in conservation of resources, and the required 400-level methods course in geographic education. These nine core courses are 19 credits, so any undergraduate in this program would be recommended to take the remaining 17 credits in geography in consultation with the department's academic advisor most responsible for

the geographic education. The “best practice” approach for these elective classes is to include one more 100-level physical geography course, a set of regional courses at the 200-level through the 400-level, and a 300-level economic geography course. Such a preparation not only is useful in teaching geography at the pre-collegiate level, but it is readily transferred into careers in the geography in government, NGOs/PVOs, and private industry.

Currently, the UND Geography Department is active locally, regionally, and statewide in promoting geographic education. The department houses the Association of North Dakota Geographers and the North Dakota Council for the Social Studies and is affiliated with the North Dakota Geographic Alliance. It has partnerships with the Dakota Science Center, NDView (a USGS remote sensing education outreach program), ND EdPARC (the statewide affiliate for earth system science and geospatial technology education outreach for the Upper Midwest Aerospace Consortium), and ND History Day. The department works through the UND Division of Continuing Education’s Professional Development for Educators unit to provide workshops to in-service educators and integrates materials from such programs into its geographic education courses. Most importantly, the department includes master teachers from the local school district to be helping shape the curriculum of the two geographic education courses and for them to be guest presenters and discussants in classrooms with the pre-service educators.

Response to Standards

Directions: For each ESPB Standard listed below, respond to each question listed. You must include a minimum of 3 assessments that provide evidence that ALL standards are met. You may use more than three if you wish and you may use the same assessments for different standards as appropriate.

15015.1 Geography

In the subject major curriculum, the program requires the study of people, places, environments, and global connections. The study of a second social science beyond the introductory level is also required. The program uses a variety of performance assessments of candidates’ understanding and ability to apply that knowledge.

List course number, title and description and any accompanying activities or experiences in which students engage to meet the standard.

[GEOG 121/L Global Physical Environment \(basic course in physical geography\)](#)

[GEOG 134/L Global Weather and Climate \(basic course in climatology\)](#)

[GEOG 151 Introduction to Human Geography \(basic course in human geography\)](#)

[GEOG 161 World Regional Geography \(basic course in regional geography\)](#)

[GEOG 262 Geography of North America \(regional course on USA and Canada\)](#)

[GEOG 263 Geography of North Dakota \(regional course on North Dakota\)](#)

[GEOG 352 Economic Geography \(intermediate course in economic geography\)](#)

[GEOG 354 Conservation of Resources \(intermediate course in resource management\)](#)

[GEOG 362 Geography of Canada \(regional course on Canada\)](#)

[GEOG 463 Geography of China \(regional course on China\)](#)

Assessments

- a. Geography Praxis II Exam
- b. Course assignment/exams-[see attachment](#)

Results

a. Praxis II results for Geography

Fall, 2006-Summer, 2007				
Program Area	ND Passing Score	Total Test Takers	Average Score	Percent Passing
Geography-30920	530	0	--	--

b. Results of other content knowledge assessment (s): **Not available because of the limited sample size.**

Student Work Samples

Not available because of the limited sample size.

15020.2, 15007.2, 15010.2, 15015.2, 15040.2, 15030.2, 15035.2

The program requires study of the structures, key concepts, methodology, and generalizations that connect the various social studies, including the examination of professional standards and expectations for P-12 education. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

List course number, title and description and any accompanying activities or experiences in which students engage to meet the standard.

GEOG 319 Geography for Teachers (methods course aimed at middle school)

GEOG 419 Methods and Materials of Geographic Education (high school methods)

Note: GEOG 419 is the required course for the geographic education track.

Assessments

- Geography Praxis II Exam
- Course assignment/exams

Results

a. Praxis II results for Geography

Fall, 2006-Summer, 2007				
Program Area	ND Passing Score	Total Test Takers	Average Score	Percent Passing
Geography-30920	530	0	--	--

b. Results of other content knowledge assessment (s): **Not available because of the limited sample size.**

Student Work Samples

Not available because of the limited sample size.

15020.3, 15007.3, 15010.3, 15015.3, 15040.3, 15030.3, 15035.3

The program requires study of multi-cultural, cross-cultural, diversity, global issues, and multiple perspectives. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

List course number, title and description and any accompanying activities or experiences in which students engage to meet the standard.

[GEOG 151](#) Introduction to Human Geography (basic course in human geography)

[GEOG 161](#) World Regional Geography (basic course in regional geography)

[GEOG 262](#) Geography of North America (regional course on USA and Canada)

[GEOG 263](#) Geography of North Dakota (regional course on North Dakota)

[GEOG 352](#) Economic Geography (intermediate course in economic geography)

[GEOG 354](#) Conservation of Resources (intermediate course in resource management)

[GEOG 362](#) Geography of Canada (regional course on Canada)

[GEOG 463](#) Geography of China (regional course on China)

Assessments

a. Geography Praxis II Exam

b. Course assignments/exams: Samples: [161](#), [263](#), [352](#), [354](#), [362](#), [463](#)

Results

a. Praxis II results for Geography

Fall, 2006-Summer, 2007				
Program Area	ND Passing Score	Total Test Takers	Average Score	Percent Passing
Geography-30920	530	0	--	--

b. Results of other content knowledge assessment (s): **Not available because of the limited sample size.**

Student Work Samples

Not available because of the limited sample size.

15020.4, 15007.4, 15010.4, 15015.4, 15040.4, 15030.4, 15035.4

The program requires study of current events including controversial issues. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

List course number, title and description and any accompanying activities or experiences in which students engage to meet the standard.

[GEOG 121/L](#) Global Physical Environment (basic course in physical geography)

[GEOG 134/L](#) Global Weather and Climate (basic course in climatology)

[GEOG 151](#) Introduction to Human Geography (basic course in human geography)

[GEOG 161](#) World Regional Geography (basic course in regional geography)

[GEOG 262](#) Geography of North America (regional course on USA and Canada)

[GEOG 263](#) Geography of North Dakota (regional course on North Dakota)

[GEOG 352](#) Economic Geography (intermediate course in economic geography)

[GEOG 354](#) Conservation of Resources (intermediate course in resource management)

[GEOG 362](#) Geography of Canada (regional course on Canada)

[GEOG 463](#) Geography of China (regional course on China)

Assessments

- a. Geography Praxis II Exam
- b. Course assignments/exams: Samples: [161](#), [263](#), [352](#), [354](#), [362](#), [463](#)

Results

- a. Praxis II results for Geography

Fall, 2006-Summer, 2007				
Program Area	ND Passing Score	Total Test Takers	Average Score	Percent Passing
Geography-30920	530	0	--	--

- b. Results of other content knowledge assessment (s): **Not available because of the limited sample size.**

Student Work Samples

Not available because of the limited sample size.

15020.5, 15007.5, 15010.5, 15015.5, 15040.5, 15030.5, 15035.5

The program requires studying methods of teaching social studies including current trends in social studies with an examination of various teaching methods and techniques. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

List course number, title and description and any accompanying activities or experiences in which students engage to meet the standard.

GEOG 319 Geography for Teachers (methods course aimed at middle school)

GEOG 419 Methods and Materials of Geographic Education (high school methods)

T&L 400 Methods and Materials of Middle and Secondary Social Studies (While not required, this course is strongly recommended of all majoring in the social studies.)

Assessments

- a. Course assignment/exams

Results

Not available because of the limited sample size.

Student Work Samples

Not available because of the limited sample size.

15020.6, 15007.6, 15010.6, 15015.6, 15040.6, 15030.6, 15035.6

The program requires the study of current, appropriate instructional technologies. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.

List course number, title and description and any accompanying activities or experiences in which students engage to meet the standard.

GEOG 319 Geography for Teachers (methods course aimed at middle school)
GEOG 419 Methods and Materials of Geographic Education (high school methods)
Also, the following geospatial technology courses are used:
GEOG 271 Map Reading and Interpretation
GEOG 377/L Quantitative Methods and Spatial Analysis Lab
GEOG 471/L Cartography and Lab
GEOG 474/L Introduction to GIS and Lab

Assessments

- a. Course assignment/exams: Samples: [471](#)

Results

Not available because of the limited sample size.

Student Work Samples

Not available because of the limited sample size.

15020.7, 15007.7, 15010.7, 15015.7, 15040.7, 15030.7, 15035.7

Candidate assessment data are regularly and systematically collected, compiled, aggregated, summarized, and analyzed to improve candidate performance, program quality, and program operations. The program disaggregates candidate assessment data when candidates are in alternate route, off-campus, and distance learning programs.

Geography Department Assessment Process:

The UND Geography Department is in the early stages of assessing its courses, particularly with respect to teacher education. So far, the only courses that would have even the slightest amount of data in general are GEOG 151 (Human Geography) and GEOG 262 (Geography of North America) from when both were reviewed and successfully renewed to carry general education requirement status. However, because of the statistically insignificant size of the sample of geography majors pursuing the geographic education track and/or seeking licensure to teach geography in middle school and/or high school grade levels, there is no analysis specific to those few students disaggregated from the pool of students used for the purposes of seeking renewal of general education requirement status for these two courses.

Department of Teaching and Learning Assessment Process:

Data Collection. Data are collected at transition points throughout the program to assess candidate performance, program quality and program operations. The Teaching and Learning Undergraduate Assessment Committee (UGAC) develops an annual schedule for the purposes of data collection. T&L undergraduate faculty who assess critical tasks, staff in the Office of Advising and Admissions and staff in the Office of Field Experience are responsible for submitting data presented in the table below. The UGAC monitors the collection process and follows up in a timely manner when data is missing.

Data Analysis and Reporting. The UGAC is responsible for submitting an annual report to the undergraduate faculty in the Department of Teaching and Learning, the Chair of Teaching and Learning and the Associate Dean for Teacher Education (NCATE Coordinator) based upon a detailed analysis of data collected over the course of the previous year. The Assessment

Committee facilitates an annual Assessment Retreat. Faculty discuss the report at the departmental and individual program level and develop a written plan of action designed to address areas of weakness. Should no areas of weakness be found, a written record of faculty discussion leading to this conclusion is created. In between assessment retreats, the UGAC monitors progress in the implementation of the action plan(s). In subsequent retreats, the action plans are revisited and revised in light of the new round of data analysis.

Unit Assessment System for the Elementary Education Program

Initial Programs Undergraduate	Upon Admission to Teacher Education	Before Entering Student Teaching	Before Program Completion	After Completion
<ul style="list-style-type: none"> • Elementary • ECE/Elementary • Elementary/Middle 	<ul style="list-style-type: none"> • GPA • PPST Score • Letter of Application • Dispositions 	<ul style="list-style-type: none"> • Critical Tasks (Child Study, Multicultural Teaching, Lesson Plan, Beliefs and Practices Statement) • Praxis II Tests • Dispositions 	<ul style="list-style-type: none"> • Critical Tasks (Mid-term Evaluation, Final Evaluation) • Dispositions 	Assessments: <ul style="list-style-type: none"> • Graduate Surveys • Principal Surveys

Please describe the program changes that have occurred as a result of your data analysis process for the last three years. If you have just initiated this assessment system, please indicate what you have done to date.

II. Multicultural/Native American /Diversity Standard

The program requires the study of multicultural education including Native American studies and strategies for teaching and assessing diverse learners.

This response is prepared for all programs approved by ESPB. If you are reviewing an undergraduate or initial program only, please read the sections of this response headed *Initial Programs*. For Advanced or Professional Programs, please read the sections of this response headed *Advanced Programs*. Syllabi, vita and cited electronic work samples referred to in the report may be found in the folder labeled “MC-Diversity Standard.”

MULTICULTURAL EDUCATION/NATIVE AMERICAN STUDY

Initial Programs

Opportunity to Address/Meet Standard

T&L 433: Multicultural Education: All candidates in the Teacher Education Program at the University of North Dakota are required to complete this course (There is also a correspondence course with the same prefix and title which is offered to those who are in non-UND programs. Rarely, an exception is made for a candidate in the program who is unable to take the on-campus course.)

Course Description

This class takes an anthropological view of multicultural education. It will help students better understand students in culturally diverse classrooms as well as prepare them to teach about cultural diversity. This class examines several cultures but is particularly interested in American Indians of North Dakota. Those original groups include: Lakota, Dakota, and Nakota, Chippewa, and the three affiliated tribes: Mandan, Hidatsa, and Arikara (see attached sample syllabus [TL 433](#)).

Assessments/Results

1. Critical Task: Multicultural Teaching is submitted and assessed in LiveText, an on-line data management system. This Critical Task is a research paper based upon an issue in multicultural education. The paper includes a lesson plan which is assessed to determine candidates' ability to apply what they have learned related to diversity. The task was piloted in the spring of 2007 and assessed formally for the first time in the fall of 2007.

Initial Programs Critical Task Assessment Results for Multi-Cultural Teaching

Fall 2007 N=90

Teaching & Learning Standards	Does Not Meet	Fulfills Expectations	Exceeds Expectations
1.2 Teacher candidate uses tools of inquiry to develop content knowledge.	13%	56%	30%
1.3 Teacher candidate selects content to encourage diverse perspectives.	13%	53%	33%
6.2 Teacher candidate uses language to	14%	56%	29%

promote learning (e.g., use questioning skills, discussion techniques, delivery style, nonverbal cues).

6.3 Teacher candidate uses media and technology as effective learning and communication tools.

13%

36%

30%

6.6 Teacher candidate's communication skills facilitate partnerships with students, families and colleagues.

15%

52%

32%

Standards 1.3 and 6.6 especially target candidates knowledge and dispositions related to diversity. As indicate in the table 84%-86% of candidates meet or exceed expectations in these categories.

2. Mid-Term Showcase: Candidates work in pairs to create a showcase of a culture that includes engaging hands on learning activities.

Fall 2007 Multicultural Ed					
TL433: Section 1: Midterm Showcase Scores	A	B	C	D	F
N = 30	# 30 100%	0%	0%	0%	0%

3. Native American Reservation Field Trip: The class participates in a field trip, to an American Indian reservation school K-12. Each candidate is expected to write a 3-5 page paper reflecting on the field experience. At a minimum, the student should provide answers to the following questions after the field experience: (a) What does education and learning experiences mean to these students; (b) Is the educational system ensuring that the diverse needs of those students are met?

The field trip reflection assessment rubric covers three areas:

- (a) Focus (i.e. relevant, specific and clear response to the above questions....10 points);
- (b) Perspective (i.e. the student reflects on the field trip from a diverse/multiple perspective...10 points);
- (c) Language/Grammar (i.e., the students uses appropriate diversity terminology/ language as well as correct grammar...5 points).

TL 433 Section 1:Fall 2007	A	B	C	D
Field Trip Reflection Scores (N=30)	#26 87%	#4 13%	#0	#0

Student Work Samples

1. For candidate work related to the critical task (#1 above), please click on the any of the documents below:

- [Sample 1](#) Does Not Meet Expectations
- [Sample 2](#) Meets Expectations
- [Sample 3](#) Exceeds Expectations

2. A variety of student work samples related to the showcase will be available in the hard copy exhibit room.

Advanced Programs

Opportunity to Address/Meet Standard

EFR 506: Multicultural Education: Candidates who have not taken T&L 433 as undergraduates are encouraged to take this course. As described in the catalog the course is a “review of the conceptual, historical, and theoretical aspects of multicultural education. A major goal will be to provide educators with the processes for incorporating multicultural education into their own education environments to meet the needs of their culturally diverse students and to increase the cultural awareness and sensitivity of all students. North Dakota/Native American issues are primary elements of this course” (pg.249). (Also, see attached sample syllabi: [EFR 5061](#); [EFR5062](#)).

Assessments/Results:

Course Grades

Sections 1-4: SU, 2007					
Course EFR 506: Multicultural Education	A	B	C	D	F
N=28	# 26 93%	#1 3.5%	#0 %	#0 %	#1 3.5%

As indicated by the majority of A’s and B’s in the chart above, candidates taking this course met or exceeded course goals.

STRATEGIES FOR TEACHING AND ASSESSING DIVERSE LEARNERS

Initial Programs

Opportunity to Address/Meet Standard

T&L 315: Education of Exceptional Students: All candidates in our Early Childhood Education, Elementary Education and Middle Level programs are required to take this course(see attached syllabus [T&L 315](#)).

Course Description: “An orientation course, especially for classroom teachers, stressing the identification, characteristics and educational problems of exceptional children” (college catalog p.184).

TEAM Methods: Candidates in Elementary Education, Early Childhood Education and Middle Level Education take a series of methods related courses that require them to demonstrate an ability to accommodate instruction for students with special needs. Initially, candidates are presented with a case of a virtual student. They view a video and review an IEP and create a lesson plan with accommodations for this student ([see IEP of Nathan](#)). Next, candidates complete a 60-hour field experience. They select a lesson for assessment that includes accommodations for one or more students in their field experience setting.

Integration of Special Needs: The secondary education program has developed an integrated approach to guide candidates' knowledge about and skill in teaching diverse learners (see [Integration of Special Needs within the Secondary Education Program](#) document).

Assessments/Results

Course Grades

Fall 06 - Spring 07					
Course TL 315: Education of Exceptional Students	A	B	C	D	F
N=197	#148 75%	#34 18%	#7 3%	#4 2%	#4 2%

Over 93% of candidates from spring 2006 to fall of 2007 met or exceeded expectations related to the content of TL315 as demonstrated by the percent of A's and B's awarded.

TEAM Methods: Candidates development and implement a lesson plan and during the 60 hour field experience tied to the methods semester that is submitted and assessed in LiveText, an on-line data management system. INTASC Standard 3 and Program Standard 3.1 are assessed to determine candidates' abilities to accommodate all learners needs. Results from fall 2006-spring 2007 are presented in the table below:

Standard: 3.2 TAAL INTASC 3 Teacher candidate plans and adapts instruction for individual needs	Not Met	Met	Exceeds
Fall 2006	6.4%	70.2%	23.4%
Spring 2007	13.8%	74.2%	12%

During the 2006-2007 academic year 87.2%-94.6% of candidates met or exceeded the standard related to adapting instruction. The faculty reviewed data in May of 2007 and were disappointed in the lower results in the spring semester. It was at this point that the case of Nathan was developed for implementation in the fall of 2007. We hope to see improvements during the 07-08 academic year.

Integration of Special Needs: Candidates development and implement a lesson plan and during the 60 hour field experience tied to the methods semester that is submitted and assessed in LiveText, an on-line data management system. INTASC Standard 3 and Program Standard 3.1 are assessed to determine candidates' abilities to accommodate all learners needs. The Lesson Plan for secondary programs is submitted and scored only in

the fall since this is when the methods courses are offered. At the time of this report, no results are available. Results for fall 2007 will be available in the spring of 2008.

Student Teaching Evaluations: Mid-term and final evaluations during the student teaching semester provide additional evidence that candidates in all of our programs address the needs of diverse learners in their classrooms. Cooperating Teachers and University Supervisors complete these evaluations at mid and end term during the student teaching semester. The results for candidates' in the area of exceptionalities in the fall 2006 and spring 2007 are presented in the table below:

INTASC Standard 3: Teacher candidate plans and adapts instruction for individual needs								
	Mid Term N = 86				Final N =86			
Fall 06-Spring 07	Deficient	Developing	Proficient	Not Observed	Deficient	Developing	Proficient	Not Observed
All Programs	0%	30%	58%	12%	0%	10%	75%	15%

As noted in the evaluations 85%-88% of candidates during student teaching are able to adequately address this standard. In addition, 20% of candidates moved from the developing to proficient category by the end of the their student teaching assignment.

Advanced Programs

Opportunity to Address/Meet Standard

EFR 506: Multicultural Education: Candidates who have not taken T&L 433 as undergraduates are encouraged to take this course. The emphasis of the course may vary dependent upon the semester. For example, in the summer of 2007 one section of EFR 506 emphasized issues in special education within the context of the multicultural framework (see syllabus [EFR 506](#)).

Assessment /Analysis

Course Grades

Course	A	B	C	D	F
EFR 506: Multicultural Education: Sec3: SU, 2007 N=14	#12 86%	#1 7%	# 0%	# 0%	#1 7%

As indicated by the majority of A's and B's in the chart above, candidates taking this course met or exceeded course goals.

Other important diversity aspects are part of the curriculum in the required courses of [EFR 500](#): Philosophical Foundations of Education, [TL 540](#): Philosophies and Theories of Curriculum, and [TL 542](#): Models of Teaching. In addition, the candidate is required to take an additional three credits of foundations. Typically, they are advised to take [EFR 505](#): Social Foundations of Education or [EFR 507](#) Gender and Education; in either of these latter two courses, candidates study multicultural education, diversity education, and socioeconomic aspects related to access, equality, and equity.

TL 590 ST: Children’s Literature in the Classroom. In this course, candidates in the reading specialist and elementary education advanced programs read multicultural literature and critique literature used in classrooms to determine its resonance with all students. Further, students complete projects which explore Native American Literature. The syllabus for [TL590ST](#) states the following goal:

- Expand your knowledge of the wealth of literature available for diverse children in classrooms (NBPTS #2)

The goal is met through reading and discussing articles and children’s literature and by assignments. Sample readings and assignments are provided to illustrate candidate experiences.

Sample articles on diverse learners (cultural, racial, gender, socioeconomic)

- Enteneman, J., Murnen, T. J., & Hendricks, C. (2005). Victims, bullies, and bystanders in K-3 literature. *The Reading Teacher*, 59, pp. 352-364.
- Livingston, N. & Kurkjian, C. (2005). Circles and celebrations: Learning about other cultures through literature. *The Reading Teacher*, 58, pp. 696-703.
- Louie, B. L. Guiding principles for teaching multicultural literature. *The Reading Teacher*, 59, pp. 438-448.
- Wason-Ellam, L. (1997). “If only I was like Barbie.” *Language Arts*, 74(6), pp. 430-437.
- Yenika-Agbaw, V. (1997). Taking children’s literature seriously: Reading for pleasure and social change. *Language Arts*, 74(6), pp. 446-453.

Multicultural and gender-based literature assigned for the course and read by candidates:

- Curtis, C. P. (1995). *The Watsons Go To Birmingham*. Yearling. ISBN: 0440414121
- DiCamillo, K. (2000). *Because of Winn-Dixie*. Scholastic. ISBN: 043925051X
- Erdrich, L. (1999). *The Birchbark House*. Scholastic. ISBN: 0439203406
- Munsch, R. (1980). *The Paper Bag Princess*. Annick Press. ISBN: 0920236162
- Ryan, P. M. (2000). *Esperanza Rising*. Scholastic.

Artifacts supplied to illustrate multicultural course experiences are listed here and supplied for perusal.

- PowerPoint by candidate—[Contemporary Native Americans and Literature](#)
- Character Comparison between Esperanza in *Esperanza Rising* and Opal in *Because of Winn-Dixie*
- Key Discussant Grade Report on *Birchbark House* with bibliography of Native America book resources and teaching ideas
- [Multicultural Book Analysis](#)

TL 590 ST: Writing in the Elementary School Classroom. In part this course is designed to increase candidates’ ability to effectively teach diverse children to write, respecting development, culture, gender, and individuality. Though meeting a goal such as this is integrated throughout the semester, specific course readings and activities are devoted to the goal. Readings on gender and writing, specifically paying attention to boys, and culturally conscious writing instruction is also addressed. Multicultural and gender-based readings include the following:

- Dworin, J. E. (2006). The family stories project: Using funds of knowledge for writing. *The Reading Teacher*, 59(6), 510-520.
- Dyson, A. H. (1998). Fold processes and media creatures: Reflections on popular culture for educators. *The Reading Teacher*, 51(5), 392-402.
- Fletcher, R. (2006). Boy writers: Reclaiming their voices. (Chapter 10). Portland, ME: Stenhouse Publishers.
- Fu, D. & Shelton, N.R. (2007). Including students with special needs in a writing workshop. *Language Arts*, 84(4), 325-336.
- Newkirk, T. (2000). Misreading masculinity: Speculations on the great gender gap in writing. *Language Arts*, 77(4), 294-300.
- Rubin, R. & Carlan, V. G. (2005). Using writing to understand bilingual children's literacy development. *The Reading Teacher*, 58(8), 728-739.

One artifact supplied to illustrate linguistic/cultural study of writers is a whole class effort to identify ways to support ELLs in the writing classroom. Candidates reviewed numerous books and articles, identified resources, and gleaned specific practical ideas for supporting young writers. The series of charts that evolved from that activity are supplied as an example of the type of learning event that is integrated in the course to learn about supporting multicultural learners in writing.

Programs for Other School Professionals

In addition to the instruction and assessment in the above programs, the following coursework in Educational Leadership and School Counseling attend to multicultural and diversity issues.

Educational Leadership:

Opportunity to Address/Meet Standard: Courses

[EDL 514](#): Personnel, Supervision, and Staff Development: Various in-depth discussions regarding diversity occur (e.g., Native American and the BIA system). EDL 516 Policy and Educational Finance: Candidates conduct research on various schools, locations, and issues. An example of a research project may be an exploration of the funding for a Native American school.

[EDL 519](#): The Principalship: Principals from various schools (including Indian Reservations) discuss the complexity of education and how it affects students, teachers, and communities.

[EDL 501](#): Leadership, Planning, and Organizational Behavior: Studies include shaping school culture, addressing individual and group needs, setting goals and priorities according to the context of the community.

[EDL 511](#): Personal Communications and Ethics: Discussions are held on how culture, age, and socioeconomics influences education.

Assessments Include:

Exams
Research Papers
Portfolios

School Counseling:

Opportunity to Address/Meet Standard: Courses

[Coun 518](#): Group Theory and Process: Addresses the principles and practices of support, task, psycho-educational, and therapeutic groups with various populations in a multicultural context. Includes study of professional issues relevant to group processes, involves participation and leading group experiences.

[Coun 531](#): Psychology of Women, Gender, and Development: This course presents current research and trends in developmental theory, particularly theories pertaining to psychological development of women and men. Issues such as abuse, ageism, depression, eating disorders, emotional experience and expression, heterosexism, feminism, and multiculturalism will be examined as related to the practice of psychology. Learning methods include writing, music, film, group discussion and creative projects.

[Coun 532](#): Multicultural Counseling: “This course offers an introduction to counseling theories and interventions appropriate for American ethnic and non-ethnic minority clients. The values suppositions of various cultural groups will be examined”(college catalog p. 24).

Assessments Include:

Papers

Exams

Presentations

Counselor Preparation Comprehensive Examination (CPCE)

Student Internship Evaluation Forms



CURRICULUM EXHIBIT FORM BASIC PROGRAM
EDUCATION STANDARDS AND PRACTICES BOARD
 SFN 14381 (05-06)



Institution: University of North Dakota		Major: Geography
Credits are: Semester		
Credits required for degree: 125		
General Studies	Teaching Specialty	Professional Education
Must total at least 39 credits	Credits required: 36	total at least 37-41 credits
<u>Behavioral Sciences (9 Min)</u> Electives in at least 2 areas from the following departments: Anthropology, A&S, Communication, CSD, Economics, Geography, History, Honors, Humanities, Indian Studies, Music, Nursing, Nutrition, Political Science, Psychology, Recreation and Leisure, Rehab Services, Sociology, Social work, Space Studies, T&L. 9 credits Total <u>Humanities (9 Min)</u> Electives from at least 2 areas in the following departments: Art, EHD, English, Fine Arts, History, honors, Indian Studies, IT, Languages, Music, Philosophy, Political Science, Religion and Theater Arts. 9 credits Total <u>Natural Sciences (9 Min)</u> Electives in at least 2 areas and 1 lab science from the following departments: Anthropology, Atmospheric Sci, Biology, Chemistry, Computer, Sci, Economics, Geography, Geology, Honors, Humanities, IT, Mathematics, Nutr and Dietetics, Philosophy, Physics, Psychology, Sociology and Space Studies 9 credits Total <u>Symbolic Systems (9 Min)</u> Engl 110 Composition (3) Engl 120 Composition (3) Comm 110 Public Speaking (3) OR Engl 125 OR Advanced Composition Course 9 credits Total	Geog 121/121L Global Physical Environment/Lab Geog 151 Human Geography Geog 161 World Regional Geog Geog 271 Map Use and Interpretation Geog 354 Conservation & Resources Geog 377/L Quantitative Apl in Geography/Lab Geog 419 Meth & Materials of Geographic Educ. Geog 471/L Cartography and Computer Assisted Mapping/Lab Geog 474 Intro to Geographic Information Systems Students must choose a minimum of 17 credits from a combination of the following concentrations, selected with the approval of the geography Advisor responsible for teacher ed. 1. Human Geography Geog 300 Selected topics in Geog Geog 352 Economic Geog <i>*Geog 354 Conservation of Resources</i> Geog 452 Selected Topics in Economic Geog Geog 453 Historical Geog Geog 455 Political Geog Geog 457 Urban Geog & Planning 2. Physical Geography Geog 134/134L Introduction to Global Climate/Lab Geog 300 Special Topics in Geography Geog 322 Natural Hazards Geog 334 Climatology Geog 421 Selected Topics in Physical Geography 3. Regional Geography Geog 262 Geography of North Am. I Geog 263 Geography of ND Geog 362 Geography of Canada Geog 462 Geog of North Am II	T&L 325 Exploring Teaching in Secondary Schools (3) T&L 345 Curriculum Development (3) T&L 350 Dev & Ed of Adolescent (3) T&L 386 Field Experience (Optional 1) T&L 390 Special Interest Topics (1-3) T&L 400 Methods & Materials: Middle Level/Secondary Social Studies (3) T&L 433 Multicultural Ed (3) T&L 460 Micro Teaching (3) T&L 486 Field Experience (1) T&L 488 Senior Seminar (1) T&L 495 Independent Study (Optional 1) T&L 487 Student Teaching (16)

	<p>Geog 463 Regional Geog: Mid East Geog 463 Regional Geog: Europe</p> <p>4. Geographical Techniques <i>*Geog 271 Map Use & Interpretation</i> Geog 300 Special Topics in Geography Geog 374/374L Environmental Remote Sensing & Air Photo Interp/Lab <i>*Geog 471/L Cartography and Computer Assisted Mapping/Lab</i> <i>*Geog 474 Intro to Geographic Information Systems</i> Geog 475 Digital Image Processing</p> <p>* Required Course</p>	
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